# Table of Contents

Table of Contents 2  
General Information 6  
   Catalog Version 6  
A 7  
   Accountancy 7  
   African & Black Diaspora Studies 9  
   Allied Health Technology 15  
   American Sign Language 16  
   American Studies 17  
   Animation 20  
   Anthropology 24  
   Applied Brass 29  
   Applied Keyboard 30  
   Applied Music 30  
   Applied Percussion 35  
   Applied Strings 35  
   Applied Voice 35  
   Applied Woodwinds 36  
   Arabic 36  
   Art 38  
   Arts and Ideas 45  
   Asian American Studies 85  
B 88  
   Bilingual-Bicultural Education 88  
   Biological Sciences 88  
   Business Law 95  
C 96  
   Catholic Studies 96  
   Chemistry 104  
   Chinese 111  
   Communication 113  
   Communication Studies 113  
   Community Service Studies 114  
   Comp,Info and Network Security 115  
   Comparative Literature 116  
   Composition 117  
   Computer Graphics and Motion Technology 118  
   Computer Science 121  
   Counseling 127  
D 128  
   Degree Completion Major 128  
   Design 132  
   Digital Cinema 137
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>148</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>148</td>
</tr>
<tr>
<td>E-Commerce Technology</td>
<td>152</td>
</tr>
<tr>
<td>Economics</td>
<td>155</td>
</tr>
<tr>
<td>Education - General</td>
<td>155</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>157</td>
</tr>
<tr>
<td>English</td>
<td>162</td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>167</td>
</tr>
<tr>
<td>Finance</td>
<td>167</td>
</tr>
<tr>
<td>Focus Area</td>
<td>169</td>
</tr>
<tr>
<td>French</td>
<td>194</td>
</tr>
<tr>
<td>G</td>
<td>200</td>
</tr>
<tr>
<td>Gaming</td>
<td>200</td>
</tr>
<tr>
<td>Geography</td>
<td>203</td>
</tr>
<tr>
<td>German</td>
<td>208</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>210</td>
</tr>
<tr>
<td>Greek</td>
<td>212</td>
</tr>
<tr>
<td>H</td>
<td>214</td>
</tr>
<tr>
<td>Health Science</td>
<td>214</td>
</tr>
<tr>
<td>History</td>
<td>215</td>
</tr>
<tr>
<td>History of Art &amp; Architecture</td>
<td>227</td>
</tr>
<tr>
<td>Honors</td>
<td>236</td>
</tr>
<tr>
<td>Hospitality Leadership</td>
<td>245</td>
</tr>
<tr>
<td>Human Community</td>
<td>253</td>
</tr>
<tr>
<td>Human-Computer Interaction</td>
<td>298</td>
</tr>
<tr>
<td>I</td>
<td>300</td>
</tr>
<tr>
<td>IIT Chemical Engineering</td>
<td>300</td>
</tr>
<tr>
<td>Illinois Institute Technology</td>
<td>302</td>
</tr>
<tr>
<td>Information Systems</td>
<td>307</td>
</tr>
<tr>
<td>Information Technology</td>
<td>309</td>
</tr>
<tr>
<td>Interdisciplinary Studies Prog</td>
<td>311</td>
</tr>
<tr>
<td>Institute for Professional Dev</td>
<td>311</td>
</tr>
<tr>
<td>Integrative Learning</td>
<td>312</td>
</tr>
<tr>
<td>Interactive Media</td>
<td>320</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>321</td>
</tr>
<tr>
<td>Interdisciplinary Comm Studies</td>
<td>324</td>
</tr>
<tr>
<td>International Studies</td>
<td>325</td>
</tr>
<tr>
<td>Irish Studies</td>
<td>328</td>
</tr>
<tr>
<td>Islamic World Studies</td>
<td>329</td>
</tr>
<tr>
<td>Italian</td>
<td>333</td>
</tr>
<tr>
<td>J &amp; K</td>
<td>337</td>
</tr>
<tr>
<td>Japanese</td>
<td>337</td>
</tr>
<tr>
<td>Jazz Studies</td>
<td>339</td>
</tr>
<tr>
<td>Journalism</td>
<td>341</td>
</tr>
<tr>
<td>L</td>
<td>344</td>
</tr>
<tr>
<td>Department</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Labor Education</td>
<td>344</td>
</tr>
<tr>
<td>Language, Literacy &amp; Special Instr.</td>
<td>346</td>
</tr>
<tr>
<td>Latin</td>
<td>346</td>
</tr>
<tr>
<td>Latin American &amp; Latino Studies</td>
<td>347</td>
</tr>
<tr>
<td>Lesbian/Gay/ Bisexual/Transgnrd.</td>
<td>350</td>
</tr>
<tr>
<td>Liberal Studies in Education</td>
<td>351</td>
</tr>
<tr>
<td>Liberal Studies in SNL</td>
<td>352</td>
</tr>
<tr>
<td>Liberal Studies Program</td>
<td>354</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>355</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>360</td>
</tr>
<tr>
<td>Management</td>
<td>360</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>363</td>
</tr>
<tr>
<td>Marketing</td>
<td>364</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>367</td>
</tr>
<tr>
<td>Media Studies</td>
<td>374</td>
</tr>
<tr>
<td>Military Science</td>
<td>378</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>379</td>
</tr>
<tr>
<td>Multimedia</td>
<td>383</td>
</tr>
<tr>
<td>Music Education</td>
<td>384</td>
</tr>
<tr>
<td>Music Ensemble</td>
<td>387</td>
</tr>
<tr>
<td>Musicianship</td>
<td>388</td>
</tr>
<tr>
<td><strong>N &amp; O</strong></td>
<td>393</td>
</tr>
<tr>
<td>Nursing</td>
<td>393</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>395</td>
</tr>
<tr>
<td><strong>P &amp; Q</strong></td>
<td>398</td>
</tr>
<tr>
<td>Peace/Conflict Resolution/Social Justice</td>
<td>398</td>
</tr>
<tr>
<td>Performance</td>
<td>400</td>
</tr>
<tr>
<td>Performing Arts Management</td>
<td>406</td>
</tr>
<tr>
<td>Philosophy</td>
<td>408</td>
</tr>
<tr>
<td>Physical Education</td>
<td>413</td>
</tr>
<tr>
<td>Physics</td>
<td>416</td>
</tr>
<tr>
<td>Polish</td>
<td>420</td>
</tr>
<tr>
<td>Political Science</td>
<td>421</td>
</tr>
<tr>
<td>Portuguese</td>
<td>429</td>
</tr>
<tr>
<td>Psychology</td>
<td>430</td>
</tr>
<tr>
<td>Public Policy Studies</td>
<td>434</td>
</tr>
<tr>
<td>Public Relations &amp; Advertising</td>
<td>437</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>442</td>
</tr>
<tr>
<td>Real Estate</td>
<td>442</td>
</tr>
<tr>
<td>Relational Communication</td>
<td>443</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>444</td>
</tr>
<tr>
<td>Russian</td>
<td>452</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>455</td>
</tr>
<tr>
<td>School for New Learning</td>
<td>455</td>
</tr>
<tr>
<td>Science, Technology, Engineering and Math</td>
<td>455</td>
</tr>
<tr>
<td>Scientific World</td>
<td>456</td>
</tr>
<tr>
<td>Scientific Data Analysis- Visualization</td>
<td>482</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>483</td>
</tr>
<tr>
<td>Sociology</td>
<td>485</td>
</tr>
<tr>
<td>Socl/Cult Stud Ed/Hum Dev Ugrd</td>
<td>491</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>492</td>
</tr>
<tr>
<td>Sound Recording Technology</td>
<td>494</td>
</tr>
<tr>
<td>Spanish</td>
<td>495</td>
</tr>
<tr>
<td>Study Abroad Program</td>
<td>500</td>
</tr>
<tr>
<td>T, U &amp; V</td>
<td>509</td>
</tr>
<tr>
<td>TEACH Program</td>
<td>509</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>509</td>
</tr>
<tr>
<td>Television Production</td>
<td>511</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>512</td>
</tr>
<tr>
<td>Theatre Technology</td>
<td>520</td>
</tr>
<tr>
<td>University Internship Program</td>
<td>524</td>
</tr>
<tr>
<td>Visual Effects</td>
<td>528</td>
</tr>
<tr>
<td>W, X, Y &amp; Z</td>
<td>529</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>529</td>
</tr>
<tr>
<td>World Language Education</td>
<td>534</td>
</tr>
<tr>
<td>Writing, Rhetoric, and Discourse</td>
<td>535</td>
</tr>
</tbody>
</table>
Subjects beginning with the letter A are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Accountancy
African & Black Diaspora Studies
Allied Health Technology
American Sign Language
American Studies
Animation
Anthropology
Applied Brass
Applied Keyboard
Applied Music
Applied Percussion
Applied Strings
Applied Voice
Applied Woodwinds
Arabic
Art
Arts and Ideas
Asian American Studies

Accountancy

ACC 100 PRINCIPLES OF ACCOUNTING LAB
This course is a mandatory lab component of ACC 101- Introduction to Accounting I and emphasizes supplementary material to reinforce accounting principles concepts. This course is graded on an audit basis and carries no credit hours. CO-REQUISITE(S): ACC 101

ACC 101 INTRODUCTION TO ACCOUNTING I
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 longterm 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.

ACC 102 INTRODUCTION TO ACCOUNTING II
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

ACC 250 CAREER MANAGEMENT FOR ACCOUNTANTS
This course is designed to explore and manage the professional expectations and career potential of an
accountancy major. Students will participate in hands-on resume building activities, practice interviews and apply research and evaluation skills to execute job search and career management strategies. Students will learn about Career Center resources and internship opportunities as ways to prepare for successful job searches and to maximize their potential for long term professional growth. (PREREQUISITE(S)): NONE

ACC 303 MANAGERIAL ACCOUNTING
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

ACC 304 FINANCIAL REPORTING 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 102

ACC 305 FINANCIAL REPORTING 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, long term liabilities, derivatives, contributed capital, retained earnings and earnings per share. PREREQUISITE(S): ACC 304 or ACC 307

ACC 306 FINANCIAL REPORTING III
The third course in the financial accounting sequence, this course studies deferred taxes, pensions and other post-retirement benefits, leases, accounting changes and error analysis, statement of cashflows (advanced), and full disclosure, if time permits. Selected spreadsheet applications will be introduced through homework assignments. PREREQUISITE(S): ACC 305 or ACC 309

ACC 307 FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS
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 and acceptance into Finance Honors Program

ACC 308 ADVANCED FINANCIAL ACCOUNTING
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 or ACC 309

ACC 309 FINANCIAL REPORTING II FOR FINANCE HONORS STUDENTS
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 and acceptance into Finance Honors Program

ACC 350 INFORMATION FOR DECISION MAKING
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 305/309 and either ACC 360 or ACC 380

ACC 372 AUDIT AND OTHER ASSURANCE SERVICES I
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, Generally Accepted Auditing Standards (GAAS), professional ethics, and legal responsibilities including U.S. Securities laws. It focuses on financial audits by external auditors, including planning and acceptance, internal control, evidence, and reporting. PREREQUISITE(S): ACC 305 or ACC 309

ACC 374 AUDIT AND OTHER ASSURANCE SERVICES II
Audit and Other Assurance Services II, a companion and sequel to Accounting 372, emphasizes the implementation and application of generally accepted auditing standards to transaction cycles and classes of transactions. It includes the study of sampling techniques used in tests of controls and tests of details,
internal control in computer-based systems, and introduces the use of Computer Assisted Audit Tools and Techniques. The role of internal auditors is also covered. PREREQUISITE(S): ACC 372

**ACC 375 FRAUD EXAMINATION & FORENSIC AUDITING**
This course covers various aspects of fraud prevention and detection, including elements of fraud, costs of fraud, use of controls to prevent fraud, and methods of fraud detection. Guest speakers with expertise in fraud examination/forensic auditing will share their knowledge and experiences with the class. PREREQUISITE(S): ACC 304 or ACC 307

**ACC 376 INTERNAL AUDITING**
This course covers a risk-based, process and controls-focused internal audit approach. Topics include internal audit standards, internal control, corporate governance, risk assessment, evidence and documentation, fraud risks and auditing techniques including sampling and the use of systems-based audit techniques. Professional ethics, emerging issues are discussed. PREREQUISITE(S): ACC 102

**ACC 380 TAX TREATMENT OF INDIVIDUALS AND PROPERTY**
Tax 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. It also includes tax research. PREREQUISITE(S): ACC 304 or ACC 307

**ACC 383 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS**
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, ethics in tax practice, and an introduction to estate and gift taxation. PREREQUISITE(S): ACC 360 OR ACC 380

**ACC 393 INTERNSHIP IN ACCOUNTANCY**
ACC 393 is designed for students who already have or will soon have a position in an accounting or accounting-related field. 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 398 SPECIAL TOPICS**
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): Vary by topic. Consult class notes.

**ACC 399 INDEPENDENT STUDY**
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.

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**African & Black Diaspora Studies**

Undergraduate Course Descriptions - Current

**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 (CROSS-LISTED AS REL 144)**
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 202 AFRICA, 1750-1900**
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. Cross-listed with HST 132.

**ABD 203 AFRICA, 1900-PRESENT**
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Cross-listed with HST 133.

**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 knowledge 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 which African Americans have developed a 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-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**
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Cross-listed with HST 131.

**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**
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, 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 DIASPORIC 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.

**ABD 234 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 Candoumbre; 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 PRINCIPLES OF AFRICAN ART (CROSS-LISTED W/ HAA 101)**
This introductory-level course surveys the arts of select cultures from west and central Africa. The course will focus on the arts of royalty as a means by which to introduce basic concepts and larger issues within the field. The arts of groups who borrow from royal iconography, such as diviners, religious cults, societies of elders, and others, will also be investigated. Themes pertinent throughout the course include issues of gender, colonialism, cultural interaction, and historical change in both visual art and the nature of kingship. Cross-listed as HAA 101.

**ABD 247 ANCIENT AFRICAN ART: PREHISTORIC TO THE EUROPEAN ENCOUNTER**
This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions. Cross-listed
ABD 248 MODERN AFRICAN ART: EUROPEAN ENCOUNTER TO INDEPENDENCE
This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations. Cross-listed with HAA 201.

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 WITH 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 252 CONTEMPORARY AFRICAN ART: INDEPENDENCE TO THE PRESENT
This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance. Cross-listed with HAA 203.

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 256 AFRICAN-AMERICAN HISTORY TO 1800
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. Cross-listed as HST 246.

ABD 257 AFRICAN-AMERICAN HISTORY, 1800-1900

ABD 258 AFRICAN AMERICAN HISTORY, 1900 TO PRESENT
W. E. B. Dubois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power. Cross-listed as HST 248.

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 themselfe, 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 critiques 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 furthur 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 336 AFRICAN-AMERICAN POLITICAL THOUGHT (CROSS-LISTED WITH PSC 336)**
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. Cross-listed with PSC 336.

**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 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. Cross-listed as REL 348.

**ABD 351 RECONSTRUCTION AND THE RISE OF JIM CROW [(CROSS-LISTED WITH 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(S): 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 WITH 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 374 THE BLACK ARTS MOVEMENT
This course looks at the intersection between political and artistic movements of the Black Power and Black Arts Movements. We will survey the aesthetic and political aspects of this era, including poetry, novels, drama, music, visual arts and film.

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 386 BLACK WOMEN'S LIVES
This course is a variable topics course directed to the examination of topics such as black women's cultural criticism, Black women in the arts, Black lesbian rights, Black women's participation in social movements, representation in the media, etc. Cross-listed with WGS 386.

ABD 390 TOPICS IN POPULAR CULTURE IN THE BLACK DIASPORA
This course would explore various topics in popular culture studies through the lens of the Black Diaspora, including music, film, television, popular literature and subcultural practices.

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
Independent study. Variable credit. PREREQUISITE(S): Permission required.
AHT 310 DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM I
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented. PREREQUISITE(S): permission required.

AHT 311 DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM II
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented. PREREQUISITE(S): permission required.

AHT 312 CLINICAL NUCLEAR MEDICINE PROCEDURES I
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving. PREREQUISITES: permission required.

AHT 313 CLINICAL NUCLEAR MEDICINE PROCEDURES II
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving. PREREQUISITE(S): permission required.

AHT 314 MANAGEMENT AND METHODS OF PATIENT CARE I
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. PREREQUISITE(S): permission required.

AHT 315 MANAGEMENT AND METHODS OF PATIENT CARE II
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. PREREQUISITE(S): permission required.

AHT 316 RADIATION BIOLOGY
Knowledge of cell structure and function as a basis for understanding cellular and organ responses to the effects of ionizing radiation, radionuclides and radiation oncology. Understanding units of exposure, organ dose calculation and body distribution. PREREQUISITE(S): permission required.

AHT 317 MEDICAL TERMINOLOGY
The medical terminology course consists of a study of root words, prefixes, and suffixes of medical vocabulary. Also included are medical abbreviations and applicable symbols. A combination of learning exercises and chapter quizzes are utilized. Emphasis is on application of terminology through the use of chapter objectives, learning exercises, and critical thinking exercises. As an independent study, students may
choose to progress more rapidly than the assignment schedule outlines. PREREQUISITE(S): permission required.

**AHT 330 RADIATION SAFETY AND PROTECTION**
Supervised practice and procedures for the receipt, handling, transporting, storage, usage, record keeping, disposal and decontamination of radioactive materials. Emphasis on licensing and regulations set forth by local, state and federal agencies. Academic and clinical instruction to provide the student with radiation safety techniques to minimize exposure to themselves, the patient, public, fellow workers and themselves. Regulations regarding therapeutic dosages and follow-up procedures. Focus on practical mathematics in nuclear medicine including radiation unit conversion, dose conversion, dose calculation, determination of specific activity, decay, and half-life calculation, counting efficiency, and statistics. PREREQUISITE(S): permission required.

**AHT 331 RADIATION DETECTION AND INSTRUMENTATION**
Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET/CT and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Knowledge of the operations and maintenance of computer hardware and software. Emphasis on data collection, analysis and processing used in clinical imaging. Application of computer devices and memory usage. Emphasis on SPECT, SPECT/CT, PET and PET/CT quality control procedures. PREREQUISITE(S): permission required.

**AHT 332 RADIATION PHYSICS AND INSTRUMENTATION**
Theory and physical principles associated with atomic structure, nuclear and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, anger electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing radiation with matter. Basic physics, instrumentation, and radiochemistry of SPECT (Single Photon Emission Computed Tomography), SPECT/CT, Positron Emission Tomography (PET), and PET/CT. PREREQUISITE(S): permission required.

**AHT 333 RADIONUCLIDE CHEMISTRY AND RADIOPHARMACY**
The chemical, physical and biological properties of radiopharmaceuticals used in diagnosis and therapy. Emphasis is given to the preparation, calculation, identification, administration, and disposal of radiopharmaceuticals. Performance of all radionuclide quality control and quality assurance procedures. Principles of decay and half-life, tissue localization, chemical impurities, generator systems, dose preparation and techniques of good laboratory practices and cell labeling. PREREQUISITE(S): permission required.

**AHT 334 CLINICAL CORRELATION - PATHOLOGY**
Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as its effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff. PREREQUISITE(S): Permission required.

**AHT 335 COMPUTED TOMOGRAPHY AND CROSS-SECTIONAL ANATOMY**
Introduction to the fundamental concepts and principles of computed technology and its role in medical imaging. Specific topics include physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis placed on patient considerations, patient safety, and radiation protection. PREREQUISITE(S): Permission required.

American Sign Language

**ASL 101 AMERICAN SIGN LANGUAGE I**
Introduction to fundamentals of standard American Sign Language (ASL), for students with no prior experience in signing.

**ASL 102 AMERICAN SIGN LANGUAGE II**
Introduction to fundamentals of American Sign Language (ASL), for students with no prior experience in signing. PREREQUISITE(S): ASL 101 or equivalent knowledge.

**ASL 103 AMERICAN SIGN LANGUAGE III**
Introduction to fundamentals of American Sign Language (ASL), for students with no prior experience in signing. PREREQUISITE(S): ASL 102 or equivalent knowledge.

**ASL 104 INTERMEDIATE AMERICAN SIGN LANGUAGE I**
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. PREREQUISITE(S): ASL 103 or equivalent.

**ASL 105 INTERMEDIATE AMERICAN SIGN LANGUAGE II**
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 104. PREREQUISITE(S): ASL 104 or equivalent.

**ASL 106 INTERMEDIATE SIGN LANGUAGE III**
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 105. PREREQUISITE(S): ASL 105 or equivalent.

**ASL 199 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of Chair and instructor required.

**ASL 201 ADVANCED COMMUNICATION I**
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. PREREQUISITE(S): ASL 106 or equivalent.

**ASL 202 ADVANCED COMMUNICATION II**
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 201. PREREQUISITE(S): ASL 106 or equivalent.

**ASL 203 ADVANCED COMMUNICATION III**
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 202. PREREQUISITE(S): ASL 106 or equivalent.

**ASL 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of Chair and instructor required.

**ASL 305 AMERICAN SIGN LANGUAGE LITERATURE**
This course will focus on selected ASL videotapes and films ranging from the early 1900's to the present. It shares similar elements and functions with any literature in any language. Students will study the historical background of deaf actors and actresses in silent films, analyze the content of stories, discuss grammatical features in ASL or ASL expressions signed by deaf people, and discuss the various signing registers and styles revealed in these contents. PREREQUISITE(S): ASL 106 or the equivalent.

**ASL 310 DEAF CULTURE**
This course is an introduction to concepts and issues in Deaf culture and the Deaf community. Emphasizes the Deaf community as a linguistic and American cultural minority, and the importance of language, education of the deaf people, values, traditions, political activism and diversity in this group. PREREQUISITE(S): ASL 106.

**ASL 352 ASL LINGUISTICS**
This course provides an introductory overview and comparison of the major linguistic structures of American Sign Language. Includes: morphology, syntax, discourse structure and sociolinguistics. PREREQUISITE(S): ASL 106.

**ASL 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of Chair and instructor required.

American Studies

Undergraduate Course Descriptions - Current

**AMS 150 PERSPECTIVES ON AMERICA**
This course explores a variety of perspectives on what it means to be an American in the modern world, looking through 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**
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 211 AMERICAN EXPERIENCE I: EARLY AMERICA TO 1860 (FORMERLY AMS 201)**
The first of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, early America before the Civil War). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. Formerly AMS 201.
PREREQUISITE(S): AMS 200 or one US History course from the 181/182/183 sequence or AP US History credit or SAT II US History scores (submitted to DePaul) of 650 or higher.

**AMS 213 AMERICAN EXPERIENCE II: FROM 1860 TO 1941**
The second of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, from the Civil war to just before World War II). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. PREREQUISITE(S): AMS 200 or one US History course from the 181/182/183 sequence or AP US History credit or SAT II US History scores (submitted to DePaul) of 650 or higher.

**AMS 215 AMERICAN EXPERIENCE III: FROM 1941 TO PRESENT**
The third of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, World War II to the Present). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. Formerly AMS 202.
PREREQUISITE(S): AMS 200 or one US History course from the 181/182/183 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**
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 230 ASIAN AMERICAN HISTORIES (CROSS-LISTED WITH AAS 200)**
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. 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. Cross-listed with AAS 200.

**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 261 AMERICAN ETHNICITIES 1800-1945**
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 politcal 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 PACIFIC WORLD: NORTH AMERICA AND THE PACIFIC, 1776 - 1945**
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 275 HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY**
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**
This course will provide an overview of the history of American sexuality from the late nineteenth century to the present.

**AMS 280 POLITICS AND HISTORY OF THE VIETNAM WAR**
This course examines both the history of American involvement in Vietnam and the lasting effect on American politics and culture.

**AMS 290 AMERICAN VOICES I: TO 1860**
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.

**AMS 291 AMERICAN VOICES II: FROM 1860**
Part two of a two course sequence, this course continues the approach and method of American Voices I. PREREQUISITE(S): ENG 104 or HON 100 or HON 101.

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

**AMS 300 DOMESTIC STUDIES**
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**
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.

**AMS 340 AMERICAN POPULAR CULTURE**
This course will focus on the industrial developments, cultural significance and social effects of American Popular Culture institutions and products at the dawn of the 20th century, including the rise of corporate nationalism in live performances such as vaudeville and radio, as well as the development of mass media industries including sheet music, advertising, records, and film. Discussions will include attention to industrial practices, textual properties, and audience reception of these cultural products.

**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 THE MATERIAL CULTURE OF MODERN AMERICA**
AMS 370 combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the nineteenth and twentieth centuries

**AMS 371 MATERIAL CULTURE OF EARLY AMERICA**
Combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the colonial period and early nineteenth century.

**AMS 380 TELEVISION AND AMERICAN IDENTITY**
This course is about how television represents Americans and how Americans have responded to these representations. The course engages in close textual analysis of several television texts, to familiarize students with television industry narrative structures and strategies, examines several specific representational struggles, and surveys and discusses the many ways in which television viewers and fans engage with the text.

**AMS 392 INTERNSHIP**
Internship. Majors and minors only. Variable credit. PREREQUISITE(S): AMS major or minor
**AMS 395 TOPICS IN AMERICAN STUDIES**
Topics in American Studies.

**AMS 396 AMERICAN STUDIES COLLOQUIUM**
These courses are conferences or series on selected topics. Class participants attend and participate in events, keep a reflective journal connecting the events, do related readings, and a reflective summary on the colloquium as a whole. Variable credit.

**AMS 398 STUDY TOUR**
An on-site overview of the historical, political, social and economic connections between the United States and a foreign country. Credit variable.

**AMS 399 INDEPENDENT STUDY**
Independent Study. Majors only. Variable credit. PREREQUISITE(S): AMS major.

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**Animation**

Undergraduate Course Descriptions - Current

**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 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 150 AFTER EFFECTS WORKSHOP**
This class will introduce students to the fundamentals of After Effects, including key-framing, compositing and rendering. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None

**ANI 151 FLASH ANIMATION WORKSHOP**
This class will introduce students to the fundamentals of creating animation using Flash, including tweening and frame-by-frame drawn animation. This class does not cover Action Script programming. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. 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): ANI 105 or GPH 211 or ART 105 or GD 105

**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.

ANI 207 ANIME HISTORY
This course is an Introduction to the history, development and cultural significance of Japanese animation. We will explore how historical and cultural concepts of Japan have translated to the screen, as well as the influence of economic forces and changing technology. Students will gain an insight into anime's origins and cultural influences through an examination of the World War II, post-war, mid- and late-twentieth-century historical periods of Japan. This class will analyze particular examples of anime and anime artists in their historical context, emphasizing the use of primary sources.

ANI 220 STORYBOARDING AND NARRATIVE DEVELOPMENT
This class will focus primarily on storyboarding and the aesthetic and practical uses of research, treatments, drawings, and found images as tools in the production of animations, films and game cinematics. Students will complete a series of assignments that will utilize different methods of finding inspiration to make a cohesive, narrative work. Various methods used in both commercial and independent productions will be presented as examples, and pre-production work from both live action and animated films will be viewed throughout the quarter. Students will create several storyboards for short films, write treatments, and research design options. PREREQUISITE(S): ANI 101, ANI 201 or DC 110

ANI 222 ILLUSTRATION FOUNDATIONS
This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. PREREQUISITE(S): GD 105 or ANI 105

ANI 225 GRAPHIC NARRATIVE
This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation. PREREQUISITE(S): ART 106

ANI 230 3D DESIGN & MODELING
Students will use computer modeling to explore the principles of 3-dimensional design. Projects involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, lighting and rendering for animation, computer games and cinema. PREREQUISITE(S): None

ANI 231 3D ANIMATION
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 PRODUCTION I
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 AND sophomore standing

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): Sophomore Standing and one of the following: ANI 105, ANI 101, ART 105, GPH 211, 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 301 ADVANCED 3D CHARACTER ANIMATION
This course introduces advanced concepts in 3D character animation that are necessary for achieving
This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style. **PREREQUISITE(S): ANI 300**

**ANI 310 MOTION CAPTURE**
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(S): ANI 231 or GPH 338**

**ANI 315 AUDIO FOR ANIMATION**
This class will explore concepts and practical techniques students need in order to address many of the unique challenges associated with creating audio for animated films. Students will begin with an introduction to audio production before moving on to build practical skills for both field and studio recording. Lectures, readings, and hands on projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films, from classic cartoon soundtracks to the live action style mixes of many of today's animated Hollywood blockbusters. Students will complete several audio projects including a multi-track mix for an animated short. **PREREQUISITE(S): ANI 240**

**ANI 320 HAND-DRAWN ANIMATION**
This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized. **PREREQUISITE(S): ANI 201 (or ANI 101) and ART 106**

**ANI 321 ANIMATION MECHANICS**
Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions. **PREREQUISITE(S): ANI 240**

**ANI 322 ANIMATION STYLES & TECHNIQUES**
The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films. **PREREQUISITE(S): ANI 240**

**ANI 325 VISUAL STORYTELLING**
This class focuses on storyboard and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film. **PREREQUISITE(S): ANI 240**

**ANI 330 3D CHARACTER MODELING**
This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing. **PREREQUISITE(S): ANI 231 or GPH 250**

**ANI 332 3D RIGGING FOR ANIMATORS**
Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parameterization, and learn to construct character animation controls. **PREREQUISITE(S): ANI 231**

**ANI 336 3D MODELING WORKSHOP**
Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design. **PREREQUISITE(S): ANI 231 or GPH 250**
ANI 337 ENVIRONMENT MODELING
This course covers the planning, production and implementation of environment models for games. The term “environment model” includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline. Prerequisite: ANI 230

ANI 339 3D TEXTURING AND LIGHTING
Students will study the processes and techniques for texturing and lighting in 3D. Procedures including preparing models for texturing, creating and manipulating shading networks, laying out UV?s, and painting textures will be explored. Topics in lighting will be approached from the foundation of traditional cinematography with a focus on driving both mood and story. Students will utilize complimentary skills in lighting and texturing to create high quality renders for both still and moving images. PREREQUISITE(S): ANI 230 or GPH 250

ANI 340 ANIMATION PRODUCTION II
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 220 or ANI 240 and junior standing

ANI 344 VISUAL DESIGN FOR GAMES
The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products. PREREQUISITE(S): ANI 105, GPH 211 or ART 105 (or equivalent 2D design experience)

ANI 345 CHARACTER DESIGN
Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short. PREREQUISITE(S): ANI 230

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 351 ADVANCED MOTION CAPTURE WORKSHOP
This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio. PREREQUISITE(S): ANI 310 or ANI 450

ANI 355 STOP MOTION ANIMATION
The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored. PREREQUISITE(S): ANI 201 (or ANI 101)

ANI 356 EXPERIMENTAL ANIMATION
This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles. PREREQUISITE(S): ANI 201 or ANI 101

ANI 360 ADVANCED MOTION GRAPHICS
This course builds on motion graphics fundamentals covered in ANI260 Motion Graphics. In Advanced Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production. PREREQUISITE(S): ANI260

ANI 366 3D MOVIE PRODUCTION
This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools. PREREQUISITE(S): ANI 230 or DC 275

ANI 370 ACTING FOR ANIMATORS
This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation. PREREQUISITE(S): None

ANI 375 DEMO REEL AND PORTFOLIO WORKSHOP
Students review previous course projects and prepare a final portfolio/demo reel and a resume in preparation for job interviews and/or graduate school. Students will also learn presentational techniques and methods for career development. PREREQUISITE(S): ANI 340 or DC 310

ANI 390 TOPICS IN 3D ANIMATION
Advanced study in animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 101 or ANI 201 or consent of the instructor.

ANI 394 ANIMATION PROJECT I
This production-based course is the first half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters. PREREQUISITE(S): ANI 340 and Senior standing

ANI 395 ANIMATION PROJECT II
Continuation of ANI 394. This production-based course is the second half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters. PREREQUISITE(S): ANI 394

ANI 399 INDEPENDENT STUDY
Independent study form and consent of instructor required. PREREQUISITE(S): Consent of dean.

Anthropology

ANT 102 CULTURAL ANTHROPOLOGY
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
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.

ANT 104 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY
This course will examine the biological history of the human species culminating with an exploration of human biological variation in the modern world. Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. The fossil evidence for human evolution will then be considered using comparative data from nonhuman primate ecology to help reconstruct prehistoric lives. Finally, features of biological modernity will be discussed. Particular attention will be given to how human populations utilized biological and behavioral mechanisms to adapt to their environments throughout evolutionary history. The course includes labs.

ANT 105 ANTHROPOLOGY THROUGH FILM
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
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 201 ETHNOGRAPHIC RESEARCH METHODS
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
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 206 WORLD PREHISTORY
Placing an emphasis on both theory and the latest archaeological and multidisciplinary approaches this overview of world prehistory will look at a series of interesting problems and case studies that provide a taste of the richness of human creativity. Topics include the evolution from foraging lifestyles, through the increased control of nature by early farmers, to the rise of states and empires: this is an examination of the deep and tangled roots of today’s societies.

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.

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
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
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 examine 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
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. Cross-listed with AMS 370.
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
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(S): ANT 202.

ANT 256 MATERIAL CULTURE OF THE OLD WORLD
This course combines archaeology and material culture studies to examine how material goods both shape and reflect human experience in Asia, Africa and Europe. The course will be centered on the relationship between material culture, technology, subsistence patterns and societial complexity. The rise of cities and states in the old world will also be examined.

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 270 HUMAN EVOLUTION
Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. Beginning with the earliest fossil evidence, the course will trace human evolution. Particular attention will be given to the forces of environment and sexual selection at work at various points in time. Data from nonhuman primate ecology will be used to help reconstruct prehistoric lives.

ANT 272 INTRODUCTION TO MEDICAL ANTHROPOLOGY
This course explores the interrelationships between culture and human health for the purposes of understanding the biosocial origins of disease, systems of treatment, and the global inequalities that shape disease patterns and access to health care resources.

ANT 274 FORENSIC ANTHROPOLOGY
This course separates fact from media fantasy in the application of anthropological knowledge to determining the cause of death. Specific case studies are presented that show the range of situations confronted by anthropologists who consult with law enforcement agencies.

ANT 280 ARCHAEOLOGICAL FIELDWORK
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 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 320 HUMAN VARIATION
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.
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. Prerequisite(s): ANT 201 and ANT 203 and Senior Standing.

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
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. Formerly ANT 316. PREREQUISITE(S): ANT 203 or equivalent courses as evaluated by the instructor.

ANT 346 URBAN ANTHROPOLOGY
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 indigneous 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 ARCHEOLOGY 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 360 ISSUES IN GLOBAL HEALTH
This course focuses on a specific health issue or set of issues in our world. The interrelationships between culture and health in this issue are examined. Prerequisite: ANT 272 Introduction to Medical Anthropology.

ANT 372 CURRENT ISSUES IN ARCHAEOLOGY
Expressions of culture and heritage are found in museums, public spaces, public events, and other activities
such as public archaeology and history programs. This course examines the debates that surround recent developments in the elaboration of heritage as an industry and a practice. Explores issues relating to cultural heritage, Indigenous rights, ethics, museum and material culture studies.

**ANT 374 ANTHROPOLOGY AND MUSEUMS**
The course examines the evolving relationships between anthropology and museums. From functional, historical, material and aesthetic perspectives, the relationships between the cultural contexts of objects and museums will be explored. Case studies, guest lectures and site visits (virtual and real) will be used to demonstrate evolving theory, practice, law and ethical implications of collecting objects. Many of the logistical aspects of the museum including the laws and mission statements will also be examined.

**ANT 384 ARCHAEOLOGICAL ANALYSIS**
The course is an introduction to the analysis of archaeological data, the interplay between the knowledge people have of the world and the remains and traces of their actions in it; We review the relevant culture theory needed to draw distinctions between analytical stances. We examine how the rhetoric of the research report changes as different analytical stances are selected.

**ANT 386 CULTURAL ANALYSIS**
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. Cross-listed with INT 204.

**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**
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**
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**
Independent Study. PREREQUISITE(S): Permission of Chair.

Applied Brass

Undergraduate Course Descriptions - Current A A Applied Brass

**APB 110 EUPHONIUM**
(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.

Applied Keyboard

Undergraduate Course Descriptions - Current

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.

Applied Music

Undergraduate Course Descriptions - Current

APM 125 ITALIAN DICTION I  
(0 credits) Beginning level Italian and English dictition, international phonetic alphabet. CO-REQUISITE(S): Students must be enrolled in applied voice lessons simultaneously.

APM 126 GERMAN DICTION I  
(0 credit) Beginning level German dictition. PREREQUISITE: APM 125. CO-REQUISITE: Students must be enrolled in applied voice lessons simultaneously.

APM 127 FRENCH DICTION I  
(0 credit) Beginning level French dictition. PREREQUISITE(S): APM 126. CO-REQUISITE(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 PERCUSSION CONCERT ACCESSORIES TECHNIQUES CLASS  
(2 credits) Class playing technique for cymbals, triangle, tambourine, and other percussion accessories.

APM 201 INTRODUCTION TO BRASS PLAYING
APM 204 VOCAL COACHING I
(1 credit) Develop musical and dramatic performance of the repertoire being studied (with special regard to recital material), integrating stylistic considerations, ornamentation, and cadenzas. (PREREQ: MUST BE ADMITTED TO THE VOICE PERFORMANCE MAJOR.)

APM 205 JUNIOR RECITAL
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 225 ITALIAN DICTION II
(1 credit) Intermediate level Italian diction. PREREQUISITE(S): APM 125.

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

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

APM 242 ACCOMPANYING CLASS I
(2 credits) Role of pianist as accompanist in the instrumental repertory. PREREQUISITE(S): Must be admitted to the piano performance major. COREQUISITE(S): Must be enrolled in applied piano lessons simultaneously.

APM 244 ACCOMPANYING CLASS II
(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. COREQUISITE(S): Must be enrolled in applied piano lessons simultaneously.

APM 245 ACCOMPANYING CLASS III
(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. COREQUISITE(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 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 304 VOCAL COACHING II
(1 credit) Develop musical and dramatic performance of the repertoire being studied (with special regard to recital material), integrating stylistic considerations, ornamentation, and cadenzas. (PREREQ: MUST BE ADMITTED TO THE VOICE PERFORMANCE MAJOR.)

APM 305 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 Performance. COREQUISITE: Students must be registered for a total of 4 credits of applied lessons during the quarter the
Students must be registered for a total of 4 credits of applied lessons during the quarter the recital is presented.

**APM 306 HARPSCORD PERFORMANCE PRACTICE**  
(2 credits) This course is designed to introduce the harpsichord to pianists so that they may gain basic knowledge and understanding, as well as practice, of the this predecessor of the piano.

**APM 308 BAROQUE PERFORMANCE PRACTICE-INSTRUMENTAL**  
This performance-oriented course focuses on the pedagogical stance and practice of interpreting and performing music of the baroque era, mainly 18th century. Open to all instrumentalists, this course is cumulative in its survey of the aspects of Baroque performance practice based on the treatises and various writings of the time as well as current scholarly research done by highly regarded early music specialists.

**APM 309 AN ENTREPRENEURIAL APPROACH TO PRESENTING MUSIC IN TODAY'S MARKETPLACE**  
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment.  
(2 CREDITS)

**APM 311 WOODWIND PEDAGOGY**  
(2 credits) This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary tools to teach woodwind students of all ages and ability levels.

**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 328 ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE**  
(2 credits) Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be performed and rehearsed during the class (Spring Quarter alternate years). PREREQUISITE(S): Must be admitted to the woodwind performance major.

**APM 329 WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION**  
(2 CREDITS) An overview of orchestral ensemble skills, with special emphasis on audition preparation and experience. Students will take several auditions over the course of the quarter to improve their understanding of the audition experience. (Spring quarter, alternate years)

**APM 331 THE ART OF THE PIANO**  
The course is designed to introduce the art of piano playing as a part of a 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**  
(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**  
(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 336 VOICE PEDAGOGY**  
(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 340 ORCHESTRAL REPERTOIRE FOR STRINGS I
(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
(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
(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 343 ORCHESTRAL REPERTOIRE FOR STRING BASS
(2 credits) Students will study, discuss, and perform orchestral excerpts for the string bass. This is a required course for all undergraduate string bass performance majors. Prerequisite: must be admitted to string performance major.

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
(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
(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
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
(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
(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
(2-4 credits) In depth investigation of a topic in performance studies. PREREQUISITE(S): (Open to Music students only).

APM 361 PIANO LITERATURE I: RENAISSANCE, BAROQUE & CLASSICAL
(2 credits) The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

APM 362 PIANO LITERATURE II: ROMANTICISM
(2 credits) The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative
APM 363 PIANO LITERATURE III: LATE 19th - 21st CENTURY  
(2 credits) The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

APM 372 ORCHESTRAL REPERTOIRE FOR BRASS  
(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. PREREQUISITE: Must be admitted to the brass performance major.

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 377 GUITAR HISTORY AND LITERATURE I  
(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  
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  
(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 384 STRING PEDAGOGY I  
(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  
(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  
(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 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 397 INTERNSHIP

APM 398 INDEPENDENT STUDY
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 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 Strings

**APS 127 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 160 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 180 VIOLA**
(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**
(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**
(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 Voice

**APV 100 VOICE-STUDIO**
(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 - Current

APW 115 BASSOON
(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
(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
(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
(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
(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 - Current

ARB 101 BASIC ARABIC I
Listening to, speaking, reading and writing Arabic in a cultural context for the beginning student.

ARB 102 BASIC ARABIC II
Continued emphasis on the four skills in culturally authentic situations.

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 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

**ARB 199 INDEPENDENT STUDY**
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 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**ARB 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of Chair & instructor required.

**ARB 300 ARABIC GRAMMAR**
A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence. PREREQUISITE(S): ARB 106 or equivalent.

**ARB 301 ARAB BROADCAST MEDIA**
Intensive study of the vocabulary and expressions of Modern Standard Arabic as used in Arab broadcast media. PREREQUISITE(S): ARB 106 or equivalent.

**ARB 302 ARABIC PRINT MEDIA**
Development of vocabulary and terminology commonly used in Modern Standard Arabic media in order to comprehend oral and written media discourse. PREREQUISITE(S): Advanced Arabic coursework (200-level) or equivalent knowledge.

**ARB 311 ARABIC SHORT STORIES**
A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. PREREQUISITE(S): ARB 106 or equivalent.

**ARB 313 ARABIC FILM**
Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. PREREQUISITE(S): ARB 106 or equivalent.

**ARB 320 BUSINESS ARABIC**
Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context. PREREQUISITE(S): ARB 106 or equivalent.

**ARB 330 ARABIC TRANSLATION**
Focuses on the thorough introduction to translation (including theory) as well as initiation to the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. PREREQUISITE(S): ARB 106 or equivalent.

**ARB 350 ARABIC LITERATURE**
Survey of Arabic literary forms, including the short story, novel, and poetry, selected to help students explore how these major literary forms shape what the writer perceives and express, and how the reader receives and interprets the text. Students will be expected to develop their critical skills (read, analyze, and appraise literary texts), to synthesize their observations, and to express their ideas clearly and persuasively orally and in writing.
ART 101 DIGITAL TOOLS 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 two applications, one pixel-based imaging (Photoshop), and one vector-based imaging (Illustrator). 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 104 CREATING ART
A studio course that uses visual problems and critical discussions to develop creative and perceptual abilities; relates these abilities to the principles of art in cultural and historic contexts (non-art majors).

ART 105 TWO-DIMENSIONAL FOUNDATIONS
Development of perceptual ability through the analysis of two dimensional concepts of line, shape, value texture, color, space and organization. Materials Fee.

ART 106 BEGINNING DRAWING
Introduction to composition, line and rendering in black and white drawing media. Basic techniques for descriptive and expressive use of drawing media. Materials Fee.

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

ART 108 THEATRE DRAWING II
Open to Theatre students only. PREREQUISITE(S): ART 107

ART 109 THEATRE DRAWING III
Open to Theatre students only.

ART 110 BEGINNING PAINTING
An introduction to basic organizational and technical concepts in painting. The preparation and proper use of materials is also stressed. PREREQUISITE(S): ART 105 and/or permission of instructor.

ART 113 THREE DIMENSIONAL FOUNDATIONS
Development of perceptual ability through the analysis of three-dimensional concepts of line, shape, material, light, movement, and organization. Materials Fee.

ART 114 FOUR DIMENSIONAL FOUNDATIONS
This course is introduction to the shared elements and principles of time based art forms. Course will examine those elements and principles on examples of three time based mediums: performance (body art), video and one of interactive art forms that uses Flash software. Students at the beginning of each three-week session will be introduced to the one of three mediums with gradual project development and execution at the end of three-week period. Lectures, demonstrations, exercises and in class and home assignments and assigned readings about the process, form and content specific to time based art forms, will be main the vehicles for delivering the course contents to students. PREREQUISITE(S): ART 101 Electronic Toolbox or equivalent experience and familiarity in Mac computer interface.

ART 115 BEGINNING SCULPTURE
ART 115 BEGINNING SCULPTURE
An introduction to traditional and contemporary approaches to sculpture with an emphasis on clay modeling, plaster casting and carving. Studio core course. Materials Fee.

ART 118 THINKING PHOTOGRAPHY
This is a required course for Media Arts majors taking a critical and historical look at “the arts of mechanical reproduction” and lens-based image making. As a lecture class, it may include some very basic shooting exercises assigned that could easily be carried out by "snapshot" or disposable cameras - either film or digital.

ART 179 INTRODUCTION TO MASS COMMUNICATION (CROSS-LISTED AS CMN 102, 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. Cross-listed with CMN 102. Formerly ART 379.

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 204 VISUAL COMMUNICATION
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
Explorations into the use of color in both paint and computer applications. Materials Fee. PREREQUISITE(S): ART 105 and/or permission of instructor.

ART 206 INTERMEDIATE DRAWING
Continued development and exploration into the rendering of space with an introduction to a wider range of drawing media and contemporary art applications in drawing. Materials Fee. PREREQUISITE(S): ART 106; ART 105 recommended and/or permission of instructor.

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

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

ART 212 WATERCOLOR PAINTING
The investigation of aqueous medium in thin transparent washes, using a variety of subjects. Spontaneity of medium is stressed in order capture the nuance of color and light. Materials Fee. PREREQUISITE(S):ART 105 or ART 106

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

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

ART 215 INTERMEDIATE SCULPTURE
Introduction to basic wood and metal working techniques for producing constructed sculpture. Focuses on modern and contemporary issues in sculpture. Materials Fee. PREREQUISITE(S): ART 115 and/or permission of instructor.

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

ART 218 FIGURE DRAWING
A study of the human figure through an exploration of anatomy combined with various drawing processes. Materials Fee. PREREQUISITE(S): ART 106 and/or permission of instructor.

ART 219 BEGINNING FIGURE SCULPTURE
This course provides opportunities for learning how to represent the dynamic human figure in three dimensions and welcomes students with no experience in figure studies as a first introduction to the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students will be taught basic technical and eye/hand coordination skills necessary to depict the human figure three dimensionally as well as basic understanding of the proportions of the human figure and ability to implement them. This course will also introduce to students the concept of the human figure as a dynamic three dimensional entity. Students will have an opportunity to work from a nude model for nine weeks, examining human anatomy, body proportions and different gesture poses. PREREQUISITE(S): ART 106 Beginning Drawing or ART 115 Beginning Sculpture or permission from the instructor.

ART 223 LIGHT, COLOR, AND PHOTOGRAPHY
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
An introduction to digital photographic processes emphasizing photographing with digital cameras, image correction and modification and printing. PREREQUISITE(S): ART 105 and/or permission of instructor.

ART 225 BEGINNING PHOTOGRAPHY
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. Materials Fee.

ART 226 VIDEO ART
This course is an introduction to the use of video as an art form. Topics covered include lighting, editing, cinematography, documentary, theory and history of video art and avant-garde film. HD Digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express. PREREQUISITE(S) ART 101.

ART 227 DIGITAL IMAGING FOR ART AND DESIGN
Students will develop dexterity and finesse as digital illustrators and imagers using two of the most powerful and ubiquitous computer software tools available in contemporary design: Adobe Photoshop & Adobe Illustrator. Manual drawing and traditional photographic techniques will be applied to the development of digital images. The primary focus will be on analytic problem solving and developing students’ abilities to create complex images, illustrations and icons that effectively convey content and create context. PREREQUISITE(S): ART 101 or equivalent skills and ART 105.

ART 228 COMPUTER APPLICATIONS FOR DESIGN II
This course will introduce students to professional layout techniques including page templates, formatting and preparing files per industry-specific guidelines for spot and process color offset printing. Students will design complex, multi-page documents utilizing intermediary layout, typographic and illustration skills. A broad range of conceptual layout principles and additional procedural preparations and “pre-flighting” expectations will be examined. Adobe InDesign will be the layout software utilized. PREREQUISITE(S): ART 101 or equivalent skills, ART 105, ART 227, ART 264 and/or permission of instructor. HIGHLY RECOMMENDED: ART 260.

ART 229 PRINTMAKING I
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. Materials Fee. PREREQUISITE(S): ART 105 and 106 and/or permission of instructor.

ART 230 ISSUES IN ENVIRONMENTAL DESIGN
Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including graphic, product, architecture, landscape architecture and urban design. We will explore the history and practice of eco-design as well as sustainable design in modern cultures. The environmental impact of design will be examined in relation to everyday products, as well as the consumer culture that feeds their mass production. Examples of excellence will be explored through the examination of case studies; local demonstrations will illustrate the theme of `restorative design; and artists projects that address environmental issues will also be studied. The underlying theme is the connection
between culture and nature, and how we much reduce our negative impact on systems that support all life while building positive systems that support all life.

**ART 245 MIXOLOGY: COMBINING 2D MEDIA AND PROCESSES**
This is an intermediate course utilizing varied 2D media and processes including digital imaging. This will allow students to explore contemporary means and sensibilities through media that reflect a broader range of visual, material and conceptual interests. This will give students a larger repertoire to choose from when making images. Building on the knowledge of oil painting materials and techniques that students gain in the ART 110 Beginning Painting course, ART 245 will also utilize water-based painting materials such as watercolor, gouache, acrylic polymers and gel media. Students will explore techniques such as collage, frottage, stamping, stenciling, relief printing, found image transfer and digital print output in combination with painting and drawing media. PREREQUISITE(S): ART 105, 106 and 110

**ART 260 ART & DESIGN I: HISTORY, CONCEPT, STRUCTURE**
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 to typography. PREREQUISITE(S): ART 101 or equivalent skills and ART 105 or ANI 105.

**ART 264 TYPOGRAPHY I**
Study of the formal structures of letter forms and text. Exploration of typography to extend meaning, emphasizing the relationship between form and content. PREREQUISITE(S): ART 101 or equivalent skills and ART 105 or ANI 105 and/or permission of instructor.

**ART 283 INTEGRATING ART INTO THE CURRICULUM AND THE COMMUNITY**
This course brings DePaul students into Visitation Catholic School to incorporate art into the curriculum. At the start of the quarter, students are given a theoretical background in community-based art education, ethical issues, and social engagement. Students will examine models for community based creative learning through readings, websites, discussion and visiting speakers. Working in teams, students will observe in the Visitation classrooms to gain a sense of the grade school community and the existing curriculum. DePaul students will then develop and teach a specific lesson plan in collaboration with the classroom teacher. The objective will be to produce a creative learning experience that co-mingles art and a core subject such as science or social studies. Teaching this art integrated lesson will be an essential aspect of the learning experience. Students will meet back at the DePaul classroom at regular intervals for information, reflection, and the analysis of their experience and their impact on the grade school community, in relation to the theoretical examples from the beginning of the course. These reflections take varied forms: discussion, role-playing exercise, presentation, and papers. Approved for JYEL and CSL. Recommended prerequisites: Includes any one or more of the following: Art 104, Art 105, Art 106, Art 113, Art 114 and/or permission of instructor.

**ART 289 EXPERIMENTAL VIDEO ART**
This course continues the exploration of video as a means of artistic expression with advanced, conceptual, experimental and creative uses of video and sound. Topics include sound art, editing, professional lighting techniques, as well as documentary, theory and history of avant-garde film/video. HD digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express. PREREQUISITE(S): ART 226.

**ART 290 STUDIO WORKSHOP**
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**
Topics in the relationship between art and community action.

**ART 293 CHINA IN TRANSITION: SOCIAL PERSPECTIVES IN FILM & PHOTOGRAPHY IN CONTEMPORARY CHINA**
The course content will engage a wide range of issues such as the tension and history of the women's rights movement, the reconstruction of values in gender and sexuality, and the ever-changing urban infrastructures in the economically driven culture. Film and photography are the rising new media for documenting and responding to social issues by scholars, filmmakers and artists expressing the Chinese experience. The methodology of this class will deconstruct and decode three common cultural stereotypes: American representations of China, Chinese official representations of itself, and universal representations of one's experiences as a traveler. Through dialogue and cross-reading materials, we compare films, photography, sites/field trips, interviews and journalistic materials to search for the reality and social issues beneath the visual representation. This course emphasizes the aesthetic, the theory and the hands-on experience of using video and photography during the trip (including a brief lecture on composition, framing and digital photography and/or possible video shooting techniques). We will share finished assignments in group critiques and reading discussions - in both cases, they will be the primary means of evaluation in class. In a critique, students will present their work for response and analysis in relation to the given assignment through a class
students will present their work for response and analysis in relation to the given assignment through a class discussion. This dialogue is intended to be evaluative, to provide constructive criticism and to develop critical thinking skills. This course is open to non-art majors and no prerequisite is required.

**ART 294 GENIUS LOCI: ROMAN ARCHETYPES OF PLACE IN VISUAL CULTURE**
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 302 TOPICS IN THE HISTORY OF CINEMA**
Courses on the history of cinema that explore the form, content and historical significance of the media. Taught in the College of Communication with cross-list in Art.

**ART 306 ADVANCED DRAWING**
An advanced approach into historical and contemporary approaches to issues and techniques of drawing. Materials Fee. PREREQUISITE(S): ART 106 and Art 206 or 218 or permission of the instructor

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

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

**ART 311 ADVANCED PAINTING II**
Advanced Painting II PREREQUISITE(S): ART 105, 106, 110, 210 and 310

**ART 312 FIGURE PAINTING**
An introduction to the study of the painted figure in environmental settings. Light, color and spatial illusion are stressed. Materials Fee. PREREQUISITE(S): ART 105 AND 106.

**ART 313 PERFORMANCE/INSTALLATION ART**
In this upper level course students will utilize their previously acquired skills and background from their respective areas of specialty (painting, drawing, sculpture, photo, video, sound, web and computer application etc) in a new conceptual and spatial context by creating specific environments (installation) and using their bodies in those environments (performance). These hybrid art projects will be presented in a real space and live performance format. Additionally using video and photo documentation as sources, students will create another project in digital format. Students will have the option to concentrate on only one aspect of the course; either installation or performance using either digital or non digital (or combined) formats for their projects. PREREQUISITE(S): any 200-level studio course offered by AMD or permission from instructor.

**ART 315 ADVANCED SCULPTURE**
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**
Sequel course to ART 315 to allow the completion of extensive projects. Materials Fee. PREREQUISITE(S): ART 106, 113, 115, 215 AND 315.

**ART 317 ADVANCED FIGURE SCULPTURE**
This course will provide an expansion and enrichment of skills in modeling the human figure for students with a basic background in the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students in this course will develop farther their technical and eye/hand coordination skills necessary to depict the human figure three dimensionally in a more professional manner as well as full understanding of the proportions of the human figure and the ability to implement them freely in a dynamic human figure. Course will also point towards the potential possibility of the exploration, conceptualizations and interpretations of the human figure within the contemporary art context or other applications related to the students’ interests. PREREQUISITE(S): ART 218 Figure Drawing or ART 219 Beginning Figure Sculpture or ART 215 Intermediate Sculpture or permission from the instructor.
ART 318 ADVANCED FIGURE DRAWING
Encourages the application of perceptual and media skills gained in figure drawing to more advanced and personal works on paper. Materials Fee. PREREQUISITE(S): ART 106 and 218 and/or permission of instructor.

ART 321 INTERMEDIATE DIGITAL PHOTOGRAPHY
This course is a project-based, conceptually oriented exploration of digital photography stressing the uses of the Digital Single Lenses Reflex camera as a tool for image capturing. Class content includes an intermediate to advanced level of digital photographic processes, manipulation, lighting and printing techniques. Central to the approach of the course is an emphasis on thoughtfully and critically considering digital processes as an outgrowth of historically established uses of the medium. PREREQUISITE(S): ART 224 and/or permission of instructor.

ART 323 INTERMEDIATE PHOTOGRAPHY
An extension of the skills acquired in Beginning Photography with an emphasis on additional photographic formats and documentary situations. Materials Fee. PREREQUISITE(S): ART 225 and/or permission of instructor.

ART 324 PRINTMAKING II
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(S): ART 229 and/or permission of instructor.

ART 325 ADVANCED PHOTOGRAPHY PROJECTS
Project-centered course in which students may work with analog and/or digital processes. The goal of this course is to investigate more deeply and expand more broadly students' familiarity with photography as an expressive medium. This course will further highlight the role of photography as a significant contemporary art form, looking at a number of ways that artists explore and present complex ideas through photography. Class time will be divided between lectures, presentations, discussions, class critiques and lab work. Prerequisites: Two photo courses, at least one of which at the 300 level OR consent of instructor.

ART 326 SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART
Advanced explorations of video as a form of artistic expression. Each course will have a unique focus, such as installation art, video and performance, experimental narrative or experimental documentary. This course may be repeated for credit assuming a change in topic. HD Digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express. Prerequisite: ART 226.

ART 328 DOCUMENTARY PHOTOGRAPHY
Exploration of photographic concepts and techniques used in artistic, journalistic and sociological documentation. Materials Fee. PREREQUISITE(S): ART 225 and/or permission of instructor.

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

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

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

ART 332 TOPICS IN PHOTOGRAPHIC PRACTICE
Focused investigations of specific aesthetic, technical or conceptual issues in the practice of photography. Materials Fee. PREREQUISITE(S): ART 224 or ART 225 and/or permission of instructor.

ART 333 COMPUTER APPLICATIONS FOR DESIGN: PRE-PRESS
Builds on skills learned in ART 228. Explores specific areas of graphics and design focusing on pre-press, and exposes students to advanced software. It is highly recommended students take ART 358 before taking this class. PREREQUISITE(S): ART 227, ART 228, ART 260 and ART 264.

ART 334 SENIOR DESIGN PORTFOLIO
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 227, ART 228, ART 260, ART 358 and 264

ART 345 ADVANCED MIXED MEDIA
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 348 ART AND DESIGN III: CLIENT AND COMMUNITY
This course enables students to research varied communities, complex information systems, processes, tools, and materials involved in the client-based component of visual communications. Students establish working relationships as individuals and in teams that utilize their skills to effectively evaluate 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 include: improving student's developing design skills to an advanced level, creating awareness of current design trends, supporting student's development of independent working habits, utilizing integration of both hand-skills and the computer as design tools, and completing professional projects after staged client feedback and revisions. While it is preferably taken in the senior year, this course will still fulfill the Junior Year Experiential Learning requirement and is required for all Art & Design Majors. PREREQUISITE(S): ART 227, ART 260, ART 358 and ART 264 and/or permission of instructor.

ART 358 ART AND DESIGN II: WORD AND IMAGE
This course explores word and image “texts” within the realm of visual art and design, including analysis of meaning and structure, concrete design composition and communication to specific audiences. Readings, studio projects and discussion of existing design and communication theory in understanding and creating commercial and fine arts works comprises the content of the course. PREREQUISITE(S): ART 227, ART 260 and ART 264.

ART 359 PUBLICATION DESIGN
Design of magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed. PREREQUISITE(S): ART 227, ART 228, ART 264 and ART 260.

ART 363 ADVERTISING DESIGN
Explores the function and practice of design in advertising in both social and art historical contexts. It is highly recommended students take ART 358 before taking this class. PREREQUISITE(S): ART 227, ART 260, AND ART 264.

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

ART 369 TYPOGRAPHY II
Advanced investigation into typography and text for verbal and visual expression. PREREQUISITE(S): ART 227, 260, 358 and ART 264.

ART 377 PHOTOJOURNALISM [CROSS-LISTED AS JOUR 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 JOUR 276.

ART 383 SERVICE LEARNING IN THE ARTS INTERNSHIP
This course seeks to expose the student to the workings of a professional artist 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 384 ART-RELATED INTERNSHIPS FOR FOR-PROFIT ORGANIZATIONS
This is a four hour credit supervision class for any Art major or minor that has arranged for an internship with a For-Profit organization to do art-related activity. The class would be viewed as Independent Study, and the student do many of the same activities as in Art 383. the student could get JYEL credit for this class.

ART 385 WEB DESIGN I
The course is designed to provide a comprehensive base of knowledge on HTML, Dynamic HTML and Javascript by using Adobe Web design application programs. Students will learn the process as well as skills needed to develop appealing and functional Web pages. PREREQUISITE(S): ART 227, 260 and 264.
ART 386 WEB DESIGN II
This course provides an in-depth exploration on web authoring. Students will explore advanced HTML and Javascript as well as creating interactive sites using Adobe Flash. PREREQUISITE(S): ART 227, ART 228, ART 264 and ART 385 and/or permission of instructor.

ART 390 ADVANCED STUDIO PROBLEMS
Intensive studio experience for students who have completed the requirements in their media specialty. PREREQUISITE(S): Junior or senior standing in Art.

ART 392 SENIOR STUDIO SEMINAR
An intensive capstone seminar of contemporary art theory and studio practice in the student’s area of concentration. Required for graduation in Studio Art and in Media Arts. Materials Fee. PREREQUISITE(S): Senior standing in Art, Media, and Design Department. Juniors with instructor’s permission may also attend.

ART 393 SENIOR DESIGN SEMINAR
The goal of this capstone class are to research, discuss and critique contemporary design issues as the culmination of the liberal studies coursework with the emphasis on the concentration of art and design. Design methodology and analysis will be surveyed by examining key texts in the field. A different central question and/or project will organize the class each time it is offered. Each question and/or project will be geared towards grappling with communication to diverse audiences, contemporary historical and cultural trends that affect communication, and the use of digital technologies to communicate. This course aims to ensure a familiarity with the ethical, pragmatic, philosophical, theoretical and aesthetic issues that face designers as they enter the workforce and culture that will aid in their responsible participation in the field. PREREQUISITE(S): ART 227, ART 228, ART 260, ART 358 and ART 264.

ART 394 PROFESSIONAL PRACTICE IN THE STUDIO
An intensive capstone experience in the professional, business, and legal skills needed to manage a career in Studio Art or Media Arts. Required for graduation with a Studio Art or a Media Arts concentration. PREREQUISITE(S): Senior standing in Art, Media, and Design Department. 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
Arranges fieldwork or employment in the student’s field of study. Utilizes the extensive professional studios and art institutions of Chicago and other international art facilities as well. Up to 12 hours of credit. PREREQUISITE(S): Junior or senior standing in Art, Media, and Design and permission of the instructor.

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. PREREQUISITE(S): Permission.

Arts and Ideas

Undergraduate Course Descriptions - Current

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 103 LEADERSHIP AND APPLIED ETHICS
This course explores a range of ethical issues that students will face in their ministries and the moral principles they can apply to those issues. It will examine the ethical responsibilities and challenges of good professional practice for those serving in ministry today. It will discuss ethical issues that arise in the leadership or management of congregations, communities and organizations. It will examine areas of social
ethics that are particular relevant to their African context. In this course, students will study the distinctive assumptions, methods and applications of different ethical systems drawn from traditions such as Christianity, Islam, and African traditional religion. Each student will design and complete an independent learning project for their Focus Area in which they will address an ethical issue they are likely to face in their future ministry. Through this course, therefore, students will develop and demonstrate their competence to analyze a problem using two different ethical systems and to apply the skills of ethical analysis to ministry. (2 competencies) Competences: A4, FX.

AI 104 LEADERSHIP AND CREATIVITY
Creative leaders recognize and express dimensions of the world and society that are often overlooked by others. They are able to respond effectively to new challenges and opportunities in their personal lives and in society. Artists, performers and creators have an essential vocation that enriches the whole community. In this course, students will expand their appreciation for the importance of creativity. They will look how the arts provide a unique way to understand and interact with culture. They will study the arts in an African context. They will engage in creative activity or performance and reflect on these experiences. They will also explore ways in which they can be more creative in their lives and ministries. Through this course, therefore, students will develop and demonstrate their competence to define and analyze a creative process and to create an original work of art, explore its relationship to artistic form, and reflect on the creative process. (2 competencies) Competences: A5, A2A

AI 105 VISUAL LITERACY AND CHICAGO'S MUSEUM OF CONTEMPORARY ART
Have you ever been confused by the intentions of an artist or at a loss for words when trying to describe a work of art? How many times have you walked through a museum and while looking at a work of art said to yourself, “I could do that?” This course will introduce a series of skills ranging from simple identification to complex interpretation that will help us read both images and text and find meaning in a variety of contemporary art forms, from painting to sculpture, and photography to installation. The course will focus on the cultural, moral, and aesthetic value of art exhibited in Chicago’s Museum of Contemporary Art (MCA) present and past exhibitions. Art making activities will occur throughout the course to help us explore visual literacy through expressing thoughts and ideas in visual form. Throughout the course students will maintain a visual journal based upon some of the following activities: museum visits, classroom discussions, outside observations, and art making experiences. A culminating project will investigate a specific cultural, aesthetic, or moral topic that has been addressed by a contemporary artist. Competences: A1B, A2A, A5, H1X. Faculty: David McKoski

AI 106 THE RESISTERS: THE LATINA QUEST FOR JUSTICE
This course will introduce students to the issues of violence, oppression and abuse in the lives of U.S. Latinas, here after referred to as Latinas, and in Latin American women’s lives with, for comparison purpose, consideration of the same issues as regards non-Latina women in the U.S. The course will look at the different types of violence, oppression and abuse these women experience as well as the factors that contribute to the situation, such as harmful traditions, discrimination, religion, politics, sexism and war. These factors will be reviewed and analyzed in order to have a better understanding of how they directly affect their lives and contribute to the violence, abuse and oppression they endure. Students will become familiar with the many ways of resistance expressed by Latinas and Latin American women. Because defiance has been demonstrated in various forms, students will therefore be introduced to Latina and Latin American female writers, journalists, artists and activist, who have resisted violence, abuse and oppression and, in their own way, have changed the culture that perpetuates the hostile behavior. Students will learn about women such as Guatemalan Noble Peace Prize winner Rigoberta Menchu, Mexican journalist Lydia Cacho, and Latina writers Gloria Anzadua and Cheri Moraga, just to name a few. Students will be introduced to local resisters, as well. Students will also be encouraged to draw connections between their own experiences and that of the women about whom they will be studying. Finally, students will have an opportunity to compare and contrast methods of resistance that exists between these women and women in the U.S. who do not identify as Latinas. Competences: A1X, H1X, H4, A3C. Faculty: Lourdes Rocha

AI 107 INTRODUCTION TO BUDDHIST MINDFULNESS MEDITATION
In this 5 week (2 credit hour) course, you will be introduced to theories and practices of mindfulness meditation from the Buddhist tradition. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. While the approach to mindfulness meditation we will use in this class is rooted in Buddhist philosophies of the mind, it does not require religious or spiritual interpretations. You can register for only one of the following competencies: A-4, A-5, A-3-X, L-7. Faculty: Michael Skelley

AI 108 INTERNATIONAL RELATIONS: WEAPONS, WARS AND A WORLD IN TURMOIL
Today, world politics is making an unpredictable turn and undergoing an historical transition. International relations in the 21st century are more complex and facing more pressing global challenges than the previous century. While the Western nations have enjoyed unparalleled prosperity in recent years, developing nations, mired in debt, burdened in poverty, riddled with diseases ranging from malaria to AIDS, plagued by wars and
Students will examine issues of discrimination and bias as we analyze several contemporary essays, speeches, short works of fiction, non-fiction, film, music and art. Among others, students will review some of the works of Martin Luther King, Jr., Abraham Lincoln, Cesar Chavez, Harvey Milk, Gloria Steinem, Malcolm X and Ernesto ?Che? Guevara as a means to understand how certain people groups attain power over other groups and how/why inequalities and injustice begin and persist. Students will work on several small group and collaborative assignments that will help them explore their own biases, those of others, and propose solutions. In addition, this course will give students the opportunity to learn about and practice several types of writing including journals, essays and a short research paper. These assignments will also help students develop critical reading and analysis skills. This class assumes a basic understanding of grammar and composition. This class is an excellent gateway course for students who are new to the School for New Learning and for Wright students in general. Students will have the opportunity to learn and practice academic writing skills as well as work in a collaborative learning environment. The class can serve as a cornerstone for other SNL courses and college courses in general, providing a strong basis for continued and effective learning. SNL students may also be able to use the writing assignments in this course as part of their portfolio if they choose to satisfy the required L4 competency via the portfolio option. In addition, all students will be encouraged to apply what they are learning to their own educational and professional goals. In this course the following teaching and learning techniques are used: workshops, discussions, short lectures, small group work, film/play analysis, collaborative learning, creative projects, conferences, at home and in class assignments, critical reading, learning from others through peer editing, and lots of writing/revising. Students should expect to write and rewrite extensively. Competences: L7, A1X, H4, H2X. Can be taken for up to 3 competences. Faculty: Peggy St. John & Suzanne Sanders-Betzold

**, Jeff Todd Titon states in Worlds of Music [Chapter 4: North America/Black America - Jeff Todd Titon, general editor] that the traditional musics of African Americans are perhaps the only contributions to the international music world from the United States. During this course, we will read about and listen to this musical heritage of Black Americans; this will include the origins of Blues in African music, the development of Blues in the US, and the fusion of Blues with various musics of Asia. We will hear musical examples from the text, as well as musical examples from the instructor’s personal library which will enhance our understanding of the importance of Blues and its culture in our present society. Competences: A1X, H1X. Faculty: Rebecca Schwan Can only be taken for one competence. 5 week course.

**AI 111 HEALTH CARE: RIGHT OR PRIVILEGE**

Nations across the globe provide their citizens with subsidized health care. In the contemporary political climate, many people are clamoring for the United States to do the same. What are the issues that define this decision? Does national health care work? Do we deserve subsidized health care? Who benefits? Who doesn’t? What will it cost? In this course, students will examine the notions of providing health care from philosophical, financial and social perspectives. Learner should expect to walk away from this experience with facts, figures, and ideas that will help them make up their own minds about the American health care dilemma. Can only be taken for one competence. Competences: H2A, A4, FX. Faculty: Mark Enenbach

**AI 112 EXPLORING CHINA: THE LANGUAGE, THE CULTURE, AND THE VISUAL AND MARTIAL ARTS**

This is a course of active learning that requires a student to speak basic Chinese, explore the origin of Chinese characters, paint with brushes, and meditate in motion through Tai Chi. It introduces the fundamental structure of Chinese pronunciation and explores methods and techniques for English speakers to memorize the sound of Chinese words. By introducing students to the pictographic nature of Chinese characters, it engages students in a process of learning through visualizing the “image” of Chinese characters. In addition to language and culture exploration, students will be introduced to the Chinese philosophy of Yin Yang balance and applies it through their practice of Tai Chi, an ancient form of Chinese martial art for strengthening and relaxation of both body and mind. Can only be taken for one competence. Competences: A1H, H1E. Faculty: Sharon Guan

**AI 113 URBAN COMMUNITY ETHICS**

Course description: Community development is an issue that every city or state is concerned about, especially in fiscally tight economic times. How best can communities attract business, maintain diverse and well-maintained housing, keep streets safe from crime, and provide quality education and recreation for children and adults? How one approaches the development or redevelopment of a community is often
determined by ethical position. City planners, politicians, residents, and community organizers approach these problems from dramatically different perspectives. What one group calls 'gentrification' another might call 'citizen removal'. The ethical dilemma which unfolds is: In urban community development, whose greatest good are we seeking?

Students will explore the ethical choices made by individuals, institutions, and communities as they make crucial decisions about who is and is not included in the new communities resulting from urban development. Issues of race, age, gender, national origin, religion, social class and other power relations or forms of exclusion are explicit and implicit considerations in the community development planning process. Particular emphasis will be placed on the values and visions of persons living in urban neighborhoods and how their values compare to the values of government agencies or private firms involved in planning the fate and future of neighborhoods. Competences: A4, A3X, H1H. Faculty: Cynthia Millsap

**AI 121 ART AND MEMORY: SCRAPBOOKING**

In homes all over America, dining room tables are filled with tiny metal hearts, pictures of adorable toddlers, bags of stickers, and 500 varieties of lettering. Scrapbooking is one of the nation's fastest growing leisure time activities. Millions of dollars are invested in this peculiar pastime that focuses on not only recording family events, but prettifying them as well. Most of us do not consider ourselves artists, but give us a pair of scissors and some fancy paper and we will create a masterpiece! Students in this experience will learn about the vast array of resources available to scrapbook artists and will begin the process of decoding the relationship between art and craft in this pursuit that is sweeping the nation. Topics will include the definition of scrapbooking and its history; the ways in which art and craft intersect in the scrapbook; how to get started with a scrapbook; the impact of creativity in scrapbooking; and the construction of meaningful works of art and craft. Learners should expect to surf the internet for scrapbooking sources and to visit local scrapbook emporia. This course will meet on campus and online via Blackboard. Competences: A2X, A5, A1X. Faculty: Betta LoSardo and Pamela Sandy

**AI 142 IMAGES OF ETHNICITY: FAMILY HISTORIES AND PUBLIC PERCEPTIONS**

Students will examine the history of their own family against the backdrop of their ethnic and social identities as they understand it and how those identities are viewed by others. To do this we will gather genealogical information, visual images (family photographs, newspaper or magazine articles, possibly drawings), oral history (interviews with family members) which reflect both the particulars of your family and the forces behind cultural preservation and the pressures to assimilate. Personal investigations will be integrated with original research from local ethnic museums and institutions, the Chicago History Museum and other web-based archives. Access to Ancestry.com’s vast database will be included with this class. This research will provide context for your tribe's experiences in Chicago, called “the most ethnically aware city in America.” Perhaps greatest benefits of this course will be to those from ethnic, social and cultural traditions other than Western European. These would include Persons of Color, African-American and Native-American, and those 2nd or 3rd generation Americans from Hispanic, Eastern European, African, Islamic or Asiatic traditions. Another transition, the adaptation from a rural to urban lifestyle, is shared by many of all backgrounds. The survival instinct and adaptation over generations can include persons from every social strata. Established families of the privileged are not exempt. 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: Staff

**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: A4, A3C, A3X, FX. Faculty: Christine Hayda

**AI 148 HOW TO BE A CULTURAL ACTIVIST**
Freedom vs. 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 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 CHINA/TIBET: VANISHING CULTURES**
The world is a book, and those who do not travel read only one page. --St. Augustine. 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. Travel: June 2009. Expenses will be approximately $3,500 plus tuition and international course fee of $150. You can register for up to three competencies. Competencies: A1E, A1H, H1B, H1E,H5, E1, E2, L10,11 (LEX). Faculty: Dr. Michael DeAngelis & 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. Competencies: 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
As part of being an adult we encounter death all around us. AI understand the meanings of stories in their organizations and to sue storytelling as a leadership practice. Their workplace. From each other's experience and insights, through readings, class discussions and assignments involving challenges as a backdrop for learning. The course serves as a laboratory where students use their own organization and their own communication information in a memorable and meaningful way. AI and achieving strategic goals. He hearts of employees, associates or others whose support and commitment are crucial to accomplishing tasks AI 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 AI. Competences: A1E, A2D, H14, S3A. Faculty: Michael Boruch

AI 159 UNDERSTANDING THE WORLD'S GREAT MOVIES
Cinema is a communication mode that warrants our attention. Through examination of great international artists and their films, much can be learned about cultures with which we are not familiar. Since our experience of film is mediated by our own experience 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. Most class time will be spent on viewing and discussing a film; preparation for each class will necessitate background knowledge and film analysis by the learner. 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. Competences: A1E, A3C, H1F, H5, A5. Faculty: Rebecca Schwan.

AI 160 IT'S 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 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: A5, A-2-X, S-2-X, S-1-X, F-X Faculty: John Hemmerling

AI 161 EXPLORING THE CULTURE OF ADOLESCENT MUSIC
Adolescents have chosen their own music to listen to for many generations, and those decisions have affected their own children's and grandchildren's musical choices. Teenagers often listen to the same music as their peers, but why? And is this always the case? In this course we will explore, compare, and differentiate social and other factors that mold teenagers' musical decisions. What are their thought processes when they choose music? Are they always trying to be rebellious toward their parents or society in general? Are they simply seeking individuality? Is 21st century adolescents' music any more distasteful than adolescents' music from earlier decades? How has technology and the social media impacted teenagers? music choices and enabled greater musical autonomy? Through listening exercises, discussions, and readings, we will describe and analyze our own musical tastes in the context of our own adolescence in an attempt to better understand teenagers' choices in music from various time periods and what choices might look like for future adolescents. We will develop a broader perspective on how and why various cultures appeal to adolescents. In a final project you will analyze and present on an aspect of adolescent music culture which will include a creative component such as a mix of audio samples illustrating your analysis. Competences: A1A, A2D, H3C, H2G

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 other'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 BEYOND THE PEARLY GATES: FACING DEATH IN THE MODERN WORLD
As part of being an adult we encounter death all around us. It is one of the only guarantees in life after taxes.
How to accept it or deny it is what this course will address. One view that we will explore is one which comes out of our religious belief systems. The other view we will look at comes out of our need, as humans living in an economy driven western world, to measure the cost benefits of choosing life over death. By exploring issues of great debate such as abortion, mercy killing, self defense, just war, and others, we will use the topic of death to identify and analyze how we make ethical decisions in life. Five session course. May only be taken for one competence. Competences: A3A, A4. Faculty: Christine Hayda

**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, H1X.

**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 CELTIC SPIRITUALITY**
Six Celtic lands (Ireland, Scotland, Wales, Cornwall, Brittany and the Isle of Man) shared related languages and cultures in the historic and prehistoric past. Part of that shared culture was a religion based in awareness of natural forces and the sacredness of the earth. This class introduces the spiritual traditions of Celtic lands and is designed to include the most famous Celtic holiday, celebrated in Ireland as Samhain, in Mexico as the Day of the Dead, and in other parts of the world as Halloween. Students will read ancient myths in translation and explore contemporary articulations of the Celtic spiritual tradition. Competences: A1H, A3E. Can only be taken for one competence. Faculty: Patricia Monaghan.

**AI 169 ETHICS, LAW AND JUSTICE**
We will first assess and discuss two Platonic dialogues in a collective effort to familiarize ourselves with the interplay between reason and ethical questions. We will pay particular attention to Plato's method of reaching conclusions to questions raised in the dialogues, whether and how those conclusions are ethical in nature, and the relative success Plato has in supporting his conclusions. Concepts discussed include the attainment of virtue, whether virtue or knowledge is teachable, the use of persuasion, and statesmanship. We will then apply our familiarity with logical inquiry to a group of Unites States legal cases, and focus our attention on understanding the reasoning that underpins decisions encompassing Fourteenth Amendment due process and equal protection issues. We will look particularly at how our Supreme Court Justices employ reasoning to reach conclusions of law that many view as de facto moral issues. In addition, during the course of the class, we will assess a variety of historical, political, and literary readings with the hope that they may enhance our understanding of the concepts of liberty and equality. Competences: A3C, A3G, A4, H1X. Faculty: David Morris

**AI 170 CREATIVITY AND ENTREPRENEURSHIP**
Successful entrepreneurs face many challenges, but the chief among them is to create 'the new'. The process of imagining, conceptualizing and articulating this 'new' requires skills we often label 'creative?'. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skills and as an exploration of our intuition. Topics will include the relationship between creativity and accountability, understanding creativity within the context of self, teams, organizations, and society-at-large, and the role of risk in creative settings. Competences: A5, FX. Faculty: Patrizia Acerra
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. This class involves making audio recordings of your poems; students will be required to purchase a headset/microphone and download and install free software. Competencies: 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: Staff

AI 177 DREAMS DEFERRED: LAW AND SOCIAL JUSTICE IN AMERICAN THEATER
Drama is an ideal vehicle for portraying conflict. And the courtroom is often the place where such conflicts come to a head. In this course, we will read various courtroom and law-related contemporary American plays and use them as a lens for exploring issues of law, justice, fairness and the distribution of power in American society (H4). We will also explore how the playwright's creative process makes these works exciting theatrical pieces and analyze how the various design elements (lights, set, costumes, music) bring each work to life. Students who register for A2B will perform scenes and monologues from these plays. The class will attend various live theatrical performances in the Chicago area. Plays under consideration include: Twelve Angry Men, A Raisin in the Sun, The Laramie Project, The Execution of Justice, Permanent Collection, To Kill A Mockingbird, and Twilight, Los Angeles: 1992. Competencies: H4, A5, A2B, FX. Faculty: Fred Weilisch

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.

**AI 179 LEADERSHIP LESSONS IN LITERATURE AND CREATIVE MEDIA**

In this course, students will examine issues of leadership and self-leadership as we analyze several short works of fiction and non-fiction, and other creative media including film, plays and music. Students will study authors of various genres along with contemporary political and 20th century historical figures who exhibit leadership qualities that are worth exemplifying. In so doing, students will learn the structure and concepts of the academic research paper. For the research paper, students will select a topic that is personally or professionally relevant. The course assumes a basic understanding of grammar and the structure of academic papers. Because students will practice writing and revising academic papers, the course can serve as a gateway to other college courses.

During this course various teaching and learning strategies will be used such as: workshops, discussions, short lectures, small group work, movie/play analyses, creative projects, conferences, at home and in class assignments, critical reading, learning from others through peer editing, and lots of writing. Students should expect to write and rewrite extensively. Competences: A1X, A3G, H1X, H3X. Faculty: Peggy St. John & Suzanne Sanders-Betzold. Can be taken for up to 3 competences.

**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 DIGITAL ART**

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: WRITERS AND THE POLITICS OF HEALTH**

It is no secret that health care in the United States is in crisis. President Obama has pledged to work with the nation to rehabilitate our health care system. In this course, we will examine how fiction and non-fiction writers challenge such systems to rethink the notion of health as well as the politics of sickness. The writers we will study take on issues like access to health care, models of illness and healing, medicine and social justice, and others. In this online course, readings, podcasts, wikis, and discussion board posts will help us explore the responsibilities of medicine as well as those of the community in which medicine is practiced. Competencies: H4, H3A, A1D, A1X, A1C. 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-X, A-2-X, A-5, F-X.

**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: John Kimsey.

**AI 186 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. The following topics will be emphasized: female-male relationships, parenting, teacher-student relationships and the role of elders in the family. Students will examine the role of traditional and contemporary culture, racism and oppression in the historical development of these social relationships. Strengths, tensions and possible solutions to alleviate tensions experienced within the examined relationships will be identified and discussed. Competences: H1B, H3H, H3B, A3A, A3F (can also be negotiated for competence in relevant focus areas). Faculty: John Kimsey.

**AI 187 CAREERS IN THE HELPING PROFESSIONS**
This course will help you, the learner, identify which career path best fits your strengths, skills, and interests, as you pursue your desire "to help people" It will also better prepare you for graduate and/or professional training by familiarizing you with the admissions process for various schools in the helping professions (e.g. social work, psychology, counseling, etc.) Competence: FX. Faculty: Derise Tolliver Atta

**AI 188 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. Competencies: A-3-F, A-4, H-3-G, FX. Faculty: Kevin Buckley

**AI 189 SOCIAL CONFLICTS OF THE KENNEDY YEARS**
Popular images of the Sixties, think, say, of hippies, Black Panthers, soldiers fighting in Vietnam, protesters working en masse to stop the war--actually correspond to a span of years that stretches roughly from 1964 (when, for instance, the Beatles arrived in the US) to 1974 (when President Nixon resigned from office). This course will look closely at the lead-up to this period, concentrating on American political and cultural history from the late fifties moment through the assassination of President Kennedy in November 1963. We will examine selected events, movements and figures from this period who are key to understanding what came later. Topics to be studied include the Cold War, anti-communism and the atomic bomb; the Cuban revolution; the civil rights movement and Dr. Martin Luther King; the rise of protest singers and soul music; the administration and assassination of President Kennedy; and the beginnings of the US's full-fledged military incursion into Vietnam. We will read essays and excerpts by authors such as Howard Zinn, Frank Meyer, Dr. King, Bettie Friedman, and Barbara Ehrenreich. We will use a variety of learning tools, including lectures, discussions, journal reflections, and film screenings. Competences: H1X, H4 A1X, A3X. Faculty: John Kimsey

**AI 190 AFRICAN AMERICANS IN THE ARTS**
The arts provide a lens through which we can more completely see, hear and understand the magic, mystery and challenge of the human experience. The story of African Americans in this country is one of perserverence and transofmation. In this course, students will explore how the social, political, historical and cultural journey of African Americans is reflected in the production of art. African Americans have a specific perspective on the American national experience. Where would America be without the artistic contributions of the African American cultural community? Furthermore, how does art make our lives better? Does it? In this course, learners will research, analyze, and define African American art and arts and assess their impact on culture. Arts such as theatre, literature, music, and visual and media arts will be discussed. Students should expect to attend several cultural/artistic events throughout the term. These might include poetry readings, musical concerts, theatre, gallery visits, and other local events. Competences: A1X, H1X, H2X. Faculty: Emily Hooper-
AI 191 MEXICO 2010
The year 2010 celebrates the bicentennial of Mexico's independence as well as the centennial of its revolution. In this class we will explore the complexity and diversity of Mexico's 32 states, examine the historical and cultural heritage of Mexico, discuss misunderstandings and stereotypes, and explore the Mexican legacy in the United States, especially in Chicago. The unique relationship as sister cities? that is shared by Mexico City and Chicago has resulted in a collaboration that will bring many exciting events to Chicago. Class activities will include visits to the Newberry Library, the National Museum of Mexican Art; Millennium Park for free concerts, the Art Institute, visits to Pilsen and Little Village and other cultural and artistic venues. See also this site (http://www.bicentenario.gob.mx/index.php?option=com_content&view=article&id=935) for more information about the Mexico in 2010 program. Competences: A1D, A1E, H1F, H1G, A5. Can be taken for up to 3 competences. Faculty: Polly Hoover & Elia Lopez.

AI 192 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. FA 1999 Competencies: A-2-B, A-5

AI 193 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 GENDER AND SEXUALITY IN BUSINESS AND ORGANIZATIONS
Sexuality, Gender, Power and Organizations: these concepts and their interrelationships are the general focus of this course. Gender and gender relations and their relationship to power have long been deemed to be absent or relatively unimportant with in the study of organizations. The gendered nature of organizations and their management has not been part of dominate mainstream traditions of theorizing on organizational and business activity. Focusing on issues that are well known in our everyday life and work this course deconstructs issues such as affirmative action, gender discrimination, sexual harassment and violence in the workplace and ancillary organizations. Competences: A3D, A4, H2X, FX. Faculty: Staff

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 WHAT WAS GOD THINKING WHEN HE INVENTED THE UNIVERSE
We are all made of star dust. Find out how and why in this course. The moon is made up fragments of earth. Learn how we depend on each other. All life has been wiped out at least 6 times on this planet. Find out if God really likes us. We humans have only been around for 100,000 years, but we are rearranging our planet big time. Figure out if we know what we are doing. Competences: A4, A3G, H5. Faculty: Staff
**AI 198 GREAT AMERICAN SHORT FICTION**
The short story is often thought of as the novel’s poor stepchild. Descriptions of the former typically allude to its brevity as proof of its lesser literary value. This course will try to prove that great fiction is not judged by the number of words it comprises, but by its effect on the reader. Evidence will come in the form of short stories selected according to author Richard Ford for their creators’ ability to “spell out so well for us where daring starts and where it leads, and exactly why it is the pure and indispensable and thrilling call that brings us all to stories.” Competences: A1A, A1C, A1D, A5, FX. Faculty: Charles DiCola

**AI 199 ELECTRONIC LANGUAGE**

Shakespeare changed the English language. So did Winston Churchill, Mickey Mouse, and Ice T. Radio and television have certainly contributed. Some of these changes took years; some materialized over night. The most recent changes in how we communicate, and perhaps the greatest have come from the internet. Email, emoticons, and texting have all influenced our ability to say what we mean, and to comprehend what others are trying to tell us. In this course, students will examine the ways in which these new technologies are provoking alterations in our day to day speech. Spelling is certainly changing. Remember when we wrote through instead of thru? And who writes letters anymore? Through critical analysis of internet speak, learners will acquire skills for assessing the impact of electronic communication on literature. Looking at creativity and creative uses of technology, students will learn how to use electronic means of producing their own written work. Furthermore, students will examine how electronic communication has influenced our ability to be heard in the workplace. This course is a hybrid. Students should expect to use internet sources to complete coursework and to communicate with the Instructor and with one another. Competences: A1X, A2X, A5, FX. Faculty: William Muller

**AI 200 GUIDED INDEPENDENT STUDY: ARTS AND IDEAS**

Guided Independent Study: Arts and Ideas

**AI 201 IMMIGRATION, MEDITATION, CULTIVATION**

This four-day class (December 10-14) takes place at a Franciscan hermitage and meditation center in Columbus, New Mexico, where students will build a meditation garden for a historic chapel. Each day includes directed work in the garden, together with instruction in various techniques of meditation (yoga, taize prayer, sitting and walking meditation, etc). Evenings are devoted to lectures on immigration issues, culture, and the spirituality of the ancient desert hermits. In addition, students will participate in an interfaith service in honor of Our Lady of Guadalupe, patron saint of Mexico. One-competence class: H-2-H; A-3-G; A-1-B. Fee of $550 covers all expenses except airfare into El Paso, Texas and tuition. Contact instructor for details: pmonagha@depaul.edu.

**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 EXPRESSING INDIVIDUAL IDENTITY: POLITICS AND THE CREATIVE SELF**

An examination of personal identity and how it is imbedded in narrative. The course examines novels and non-fiction from a variety of sources to illustrate the formation of political identity. Students write about personal identity by using stories from one’s own experience, stories derived from oral history, or stories transmitted from people with whom one has communicated. Students will use one or more of the various
forms - short stories, journal, diaries, - to reconstruct stories of personal identity that constitute part of a larger narrative about how citizens understand and communicate the complexities of emotion and ideas connected to politics and political experiences in one's life. Competences: A2A, A3G, H1E, H3I, FX. Faculty: James Brask

**AI 205 LEADERSHIP LESSONS IN LITERATURE AND CREATIVE MEDIA**
In this course students will examine issues of leadership and self-leadership as we analyze several short works of fiction and non-fiction, and other creative media including film, plays and music. Students will study authors or various genres along with contemporary political and 20th century historical figures who exhibit leadership qualities that are worth exemplifying. In so doing, students will learn the structure and concepts of the academic research paper. For the research paper students will select a topic that is personally or professionally relevant. The course assumes a basic understanding of grammar and the structure of academic papers. Because students will practice writing and revising academic papers, the course can serve as a gateway to other SNL courses. Competences: A1X, A3G, H1X, H3X. Faculty: Peggy St. John

**AI 206 EXECUTIVE & MANAGERIAL ETHICS IN CORPORATE AMERICA**
This class will prepare students who are entering or enhance the skills of those already in the complicated and confusing world of corporate America. The course will look at some of the most historical ethical issues in the world of business (e.g. WorldCom, Enron) and provide students with the tools they will need to become an ethical and successful manager or executive. Competences: A3C, A4, H2A, H4, FX. Faculty: Michael Chachula

**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 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, A5, H3E. Faculty: Emily Hooper Lansana

**AI 209 ETHICS AFTER THE FALL OF ENRON**
The collapse of Enron, the billion-dollar corporate giant, was more than a scandal; it was a modern morality play that brought into sharp relief the competing ethical systems driving free market capitalism in America. This course is an introduction to moral philosophy which will cover the major schools of thought in the field of social ethics from Plato and Aristotle to the present. We will focus particularly on the challenge of Nietzsche's master vs. slave morality to the Protestant work ethic as it has played out in American business. Using the award-winning film by Peter Coyote, Enron: Smartest Guys in the Room, each student will be asked to reflect on the ethical assumptions being brought to the drama and these will then be traced back to their historical roots and examined. In this manner, we will be able to discern our inherited belief systems, and their contradictions, which have fueled the moral crisis and corporate eruptions of the last decade. Competences: H2X, A3X, A4, FX. Faculty: Dr. Rebecca Armstrong

**AI 210 THE MINDSET OF INNOVATION: BUILDING YOUR CREATIVITY COMPETENCES**
More than ever we hear that creativity and innovation are essential: to save the U.S. economy, to adapt to a greater speed of change, to advance our own careers. In the 21st century we indeed need to raise a different IQ: Our Innovation Quotient. In this course we'll do just that by drawing water from three wells: 1. Psychological research on individual and collaborative creativity, 2. Organizational innovation case studies and practices, 3. Experiential challenges and personal creative development. Students will explore three key creativity competencies fluency, flexibility and originality and gain insight into the mindset and practice of innovation required to take on the challenges and uncertainties facing us right now, both personally and professionally. Competences: H3X, L7, A5, FX

**AI 211 MEN OF FORTUNE, WOMEN OF CENTS: ANALYZING PRIDE AND PREJUDICE AND THE FILMS IT HAS INSPIRED**
"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of
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 creative writer to take this class. Competencies: A1D, A1E, A1X, A5. Faculty: Staff

**AI 212 GLOBALIZATION OF MODERN BRAZIL IN ART, LITERATURE AND MUSIC**

This course will study globalization in Modern Brazil through the representation of race, culture and religion in the arts of Brazil. Particular attention will be paid to indigenous cultures and the influence of Africa on Brazil. Can be taken for up to 3 competences. Competences: A1A, A1H, A5, H5. Faculty: Polly Hoover & Michael Reynolds.

**AI 213 CULTURAL BRIDGES: ART BEYOND THE WEST**

“Cultural Bridges: Art Beyond the West” is intended to provide students with an overview of the visual arts and architecture of the people of China, Japan, Africa, India, the Americas and Oceania. Emphasis will not be placed on learning names, dates and titles, but instead, on understanding how each culture reflects the religious beliefs, myths and creative expressions of the people with the sole purpose of building bridges to cultural understanding. The course will include illustrated lectures, research, discussions and visits to museums and galleries in the Chicago area which house non European works of art. Competences: A1B, A1X, A5, H1E. Faculty: Phyllis Kozlowski

**AI 214 ETHICS IN BUSINESS**

This course is about doing the “right thing.” To some degree, laws dictate what is right or wrong. But you can perform an act that is perfectly legal, but is morally wrong. Does one out weigh the other? In this course the student will find the answer to the question, “Why should one be ethical?” We will focus on ethics from an organizational and personal perspective and discuss some of the common problems associated with both. We will discuss philosophical and psychological approaches to solving some of these problems. Competences: A3X, H3X, FX, A4. Faculty: Linzy Waters

**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 PHOTOGRAPHY AS ART IN THE MODERNIST ERA**

Why is it that certain 20th century photographs from amateur, commercial, documentary or news sources are now studied and have become collectable as art? In most cases their makers did not see themselves artists. The ones who did often struggled to define what their machine-made picture medium uniquely had to contribute to a changing and increasingly mechanized secular world. Their answers and those of later arbiters reads like a chronicle of Modernist thought. Indeed this class might be termed a history of Modernism as expressed through five distinct periods (or themes) within 20th century art photography. Abstraction, a 20th century invention in the visual arts, does have a component in art photography. These we will study. But most photography we would call creative including those from the time period 1918-1977 is solidly connect to realistic presentations from life and provide their viewers a lens for societal interpretation. They will be our main area of study. Although primarily a study of 20th century Modernist photography, the class will also examine the logic of an earlier artistic model from the Pictorialist Era. Likewise in the final weeks, we will examine some recent works and re-readings of older photographs using criteria of Postmodernism. Two field trips will be scheduled: The Art Institute of Chicago and The Museum of Contemporary Photography (Columbia College). Competences: A1X, A2A, A3E, A5, S3E. Faculty: Michael Boruch

**AI 217 MINDFULNESS MEDITATION**

Mindfulness meditation provides many different ways to broaden our awareness of the world around us, heighten our powers of concentration, deepen our understanding of our experience, and cultivate creative and transformative ways of being in the world. Many approaches to mindfulness meditation draw on ancient religious and spiritual traditions from around the world. So mindfulness meditation is compatible with and can enhance whatever religious or spiritual commitments you may have. But mindfulness meditation does not require religious or spiritual interpretations. It can be practiced as a very powerful path to becoming a creative, healthy and effective adult. In this course, you will learn what mindfulness meditation is and various ways in which it can be practiced. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning.
Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. Competences: A3X, A4, A5, L7. Faculty: Michael Skelley

**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 SACRED SPACES: ARCHITECTURE IN CONTEXT IN THE ANCIENT AND MEDIEVAL WORLD**
The course will examine the architecture and context of the sacred spaces of the ancient and medieval world. Different perspectives will be used to study the spaces, including art historical, historical, anthropological and religious. This class will look at how sacred spaces are affected by a variety of factors in each society. These include the religious and social beliefs of the society, the availability of materials, the technical skills of the artists and builders and the world view of the people. Students will also consider how these issues are manifested in our own culture and how they are seen and experienced in their individual lives. The class will use multimedia resources to experience the monuments more fully. Competencies: A1E, A1G, H1F, H2E. Faculty: Catherine Zurybida

**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. Competences: A1E, A1G, H1F, H2E. Faculty: Catherine Zurybida

**AI 221 COLOMBIA: CULTURAL IMPLICATIONS OF LEISURE**
This pioneering course will provide SNL students with the first opportunity to travel and study in South America. Cartagena, Colombia is the destination. Cartagena is one of the most visited cities in Colombia and a must see city in South America. Considered by many as one of the world's most beautiful, fascinating and romantic cities, Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, superior natural areas, and a vibrant nightlife. Its heterogeneous ethnic and racial makeup is unmatched in the world making it a perfect environment to study and experience leisure. You will be immerse in the culture, history, and leisure practices of Colombia enabling you to develop a greater understanding of the role of leisure in improving and protecting our global community. This is an excellent opportunity to earn academic credit while traveling to a warm climate during the Winter Intersession: November 30th thru December 13th. The competencies offered are A-3-D, H-5, S-1-X, L10, L11. For more information contact Dr. Dan Hibbler at dhibbler@depaul.edu or 312-362-5275

**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. Faculty: Greg Gilmore

**AI 223 LITERATURE OF RESISTANCE**
The pen is mightier than the sword. Why do authors take the time to write down their objections to society's conflicting ideas about life? What impact can words, rather than arms, actually have? In this course, students will examine the work of various authors who have felt the need to express their opposition in writing. As well as the work of those who have emerged as leaders because of their historical opposition to the status quo. What has inspired resistance movements? Much has been written about independence movements of the early to middle Twentieth Century, their significance in providing both spark and fodder for resistance movements all over the globe, including the Black Power Movement and the Feminist/Womanist Movement.
here in the United States. Now that the 21st Century is here, what does resistance mean and how do people empower themselves for the current and pending moments when identity politics, poverty and racism are as prevalent as ever. This course will offer students the basic knowledge and tools to understand the historical contexts for many political, economic, and social justice issues affecting people, especially women in the Twenty-First Century. Students will be able to identify and distinguish various forms of political resistance and societal oppression, and will acquire the vocabulary to discuss these moments and their impact on contemporary politics. Competences: H5, A1X, H1X, A3X. Faculty: Emily Hooper-Lasana

**AI 224 WHAT IS JUST?**

Is it fair that our tax dollars support the uninsured? Should we punish those with limited capabilities who hurt us? Is it just that my colleague is rewarded for my work? Is the Iraq war a just war? In this course, we look at these questions (and more) of justice in ancient and modern literature and philosophy. Our readings will include: the Code of Hammurabi, The Bible, Aeschylus' Oresteia, Sophocles' Philoctetes, selections from Plato's Republic, Dostoevsky’s Crime and Punishment, Euripides' Medea, Toni Morrison's Beloved, selections from Jonathan Swift’s Gulliver's Travels, Margaret Atwood's The Handmaiden's Tale and various handouts (Rawls, Kant and others) from the instructors. Competences: A1D, A1A, A3G, A4. Faculty: Polly Hoover. May be taken for a maximum of three (3) competencies.

**AI 225 GREAT MUSIC IN CHICAGO**

Welcome to "Great Music in Chicago"! You don't have to 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 ECOLOGY, THE GIFT ECONOMY, AND OUR SEARCH FOR A LIVABLE WORLD**

In this course we will focus on different economic, cultural, and ethical paradigms of `nature? and `economic relations. We will place the notion of a `gift economy? at its center, comparing it with the predominant notion of the `exchange economy.? The logic of `gift giving? implies distributing goods and services according to needs, placing a high social value on carework and on the ethics of care. The logic of exchange transforms giving as a direct response to needs into giving in order to receive its equivalent in return. By exploring the many ways the `exchange paradigm? dominates our thinking, acting, and relating to each other and to the natural world, this course will investigate how the `gift paradigm? has been practiced by different populations and different cultures in the past, where it is still alive today, and what it teaches us about creating a livable world, one that is guided by an ethics of care and environmental justice. Competences: A3X, A4, H5, S3X

**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 FOOD AND IDENTITY**

Food is a component of individual identity. In this course, students reflect on and research their personal food histories from multiple perspectives. Students explore the connection to family and the impact of ethnicity, nationality, race and socioeconomic status on food selection, preparation and consumption; the connection of foods to socialization, holidays and gender roles; and the connection between food trends such as shifting definitions of "healthy eating" and the influence of corporate agriculture with the choices individuals make to cultivate tradition or redefine their food legacy. As a result of participating in this course, students gain insight into their own food experiences and appreciation for those of people from different backgrounds; document a personal food history; and understand the influences on their own food choices. Competences: A3A, H1E, H3B. Faculty: Rebecca Russell

**AI 229 THAILAND AND ITS NEIGHBORS: CULTURE, COLONIES AND CONFLICT**

This program will introduce students to Thailand's rich past and changing present by tracing its complex relationships with the countries on its borders. The group will journey to the Golden Triangle, the area only 200 hundred miles from southeastern China where Burma, Laos, and Thailand intersect. While there we will see first-hand the way that Laotian merchants and Burmese refugees live. We will also visit the villages of
some of the Karens, Hmong, Lisu, and other so-called hill tribe people, communities of people with language, art, and customs quite distinct from the culture of the Thai majority. We will visit towns on the now sensitive Thai/Cambodian border and learn Thailand's role in the World War II history enacted near the River Kwai. The program will culminate in an immersion week in Bangkok, where students will see major tourist sites such as the Grand Palace and the most prominent Buddhist Temples and understand them in a larger historic and cultural context because of their recent learning experiences. A special benefit of this study abroad program is that it will be hosted, in part, by our partner institution in Thailand, Assumption University, and by Thai nationals who are also DePaul Alumni. This special opportunity for DePaul students to interact closely with Thai counterparts will create learning relationships that will allow the learning to continue far after the course is over.

Competences: A1X, A3X, H1X, H2X, H5, E1, E2, LEX. Faculty: Susan McGury

**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: A5, H2G, A5. Faculty: Charles DiCola

**AI 231 THE MEANING OF WORK**

What is work? Does our work alone give us happiness? How is creativity connected to our work? Why do we make things? How is our self-worth tied to our work and to the things we produce? This course examines these questions and the tensions between work and leisure activities, between craft and technology in modern times, between mass production and handmade articles, and between techniques and materials. It is a hands-on lab class that emphasizes techniques and materials which enrich our understanding of work and its production; it also focuses on creativity in the 21st century and the tensions between mass production and handmade materials. Can be taken for up to 3 competences. Competences: A5, A1F, A1H, A2C, S3A. Faculty: Dan Galemb & Polly Hoover

**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

**AI 233 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. Competencies: A3E, A5, A2A, H1E. Faculty: Patricia Monaghan

**AI 234 CHRISTIANS, MUSLIMS AND JEWS IN MEDIEVAL SPAIN**

This course will study "la convivencia" or how Muslims, Jews and Christians created a culture of tolerance in Medieval Spain. It will explore the contributions of each culture to the sciences, arts and literature that have had an impact in contemporary society. Finally, it will examine the reasons why this world tragically vanished and the lessons to be learned from this. Truman Bridge course. Can be taken for up to 3 competences. Competences: A3E, A1X, H1A, A5. Faculty: Polly Hoover & Elia Lopez

**AI 235 THE DRAMA OF THE COURTROOM**

Trials are often the apex of legal proceedings, the dramatic moment where justice and truth hopefully come together. They are also fraught with a significance that often goes beyond the facts of the particular case being decided and reflect the hopes, fears, dreams and divisions of the broader community involved. The Rodney King and O.J. Simpson trials are two such modern examples. We will begin by discussing the various meanings attributed to trials throughout history. However, the major focus of the course will be to read plays in which trials occupy a central place. Possible titles include ?Twelve Angry Men?, ?To Kill A Mockingbird? and ?The Crucible,. Depending on the competence for which you are registered, you will analyze and evaluate the system of justice portrayed in each play, the protection afforded the accused, and the playwright's creative process in bringing the particular trial to life. We will accomplish these tasks through essays, class
AI 236 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: Fred Wellisch

AI 237 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

AI 238 THE RIGHT TO SPEAK: EFFECTIVE INTERACTION IN THE WORKPLACE AND IN THE WORLD
In this class, the students will master skills for effective interaction in everyday communication as well as in public speaking. The skills of sound production, as well as the different formats of public speaking and the different communications needs they present, will be explored.

This course will provide skills in strengthening the articulation muscles to produce clear and precise sounds. The skills thus obtained will allow you to explore effectively and take ownership of your voice. These skills are needed in ordinary everyday communication, and most importantly in your professional career, whether it is business, teaching, broadcasting, public relations, politics, human resource, customer service or sales. Competences: A2X, FX, H3E, L7. Faculty: Janet Louer

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. Competences: 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 MOJO
Blending critical thinking with creative thinking is where the Mojo happens in writing. The goal of this class is to help students produce works of creative nonfiction that are academically sound as well as reflective and captivating. It integrates research, personal/social relevance, and creative expression. This course could be taken as a companion to Advanced Elective, Advanced Project, Externship or Research Seminar, since the final product can be designed to comprise all or part of the written component of those courses. Competences: A5, A1C, A1D, H1A. Faculty: Rita Leganski

AI 242 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:
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, H-2-X. Faculty: Kevin Buckley

AI 245 PERFECT WORLDS: UTOPIAS IN LIFE AND ART

What would the world be like if you could do a full makeover? How would you like life to be for you personally and what would you like to see institutionally? How should the world be governed? Who should care for children? How should housing be arranged? How should work be structured and valued? What is the role of religion and spirituality? ?Utopias? are attempts to create in a unified vision the ?perfect? answer to these questions. They have been written about and attempted for centuries. But no two have been the same. We will examine how others have envisioned a perfect world and reflect upon our own preferences. We will look first through the lens of Utopian literature commencing with Sir Thomas More’s Utopia (1515) and then at the landscape of several Utopian experiments. We will discuss the merging of scientific and philosophical analysis in the 19th and 20th centuries that led to a revived and animated focus on the potential perfectibility of human societies from Saint Simon to Marx. And then we will look at the great Utopian experiments of the 19th Century, the Transcendentalists, Owenites, Mormons and Shakers. We will look at the concepts and pitfalls of Utopias as a set of philosophical questions about shaping the future of human societies. Utopian thought helps as to focus on the critical and often unarticulated issues at stake in social planning. It raises provocative questions for those involved in civic professions, as well as for armchair philosophers and futurists. Competencies: A3X, A4, H1X, H2X. Faculty: Fred Bates

AI 246 CLOTHING, FLESH AND BONE: THE HUMAN BODY ABOVE AND BELOW THE SKIN

This course examines the human body in all its aspects. Topics include: the religious body, the body in medicine and science, the cyber body and other technologies, the presentation of self/class/gender/culture/race through the body, the body as art and the images of the body in art. We devote 25% of the class to hands-on project work in the art studio and another 25% spent at the Art Institute, the Field Museum, and the Museum of Science and Industry. Competences: A1A, A1X, A2A, A5, S3A Bridge course.

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 FX, H3E. 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 F.A.I.L.: FUNDAMENTALLY, ABSOLUTELY, INTEGRAL TO LEARNING**
Do you ever feel as though ?FAIL? is a four-letter word? Is ?FAIL? one of those bad words that you were taught never to say? Is it a word you dare not experience? Do you go through life trying to avoid this four-letter word at all costs? If so, is there a dream, a value or a vision for your life that your fear of failure has prevented you from achieving? If you answered yes to any of the above questions, then this is the course for you. In F.A.I.L. (Fundamentally, Absolutely, Integral to Learning), you will learn to develop a new, more effective relationship with failure. As John Maxwell notes in his book Failing Forward, we are not properly taught to effectively fail. In most circumstances the only thing we learn about failure is that it is something that must be avoided. And yet success, in most occasions, cannot be attained without experiencing failure along the way. Failing forward is integral to success. It is our fear/avoidance of failure, and thus our inability to learn from our failures, that prevents us from reaching our full growth and potential. Instead of offering more ways to avoid failure, in this class you will learn to see and use failure as a stepping stone, rather than a roadblock, to success. You will learn to fail effectively by defining and redefining failure, you will explore the most common ways people attempt to avoid failure, you will develop a new relationship with failure (failure as an ally), and finally you will practice failing forward. Learning to fail forward will help you become a more effective leader, will enable you to enhance your creativity, and it will ultimately allow you to fully pursue your values and dreams. Competences: A1D, A5, FX, H3X. Faculty: Michael Mecozzi

**AI 252 ETHICS FOR TODAY’S SUCCESSFUL BUSINESS MANAGER**
This course will provide students with a foundation that will help them deal with ethical issues arising in business today. It will first provide an overview of where ethics fits within philosophy, examine some of the important ethical frameworks, and describe how to apply them. It will then describe ?best practices? for how companies and managers can excel in today’s business climate, and illustrate them via relevant corporate examples. All of this will provide students with the skills they need to deal with ethical issues as managers. Competences: A4, A3C, H4, FX. Faculty: Clifford Ratza

**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 SELF EXPLORATION: INSIDE OURSELVES, OUTSIDE WITH OTHERS**
Exploring the self can be a very personal and satisfying experience, but can also provide clues as to how you interact with others, accomplish daily tasks and become a more happy, productive and respected individual.
This course guides you through a self reflection process in a collaborative learning mode where you will learn about yourself, share the process with a learning partner and observe the trends and conclusions of the class. This course will operate in a unique blended format with three required meetings which will link students in the classroom to other students taking the course online in a synchronis chat format. You will have the option to attend either on campus or online for the scheduled meetings. Competences: L7, A3X, H3X, S3X. Faculty: Kenn Skorupa

**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 WORK IN THE FUTURE: HOW SCIENCE FICTION HAS PREDICTED OUR WORKING LIFE**

I have always enjoyed Science Fiction. I joined those aboard the Starship Enterprise as they visited new worlds and civilizations, boldly going where no one had gone before. Their world seemed to be a utopia in which all of the major conflicts we face in society had been resolved. I always used to wonder, however, what was going on back on earth while the Enterprise crew was encountering and cataloguing alien worlds. I assume that the denizens of the future were people going to work, paying their bills, feeding their families, governing themselves and making the day to day decisions that make life rich. Apart from combat with aliens, what does Science Fiction say about these, more mundane issues?

Futurist author, Robert A. Heinlein defined science fiction as "realistic speculation about possible future events, based solidly on adequate knowledge of the real world, past and present and a thorough understanding of the nature and significance of the scientific method." both agree and disagree. I believe that writing about the future requires scientific speculation, but also calls upon ideas related to the evolution of humans and of society as well. How will our society change in the future? What will our work life be like? What is the core of human social existence and how will technology change us and our workday reality? How will society evolve and will our views change as we learn more about technology and our world?

In this course, we will explore what Science Fiction says about our world. We will cover how our futurists project human ethics, workplaces, economic issues, government, individuals, gender, race, environment, and technology. We will also ask ourselves what purpose the futurist writing serves and how various predictions made by past writers of Science Fiction have stood the test of time. In considering the future through the lens of literature, learners will draw analogies to today's workplace and world, and will consider how we might begin to shape the future ourselves. After all, if science fiction is providing a snapshot of the future, should we
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 PERMEABLE BORDERS: REPRESENTATIONS OF GENDER IN THE 20TH CENTURY
In this course we will examine the ways depictions of gender in art and literature are indicative of changes in the way we perceive gender. We will explore these depictions through a combination of analytical and creative activities. Our readings will include Orlando by Virginia Woolf, selected poems and creative writings by Gertrude Stein, Langston Hughes, T. S. Elliot, Quentin Crisp. Our readings of creative work will be supplemented with readings of cultural theory and philosophy including excerpts from Lyotard’s Libidinal Economies, Deleuze and Guattari’s Anti-Oedipus and Judith Halberstam’s In a Queer Time and Place. This course will give students the opportunity to practice several types of writing, including journals, essays, research papers and creative writing (including flash fiction and poetry.) The class assumes a basic understanding of English grammar and composition. Competences: H3B, A1A, A2A, A3X. Faculty: Nicholas Hayes. Wright Bridge Course. Students can register for up to 3 competences.

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 foremother 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.

AI 265 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
AI 266 ETHICAL DECISION MAKING
Ethical decisions are often difficult to make, not because there are no right choices, but because there may be several right choices. This course will go beyond WHAT is right or wrong to examine WHY we say something is right or wrong. In the first part of the course, students will gain the intellectual tools and insights to lay bare their own reasoning processes and those of others. In the second part of the course, students will apply these tools to a consideration of the ethical issues raised by the high technology of current health care. Pre-1999 Competencies: A-1-D, A-1-A, F-X, H-1-C. Faculty: Alan D. Cohen

AI 267 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. Competencies: A-4, A-3-A, A-3-E. Faculty: R. Craig Sautter

AI 268 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

AI 269 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

AI 270 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. Competences: A1X, A2X, A5, H1I, FX. Faculty: Timothy Hill

AI 271 SHADOWS OUT OF TIME: MODERN HORROR FICTION
"Very few authors can boast that they have inspired and encouraged a generation of writers. Fewe 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 273 JUSTICE AND POLITICS: THE TRADITIONS OF POLITICAL PHILOSOPHY
Are politics ever just? Should they be? What is justice? Throughout the ages, philosophers and statesmen
have provided different answers to these fundamental questions. This course will explore the role of justice in politics, using as a guide the best known works of two great thinkers in the tradition of political philosophy. Plato's Republic and Machiavelli's The Prince appear to offer two very different answers to the questions of justice, and politics. By exploring their works, students will grapple with these questions, probe Plato’s and Machiavelli’s differing approaches to the role of justice in politics, explore their own conceptions of these critical issues and wrestle with the role of justice in current political events. Students will also gain an introduction to the tradition of western political philosophy as reflected by two of its most influential thinkers. Competencies: A-3-F, A-4, H-3-A, F-X. Faculty: Robert E. Shapiro

**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 South Asia and to East Asia. The course
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 harmonic, 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/


AI 286 NEW ORLEANS IN SONG, STORY & STRUGGLE
The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social and historical context and examine the complex creative processes which have shaped them. We will become familiar with innovators and icons such as Louis Armstrong, Professor Longhair, Clifton Chenier, the Neville Brothers and Dr. John. We will also read works by literary artists who have a background in and/or fascination with New Orleans, including The Awakening by Kate Chopin; A Streetcar Named Desire by Tennessee Williams; and Mumbo Jumbo by Ishmael Reed. Moreover, we will consider the role played in American history and imagination by New Orleans as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. Competences: A1X; A5; H4; H1X. Faculty: John Kimsey

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 Mared 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 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: A1X, A2X, A-5, H3E, FX. 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 313 RACE AND IDENTITY IN AMERICAN THEATER
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 Devere'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. Competencies: A-1-A, A-1-D, A-5, H-4, F-X (for Law & Literature focus area students only) Faculty: Fred Wellichs
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, Poincari, Edison, Einstein, and others. Competencies: A5, A3X, S3X, H3X. Faculty: David Simpson

AI 316 SPIRITUALITY AND HOMELESSNESS
This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. Competencies: L-10, L-11, Faculty: Karl Nass

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 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 choosing; 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 , RW-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 "MAKE `EM LAUGH!": HOLLYWOOD FILM COMEDY**
This class delves deeply into the history of Hollywood comedy as well as theories of comedy, and is divided into two parts. Part one explores theories of comedy, both formal/aesthetic (the elements of artistic form) and socio-cultural (philosophical and psycho-social theories of comedy). The second part of the course explores historical developments in Hollywood comedy in terms of the development of artistic form (performance, verbal and visual gags, narrative structure, visual style), the film industry, and questions of socio-historical impact. Students can also opt to learn how to write a comedic screenplay. Films and artists to be discussed include the Marx Brothers, Mae West, Mel Brooks, Blazing Saddles, The Royal Tenenbaums, The Seven Year Itch, Charlie Chaplin, Buster Keaton, The Philadelphia Story, Hairspray, and There's Something About Mary. Competences: A1I, A3G, H2G, A2A. Faculty: Ken Feil

**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 &
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 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 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: ALI, AL3, ALK, ALF. Faculty: Phyllis Kozlowski

AI 335 MIDSUMMER RITUALS: SCIENCE AND MYTH
Using the language of cultural anthropology, this course explores the diverse myths, rituals and festivals of the ancient world that begin with the tilling of soil in early spring and end with the great harvest in late fall. Of particular interest will be the lingering manifestations of these old rites as they have endured into contemporary life and the meaning they still hold in the modern psyche. We will be looking very closely at the long history of metaphoric, personified depictions of the life-force of planet Earth, including its most recent incarnation from scientist James Lovelock in the guise of ‘the Gaia Hypothesis.’ The class will address itself to the following questions: 1. In what ways does the natural world influence the narrative structure of meaning? 2. How does the scientific description of reality shift mythic metaphor? 3. How does scientific meaning differ from religious meaning? 4. What is the function of these seasonal celebrations the psychic maintenance and renewal of society? 5. What is the pedagogical and psychological function of these types of celebrations to the individual within society? 6. How has science impacted the ability of the community to sustain its mythic, religious and ethnic holiday traditions? Competencies: A3X, H2X. Faculty: Rebecca Armstrong. Can only be taken for one competence.
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 two 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 played 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 uses photography since its invention in 1839 to give form to the social and historical ideas that have shaped our time. By discussing large picture-making areas like portraiture, images of war, the natural or constructed landscapes, scientific documentation and personal expression, the class will examine those ideas and technologies that have shaped photography and, conversely, events shaped by their depiction as photographs. Students will study and actually enjoy the history of the medium via slide and textbook. The class, as a group, will visit gallery and/or museum exhibitions to enhance classroom work. The photographs will be linked to the social, political and intellectual currents of the time and place that surround the art to give that work added meaning and enhanced viewer understanding. Through the art seen in this course and the historical facts gained from the lecture and text, the student will refine and advance their understandings and interpretations of past and recent global history. No prior formal or academic knowledge of 19th or 20th century history, the history of photography or painting is necessary nor is a working knowledge of any art-making discipline assumed. Competencies: A-1-C, H-1-F, S-3-A. 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
There are those who say if you stand at the Clark Street Bridge over the Chicago River, you can hear the cries

AI 342 LEARNING ART HISTORY THROUGH THE ART INSTITUTE OF CHICAGO
The Art Institute of Chicago is one of the nation's premier 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. Competencies: A1B, A1X, A2A, A5

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: A1B, A1X, A2A, A5

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. Competencies: A3C, A3X, A4, FX. Faculty: Joseph Liang

AI 347 HEALTHCARE, ETHICS AND SPIRITUALITY
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: A3X, H3X, A4, H1X, FX. 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
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 limiting 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 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. 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 includes 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. Competencies: A1C, A1D, A1E, A5, H1F. 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. Competences: H-1-E, 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...
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 Van 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;" anf the wold 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 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 Sakayas. 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 this 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: Denise 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 Tokugaswa (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 townsmen. We will have ample opportunities to view and discuss the works and the merits of studying literature through a distinguished art of Japanese Cinema. 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, A3X. 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, H4, 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 FROM MYSSTICISM TO EROS IN SPANISH MYSTICAL WRITINGS
This course examines the connections between Eros and mysticism in Spanish literature beginning with the medieval mystics of Spain. We include readings from such mystics as Archpriest of Hita, Saint Teresa of Avila, Saint John of God; and we will compare their writings with modern representations of these mystics. Students with the ability to read and speak Spanish will be given the option to read and discuss the selections in Spanish (or Latin), while those who speak English will read and discuss the selections in English. References to other art forms will enrich the discussions. Included in this course will be field trips to the Art Institute and the National Museum of Mexico. Can be taken for up to 3 competences: Competences: A1D, A1E, A3A, A3B, H1G, A5. Faculty: Polly Hoover (SNL) & Elia Lopez (Truman) Truman Bridge course

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 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 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

Asian American Studies

AAS 200 ASIAN AMERICAN HISTORY
This course examines the creation of Asian America by first and second-generation Asian migrants to the Americans from the 1840s to World War II. The course provides a historical, legal, social and cultural framework for understanding the resurgence of Asian migration since the 1960s.

AAS 202 ASIAN AMERICAN LITERATURE
This course will serve as an overview of Asian American literature in a socio-historical context. Special
This course will serve as an overview of Asian American literature in a socio-historical context. Special emphasis will be placed on tracing the various paradigms through which these works have been produced, from texts written prior to the movement towards self-determination during the 1960s; to works identified with the "cultural nationalism" promoted during the 1960s and 1970s; to the pluralism of the 1980s which explored how gender, sexual orientation, and class complicate earlier essentialist conceptions of racial identity; and finally to the transnational and diasporic interests of the 1990s. Texts covered will include primarily fiction (novels and short stories), but also critical essays, plays, movies, and poetry.

**AAS 203 ASIAN AMERICAN ARTS AND CULTURE**
This course will examine Asian American arts and cultural productions in relation to the histories of people and groups with roots in Asia and the Pacific. The course will focus on contemporary visual arts from the emergence of Asian American movements in the 1960's and 1970's, to the multiculturalism of the 1980's and 1990's to our present transnational moment. Formerly AAS 201.

**AAS 205 INTRODUCTION TO GLOBAL ASIAN STUDIES**
This course examines contemporary experiences of Asians in America and the diaspora. The historical focus is post-1965 and encompasses immigrant groups such as: Chinese, Japanese, Filipinos, Indians, Koreans, Pakistanis, Bangladeshis, and Southeast Asians. Formerly AAS 100.

**AAS 220 AMERICAN BUDDHISM**
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. Cross-listed with AMS 220.

**AAS 223 TALES OF INDIA**
Before the modern nation-states of India and Pakistan came into being, the term "India" referred to the South Asian region, a region that has been and is the home of many cultures and societies. These cultures have also reached beyond the region to create rich and paradoxical diaspora experiences in Europe and the Americas. Tales of India will explore a variety of literatures, ancient and contemporary, that illuminate the worlds of South Asian peoples in their homelands and in the transnational life of the diaspora. Themes will include love, power, religious meaning/religious identity, and cultural difference.

**AAS 226 ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES: ATOM BOMB DISCOURSE**
An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world traditions (in this case the development and use of atomic weaponry) 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.

**AAS 290 TOPICS IN ASIAN AMERICAN STUDIES**
This course, which varies from quarter to quarter, explores topics in Asian-American studies.

**AAS 305 RELIGION AND CULTURE IN SOUTH ASIA**
This course examines the interplay between religion and society in pre-modern and contemporary South Asia. The course will use such materials as epic texts, poetry, novels, journalism, film, music and art to explore how religion, gender, social class and politics are experienced in the lives of people in India and Pakistan. Cross-listed with REL 305.

**AAS 325 QUEER JAPAN**
This course surveys representations of same-sex sexuality from the 14th century to the present day in Japan. We will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining "traditional" male-male sexuality, the emergence of the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness and subjectivities throughout the 20th century and into the 21st. Cross-listed with MOL 325.

**AAS 337 ASIAN AMERICAN MEDIA REPRESENTATION**
This course examines the ways in which Americans of Asian descent are portrayed in popular media such as television, film, newspapers, and advertisement.

**AAS 343 JAPANESE AMERICAN HISTORY IN THE US/CHICAGO**
The second course in a sequence of three content-based courses designed for advanced high learners and native speakers of Japanese to discuss 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.

**AAS 350 ETHNIC MINORITY YOUTH: ADAPTATION, IDENTITY AND DEVELOPMENT**
Utilizing an ecological systems perspective, this course examines the challenges and resiliencies faced and acquired by ethnic minority youth. This course will closely examine developmental issues during adolescence that are complicated by being an ethnic minority, or child of immigrant parents. Issues examining the intersection of socio-political power dynamics, with acculturation/cultural adaptation, ethnic identity
formation, and intergenerational family conflict will particularly be examined.

**AAS 367 LITERATURE OF THE VIETNAM WAR**
This course examines novels, short stories, and essays on the Vietnam war and its aftermath, Vietnamese society, literature of the Vietnam Era.

**AAS 395 INDEPENDENT STUDY IN ASIAN AMERICAN STUDIES**
Independent study. Variable credit. PREREQUISITE(S): Permission.
Subjects beginning with the letter B are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Bilingual-Bicultural Education
Biological Sciences
Business Law

Bilingual-Bicultural Education

BBE 305 THEORETICAL FOUNDATIONS IN BILINGUAL EARLY CHILDHOOD DEVELOPMENT
(4 credits) This course is designed to equip bilingual childhood teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, socio-political and legal foundations of bilingual education programs in the United States. It will examine different models of language education programs: immersion, ESL pullout, transitional bilingual education, maintenance bilingual, enrichment or dual language. It will also address psycholinguistic and sociolinguistic principles upon which they are based.

BBE 306 FOUNDATIONS OF ENGLISH AS SECOND LANGUAGE INSTRUCTION IN EARLY CHILDHOOD EDUCATION
Candidates explore English as a Second Language (ESL), theory and practice as it applies to young children and their families. Candidates also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

BBE 330 LATINOS AND EDUCATION
This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

Biological Sciences

BIO 115 INTRODUCTION TO BIOLOGY
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
Study of marine diversity, marine ecosystems, and connections between oceans and humans. Student cannot receive credit for both BIO 118 and 160.

BIO 120 VISION AND ART
This course will provide an introduction to the form and function of the human visual system, including its evolutionary origins, the processes of visual development, and the way in which specific visual anomalies alter higher-order processing. In addition, it will consider how specific aspects of visual function have an impact on the creation and perception of the visual arts.

BIO 121 INFECTIOUS DISEASES AND IMMUNITY
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
This course focuses on the concepts and practices of paleobiology, the scientific study of the biology of extinct organisms preserved as fossils.

BIO 123 INHERITANCE IN HUMANS
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. Formerly BIO 203.

BIO 124 VERTEBRATES: DIVERSITY AND EVOLUTION
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. Formerly BIO 204.

BIO 126 BRAIN AND BEHAVIOR
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 126 and BIO 162. Formerly BIO 206.

BIO 128 STRESS, HORMONES AND THE NERVOUS SYSTEM
A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine System and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. Formerly BIO 208.

BIO 132 MEDICAL TESTS AND TRIALS
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. PREREQUISITE(S): Quantitative reasoning course; experience with Excel spreadsheet. Formerly BIO 212.

BIO 134 HOW THE HUMAN BODY WORKS
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 134. Formerly BIO 224.

BIO 155 INTRODUCTION TO BIOLOGY WITH LABORATORY
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
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
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 INFECTION DISEASES AND IMMUNITY WITH LABORATORY**
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 162 THE BRAIN: BIOLOGY AND BEHAVIOR**
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 126 and BIO 162. Formerly BIO 239.

**BIO 163 PRINCIPLES OF BIOLOGY**
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. Formerly BIO 256.

**BIO 164 AVIAN BIOLOGY**
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. Lab fee. PREREQUISITE(S): Junior-Senior standing. Formerly BIO 257.

**BIO 166 INTRODUCTION TO PLANT BIOLOGY WITH LAB**
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 191 GENERAL BIOLOGY I FOR SCIENCE MAJORS**

**BIO 192 GENERAL BIOLOGY II FOR SCIENCE MAJORS**
Introduction to evolution, ecology, organismal development and diversity. Lecture-laboratory. Lab fee. Formerly BIO 102. PREREQUISITE(S): BIO 191 and MAT 130.

**BIO 193 GENERAL BIOLOGY III FOR SCIENCE MAJORS**
Deals primarily with diversity and development within the plant and animal kingdoms including basic principles of physiology. Lecture-laboratory. Lab fee. Formerly BIO 103. PREREQUISITE(S): BIO 192 and MAT 130.

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

**BIO 202 MAMMALIAN PHYSIOLOGY**
Introduction to concepts and mechanisms of human organ system function including respiratory, cardiovascular, renal, muscular, nervous, endocrine and digestive systems. Lecture-laboratory. Lab fee. Cannot receive credit for both BIO 202 and BIO 134.

**BIO 209 PLANT BIOLOGY**
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 193 consent of instructor.

**BIO 210 MICROBIOLOGY**
Biology of microorganisms with emphasis on viruses, bacteria, fungi, and protozoa. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 101/191 or consent of instructor.

**BIO 215 ECOLOGY**
Study of organismal interactions; responses of individuals, populations and natural communities to their external environment. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 103/193 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(S): BIO 101 or 191 or instructor consent.

BIO 230 EPIDEMIOLOGY
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 235 EVOLUTION
This lecture/laboratory course will examine basic selection, population genetics, development, speciation, extinction, systematics, and the history of evolution. In the lab, students will learn some of the modern research methods used in the study of evolution. Lab fee. PREREQUISITE(S): BIO 101/191, 102/192, and 103/193.

BIO 250 CELL BIOLOGY
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 or 193 and Intro Chemistry sequence or consent of instructor.

BIO 260 GENETICS
Transmission of heritable traits, nature of genetic material, manner of its expression, its mutability, and its significance with respect to organismal and species variation. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 191 and 193.

BIO 270 COMPARATIVE VERTEBRATE ANATOMY
This lecture-laboratory course will provide students with an integrated study of the diversity, anatomy, and evolutionary history of vertebrates. The course will focus on the skeletal system and highlight the evolution of body plan in vertebrates, covering topics such as the geologic history of Earth, a survey of vertebrate groups, and the structures and functions of body parts, along with their evolutionary implications. The laboratory portion will include observation of various specimens of vertebrates. PREREQUISITE(S): BIO 103 or BIO 193.

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

BIO 301 ANIMAL BEHAVIOR
An exploration of the types of animal behavior and modifiers of behavior as based on neuroendocrine function, with special emphasis on Felids. Lecture - Field Studies. Laboratory required. Lab fee. PREREQUISITE(S): BIO 101, 102 and 103 or BIO 191, 192 and 193.

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
A survey of a variety of statistical methods used to analyze biological data. PREREQUISITE(S): Junior/Senior Biology standing.

BIO 309 PLANT PHYSIOLOGY
A study of the functional and developmental aspects of flowering plants. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 250 and CHE 175 (or 125) or CHE 234 (or 238) or consent of instructor.

BIO 310 VERTEBRATE PHYSIOLOGY
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 CHE 175/234 or CHE 238 or consent of
**BIO 311 HISTOLOGY**
A Lecture/Laboratory course covering the microscopic structure of the tissues that make up animal organs. The development of these tissues as well as their relationship to the principles of gross anatomy, physiology, cell biology and molecular biology is stressed. Lab fee. PREREQUISITE(S): BIO 250 or consent of instructor.

**BIO 315 TOPICS IN ECOLOGY**
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 or BIO 192 and 215 and senior standing in biology or consent of the instructor.

**BIO 316 PHYCOLOGY**
Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Lab fee. Cross-listed as BIO 416. PREREQUISITE(S): BIO 103 or BIO 193.

**BIO 317 AQUATIC BIOLOGY**
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 or BIO 192 and BIO 215 or consent of instructor.

**BIO 318 FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY**
This course is designed for science majors with an interest in marine and estuarine biology and will examine this subject from an ecological perspective. The primary objectives of the course are: 1) to explore the diversity of marine and estuarine life; 2) to understand the manner in which physical and biological factors influence biological diversity in marine systems; 3) to understand the role that humans play in shaping these dynamics; and 4) to develop professional connections and gain real-life experiences in marine science. PREREQUISITE(S): BIO 101, 102, 103 and 215 or 235 or consent of instructor.

**BIO 320 MICROBIAL ECOLOGY**
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(S): BIO 210 and junior/senior standing or instructor's consent.

**BIO 321 MOLECULAR METHODS IN ECOLOGY AND EVOLUTION**
This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution. PREREQUISITE(S): BIO 103, BIO 215 and BIO 260 or consent of instructor.

**BIO 325 PALEOBIOLOGY**
This lecture/laboratory course will introduce students to various principles of paleobiology and to provide a broad survey of important taxonomic groups. This course will cover topics such as: the concept of geologic time, evolution, extinction, morphology, taxonomic classification, fossilization, paleoecology, biogeography, and biostratigraphy. The laboratory portion of the course will reinforce the lecture topics and offer an opportunity to examine fossil specimens and compare them with modern forms. PREREQUISITE(S): BIO 103 or BIO 193 and BIO 335.

**BIO 330 DEVELOPMENTAL BIOLOGY**
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. PREREQUISITE(S): BIO 250 and BIO 260 or consent of instructor.

**BIO 331 TOPICS IN DEVELOPMENTAL BIOLOGY**
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. PREREQUISITE(S): BIO 330 or BIO 360 or consent of instructor.

**BIO 333 MYCOLOGY**
This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and
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**
Study of evolution and diversity in the living world. Lecture only. PREREQUISITE(S): BIO103 or BIO 193 and BIO 215. COREQUISITE(S):BIO 260.

**BIO 339 CELLULAR NEUROBIOLOGY (CROSS-LISTED AS BIO 439)**
A study of the cellular and molecular mechanisms of the nervous system and the role they play in neural signaling and neural development. Cross-listed as BIO 439. PREREQUISITE(S): BIO 250 or PSY 377 or consent of instructor.

**BIO 340 SYSTEMS NEUROBIOLOGY**
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 250 or PSY 377 or consent of the instructor. Cross-listed as BIO 440.

**BIO 341 TOPICS IN NEUROBIOLOGY**
A seminar course examining current topics in neurobiology. Original readings will include both current review and classic neuroscience articles. PREREQUISITE(S): BIO 250 or PSY 377.

**BIO 345 TOPICS IN PALEOBIOLOGY (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(S): 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. PREREQUISITE(S): BIO 210 and BIO 370.

**BIO 350 ANIMAL ADAPTATIONS**
An introduction to the ecological concept of adaptation. Adaptation is defined and illustrated using specific animal examples. Discussion will focus on how these specializations in structure and function equip the animal for survival. PREREQUISITE(S): Junior or senior Biology standing or consent of instructor.

**BIO 352 ADVANCED COMPARATIVE PHYSIOLOGY (CROSS-LISTED AS 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. Cross-listed as BIO 452. PREREQUISITE(S): Consent of instructor.

**BIO 354 PROBLEMS IN CELL MOTILITY**
Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion. PREREQUISITE(S): BIO 250, PHY 152 or PHY 172 or PHY 156, MAT 149 or 152 or 152 or 172.

**BIO 355 GENETIC TOXICOLOGY**
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 (CROSS-LISTED AS BIO 460)**
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 CHE 175/234 or CHE 238 or consent of instructor.

**BIO 361 TOPICS IN MOLECULAR BIOLOGY**
Discussion and seminars in selected areas of molecular biology. PREREQUISITE(S): BIO 360 or consent of instructor. Cross-listed as CHE 461.

**BIO 362 BIOINFORMATICS FOR BENCH SCIENTISTS**
Study how high-throughput technologies like whole-genome sequencing have changed biological research, and learn to use computers in real research tasks such as primer design, DNA sequencing, homology searches, sequence alignment, and more. PREREQUISITE(S): BIO 191, 192, 193 and 260. Cross-listed with BIO 462.

**BIO 365 PRINCIPLES OF TOXICOLOGY**
A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants. PREREQUISITE(S): BIO 103 or 193 and CHE 234 (or CHE 238) or consent of instructor.

**BIO 370 IMMUNOBIOLOGY**
Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. Lab fee. PREREQUISITE(S): BIO 250 and BIO 260 or consent of instructor. Cross-listed as BIO 471.

**BIO 375 INTRODUCTION TO PHARMACOLOGY**
Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated. PREREQUISITE(S): BIO 250 and BIO 310 or consent of instructor.

**BIO 380 CANCER BIOLOGY (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. PREREQUISITE(S): BIO 250 and BIO 260

**BIO 385 MAMMALIAN REPRODUCTION**
Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicity, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. PREREQUISITE(S): BIO 250 and BIO 210 or BIO 202 or consent of instructor. Cross-listed with BIO 485.

**BIO 386 INTRODUCTION TO ENDOCRINOLOGY (CROSS-LISTED AS BIO 486)**
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**
Occasional courses offered at an advanced level. See the schedule of classes for current offerings. Cross-listed as BIO 490. PREREQUISITE(S): Junior or senior Biology standing.

**BIO 392 EXTRAMURAL INTERNSHIP**
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 399 INDEPENDENT STUDY**
independent Study. 1-4 quarter hours. PREREQUISITE(S): Consent of instructor and department.
**BLW 201 LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT**
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(S): Sophomore Standing

**BLW 202 COMMERCIAL PAPER AND SALES**
History of negotiable instruments and sales law from the days of the Law Merchant through Articles II and III of the Uniform Commercial Code; discussions of promissory notes, drafts, sales, bulk sales, and recent trends. PREREQUISITE(S): BLW 201

**BLW 203 BUSINESS ORGANIZATIONS**
Types of business organizations; emphasis on Partnership and Corporation. Relations of parties to one another, and to third parties; comparisons between the two types and mechanics of forming and operating each. PREREQUISITE(S): BLW 201

**BLW 398 SPECIAL TOPICS**
Content and format of this course are variable. An in-depth study of current issues in legal studies. Subject matter will be indicated in class schedule. PREREQUISITE(S): As listed in class schedule.

**BLW 399 INDEPENDENT STUDY**
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.
Subjects beginning with the letter C are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Catholic Studies
Chemistry
Chinese
Communication
Communication Studies
Community Service Studies
Comp, Info and Network Security
Comparative Literature
Composition
Computer Graphics and Motion Technology
Computer Science
Counseling

Catholic Studies

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

CTH 180 INTRODUCTION TO CATHOLICISM
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

CTH 182 THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES [CROSS-LISTED WITH REL 113]
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. Cross-listed with REL 113.

CTH 183 THEMES IN CATHOLIC SOCIAL THOUGHT (CROSS-LISTED AS REL 183)
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)
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
An experience-centered introduction to the Catholic Church in Chicago. Includes site visits.

CTH 202 GOOD NEWS: CATHOLICS AND SCRIPTURE
This course serves as an introduction to the content of the Old and New Testaments and to Catholic ways of reading Scripture in relation to the history of the early Church. The course will cover, for example, passages from Genesis, Exodus, the historical writings, the prophets, the Gospels, and the letters of Paul. The course
will also treat questions of canon, interpretation, and the relation of Scripture to tradition.

**CTH 203 A FAITH TO DIE FOR: CATHOLIC BELIEF**
This course will cover the basic elements of Catholic belief, following the pattern of the Nicene Creed. The course will deal with God, Jesus Christ, salvation, the Holy Spirit, the Church, sacraments, and the afterlife, as these ideas have been discussed and debated in classical, modern, and contemporary periods.

**CTH 205 CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 (CROSS-LISTED AS REL 213)**
A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined.

**CTH 206 CATHOLICISM IN WORLD HISTORY II: MODERN & POST-MODERN TIMES**
A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism’s encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States.

**CTH 209 THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES (CROSS-LISTED 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 210 CATHOLIC SOCIAL TEACHING**
This course will introduce students both to the development of Catholic Social Teaching (CST) and the lived witness of social engagement by a variety of Catholics in varied contexts. The course will cover essential passages from Scripture (e.g., the Beatitudes, key sections of the Hebrew Bible), as well as the ongoing development of Catholic thought and practice in modern papal encyclicals and the Second Vatican Council. Witnesses who embody, challenge and contribute to Catholic Social Teaching will be explored; these may include, for example, Catherine of Siena, Bartolome de las Casas, Vincent DePaul, Louise DeMarillac, Dorothy Day, and Oscar Romero.

**CTH 212 ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION (CROSS-LISTED AS REL 232)**
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 AS REL 233)**
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 (FORMERLY CTH 311, CROSS-LISTED AS REL 238)**
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)**
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 (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 220 CATHOLIC EXPERIENCE I: EARLY CHURCH - 1200**
This course is an introduction to the history of the Catholic Church and the evolution of Christian thought and practices, from the early Church to the thirteenth century. The course will not include only institutional history but also ecclesiastical, cultural, and social history of Catholicism in relation to foundational theological and spiritual texts written in this period. Main topics: The Early Church; Councils and Heresies; Missions in Northern Europe; Charlemagne, Carolingians and a new Roman Empire; Monasticism; Eastern Orthodoxy; Christianity and Islam (the Age of the Crusades); the Mystical Tradition; the Investiture Controversy.

**CTH 221 CATHOLIC EXPERIENCE II: 1200 - FRENCH REVOLUTION**
This course provides an overview of the history of Catholicism and its interactions with institutional, political, and social history from 1200 to the French Revolution. The main topics of the class are the origin of the Universities and Scholasticism; Mendicant Orders and their impact on the Medieval Society; the Challenges to Papal Monarchy; Humanism and Erasmus; the impact of the Age of the Reformation; the Council of Trent; the geographic discoveries and the New Worlds; the Enlightenment and the Scientific Revolution; the Catholic
**CTH 222 CATHOLIC EXPERIENCE III: FRENCH REVOLUTION - PRESENT**
This course will offer a survey of the political, cultural and intellectual history of the Catholic Church from 1789 through the early twenty-first century. It will include discussions of the Catholic Church in relation to the French Revolution; the Catholic Church and the formation of modern nation-states (including, inter alia, the unification of Italy and the German Kulturkampf); the relation between the Church and Liberalism; intellectual movements like theological Modernism and ressourcement theology; the First Vatican Council; the Church, Fascism and Communism; the Second Vatican Council; the Emergence of a Global Church, Latin American Liberation Theology, and more.

**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 (CROSS-LISTED AS REL 282)**
A study of the foundational religious experiences that underlie the Roman Catholic tradition, of the narratives they generate, and of their representations in various media such as poetry, music, myths, sacred legends and apologetic stories. Cross-listed with REL 282.

**CTH 228 MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D. (CROSS-LISTED AS 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 (CROSS-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. Cross-listed as REL 284.

**CTH 230 THINKING ABOUT GOD**
This course centers on the question of the relationship between reason and faith, between as it were ? thinking? and ?God.? According to the Catholic tradition, reason's search for wisdom initiated by such classical thinkers as Plato and Aristotle is fulfilled in Christian faith. As such, it regards philosophy ?as a mode of reflection that holds God as the source of all being and action and brings multiple disciplines together into a lived synthesis? (Vision Statement, Department of Catholic Studies). This holistic vision entails theses regarding the character of reason as open to theology and faith as an extension of reason. It entails the Christian doctrines of the Logos, the Trinity, revelation, and sin. It requires careful considerations of the human person's powers of intellect and will. It extends to considerations of the relationship between the theological virtues of faith, hope, and charity that in turn extend to all of the moral life. And it must offer an account of reasonableness that begins to answer the challenges of Nominalism, the Reformation, the Enlightenment, and postmodernity. Possible topics of a more interdisciplinary nature include the public/private distinction, the compatibility of science and religion, and the validity of truth claims in a pluralistic world.

**CTH 231 ROMAN CATHOLIC LITURGY (CROSS-LISTED AS REL 281)**
A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition. Cross-listed as REL 281.

**CTH 232 INTRODUCTION TO LITURGY**
Basic issues and elements of Christian liturgy with special attention given to the liturgical documents of the Roman Catholic Church. Required lab sessions on dates announced at the beginning of the quarter. Taught at Catholic Theological Union. PREREQUISITE(S): Permission of Program Director required.

**CTH 233 LA MORENITA DE CHICAGO: FAITH, CULTURE AND IDENTITY IN MEXICAN CATHOLICISM**
The course will enable the students to "read" the image of Our Lady of Guadalupe in distinct contexts, especially in the light of the struggle of the Mexican Catholic community in Chicago and will allow them to think and write about the image of la Morenita de Chicago (an affectionate term used by Mexican-Americans to refer to the image that literally translates as “the brown-skinned woman of Chicago”). The learning process will lead to an integration of varied personal experiences, guided theological reflection, and the common
study of history, art, culture, and politics.

**CTH 238 ANCIENT PHILOSOPHY**
A study of selected thinkers and issues from ancient Greece. PREREQUISITE(S): PHL 100. Cross-listed with PHL 293.

**CTH 239 MEDIEVAL PHILOSOPHY (CROSS-LISTED AS PHL 294)**
A study of selected thinkers and issues from the Medieval period. Cross-listed as PHL 294.

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

**CTH 241 ROMAN CATHOLIC MORAL TRADITIONS (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**
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)**
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**
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. PREREQUISITE(S): Permission of Program Director required.

**CTH 246 INTRODUCTION TO CHRISTIAN ETHICS**
This course is an introductory study of the basic themes of Christian ethics. Particular attention will be paid to the Roman Catholic moral tradition, including such topics as the virtues, the natural law, moral decision-making and narrative.

**CTH 247 ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT (CROSS-LISTED 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**
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**
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 250 ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED W/ HAA 246)**
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the ?New World? landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with HAA 246.

**CTH 251 CATHOLIC THEMES IN CONTEMPORARY CINEMA**
This course will explore and examine the interaction of Catholic themes, symbols, and images through Hollywood and foreign films. Students are required to analyze films outside of class, give oral presentations, and compose papers on selected films.
CTH 252 BYZANTINE ART (CROSS-LISTED WITH HAA 234)
This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship. Cross-listed with HAA 234.

CTH 253 EARLY MEDIEVAL ART (CROSS-LISTED AS HAA 231)
This course explores the art of the Medieval period from a broad range of cultures: Early Christian, Byzantine, Islamic, Carolingian, and Ottonian. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 231.

CTH 254 LATE MEDIEVAL ART (CROSS-LISTED AS HAA 232)
This course will explore the art of the late Medieval period from a broad range of cultures and styles: Byzantine, Romanesque, Gothic, and Islamic. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 232.

CTH 255 ANCIENT AND MEDIEVAL ART (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 HAA 237)
This course provides an overview of the history of Italian Renaissance art and architecture in Italy’s primary centers of artistic production. Cross-listed as HAA 237.

CTH 257 BAROQUE ART (CROSS-LISTED AS HAA 238)
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 and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago. Cross-listed as HAA 238.

CTH 258 NORTHERN RENAISSANCE ART (CROSS-LISTED AS HAA 236)
This course features the most significant works of art, their artists & patrons, the social & economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, that is, during the volatile period of the Renaissance & outbreak of the Protestant Reformation. And although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking; sculpture; and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork.

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

CTH 260 ART, LITURGY AND LIFE
This class examines how beauty and its antithesis, ugliness, permeate Catholic life and thought. Students will be introduced to the topic by considering examples from a variety of media, including ritual, painting, sculpture, architecture, crafts, and mural art. The students will learn not only how works of art accompany the performance and celebration of worship but also how Christians have learned to discern the living presence of the incarnate form of the divine Word within both art and liturgy. This course will demonstrate with concrete examples how art in Catholicism is the nexus that joins spirituality and liturgy. Theoretical orientation can be gleaned from the Christian theological tradition (St. Augustine, Hans Urs von Balthasar), Christian aesthetic theory (Jacques Maritain, Flannery O’Connor, Walker Percy, or Alejandro Garcia Rivera), liturgical reformers (Odo Cassel, Louis Bouyer, or Virgil Michel), or the document of Vatican II on liturgy, namely, Sacrosanctum Concilium.

CTH 261 CATHOLIC FAITH AND MUSICAL EXPRESSION
An investigation of the relationship between Catholic life and music. The development of Catholic service music (masses, canticles, hymns, motets, etc.) as well as religious choral works may be studied.
**CTH 264 CATHOLICISM AND LITERATURE**
This course will offer a broad introduction to some of the most important works of Catholic literature over an expansive temporal and geographic ambit. The course introduces poetry, fiction and essays by men and women from diverse cultural, political, linguistic and social points of departure. The students will think through the various ways in which Catholicism has engaged the creative faculties of diverse artists--most of whom are Catholic, but some of whom (e.g., Dostoevsky, Fermor) are not, even as they write extensively about Catholicism. As a result of the course, the students will be able to think about diverse literary genres and traditions in relation to Catholic faith, history and practice. They will also be given instruction in the terminology and techniques most useful for the textual analysis of literature, from the terms used to describe prosody to learning about the various novelistic genres presented in the course.

**CTH 265 LITERATURE AND THE SACRED**
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 (CROSS-LISTED AS REL 273)**
A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of the Christian tradition and 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**
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.

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”**
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 AS 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**
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
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.

CTH 289 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 VINCENT DE PAUL
A study of Vincent de Paul in his cultural and religious context.

CTH 292 WOMEN AND SAINT VINCENT DE PAUL
The changing roles of women in 17th century France, the importance of women in Vincent de Paul's life, the key relationships of Vincent with Madame de Gondi, Jane de Chantel and Louise de Marillac will be studied in depth. The flowering of Vincent's new conception of possibilities for women in the Ladies of Charity, the Daughters of Charity and other groups of women will be explored.

CTH 293 THE DAUGHTERS OF CHARITY
An historical study of the Daughters of Charity from their foundation to the present.

CTH 295 THE VINCENTIANS IN AMERICA
An examination of the history of the Congregation of the Mission from 1816 to the present.

CTH 312 THE GOSPEL ACCORDING TO MATTHEW
A study of the context, structure and major motifs of the Gospel of Matthew. Particular attention will be given to the evangelist's role as an interpreter of tradition and history for a community in transition. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

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

CTH 314 THE GOSPEL ACCORDING TO LUKE
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.) PREREQUISITE(S): Permission of Program Director required.

CTH 315 THE GOSPEL ACCORDING TO JOHN
A study of the Gospel of John with attention to its distinctive style and theology, its overall structure and content. Key sections will be used to highlight such major Johannine motifs as religious symbolism, sacraments, community and spirituality. (Taught at Catholic Theological Union.) PREREQUISITE(S): 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
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.) PREREQUISITE(S): Permission of Program Director required.

CTH 327 THEOLOGY AND PRACTICE OF PRAYER
A survey of traditional and contemporary Christian prayer styles, the development of a life of prayer and the role of prayer in individual and ecclesial life. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

CTH 328 RELIGIOUS EXPERIENCE AND THE LIFE CYCLE
Using Erikson's eight stages of the life cycle as a framework, explores aspects of psychological development undergirding the experience of religion. Aspects covered include faith, symbolism, ritual, conscience, commitment, humility and mysticism. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.
CTH 329 SPIRITUAL CLASSICS OF THE EARLY CHURCH
Study of selections from the most influential spiritual writings of the second to the sixth centuries: Ignatius of Antioch, Origen, Gregory of Nyssa, Athanasius, Desert Fathers and Mothers, Benedict, Augustine, Pseudo-Dionysius and others. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

CTH 335 SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY
SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY

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

CTH 337 GREEK AND MEDIEVAL THOUGHT (CROSS-LISTED AS PHL 310)
A study of selected thinkers and issues from the ancient Greek and Medieval periods. Cross-listed as PHL 310.

CTH 338 EARLY MODERN PHILOSOPHY
A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries. Cross-listed as PHL 295.

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. Cross-listed as REL 351.

CTH 346 THE PROBLEM OF GOD IN CONTEMPORARY SOCIETY
Analysis of why God has become problematic for contemporary society is followed by a critical review of representative Christian attempts to respond. The course helps students evaluate their experience and respond intelligently to the modern problem of God. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

CTH 347 ORIGINS AND ESCHATOLOGY
A study of the notion of myth, mythic consciousness and the way myths are used in the Bible and in various cultures to express the origin of the world and humankind, the origin of evil and the individual and collective end. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

CTH 348 CHISTOLOGY
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.) PREREQUISITE(S): Permission of Program Director required.

CTH 349 CHRISTOLOGY AND CULTURES
A study of how the confession of Jesus Christ interacts with cultural processes. Special attention is given to the New Testament and patristic periods and also to contemporary movements in the world Church today. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

CTH 351 NATURAL LAW AND CHRISTIAN ETHICS
A study of the relevance of some Western and non-Western Natural Law traditions in view of arriving at a vision of a universal common good that can generate a Christian ethical discourse capable of intercultural and interreligious communication. (Taught at Catholic Theological Union.) PREREQUISITE(S): Permission of Program Director required.

CTH 352 THE ETHICS OF THOMAS AQUINAS
This course is a study in the moral theology of Aquinas. Particular attention is given to his treatment of happiness, charity, the passions, the virtues and the gifts of the Spirit. (Taught at Catholic Theological Union.) PREREQUISITE(S): 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,
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 AS 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.

CTH 386 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.

CTH 388 FOREIGN STUDY IN RELIGION
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Catholic Studies credit when approved in advance by the Director of the Foreign Study Program and the Director of the Program in Catholic Studies. PREREQUISITE(S): Permission of Program Director required.

CTH 389 SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM
SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM

CTH 395 SPECIAL TOPICS IN VINCENTIAN STUDIES
SPECIAL TOPICS IN VINCENTIAN STUDIES

CTH 396 SENIOR THESIS
SENIOR THESIS

CTH 397 INTERNSHIP
INTERNSHIP

CTH 398 SENIOR SEMINAR
SENIOR SEMINAR

CTH 399 ADVANCED STUDY
Independent Study

Chemistry

Undergraduate Course Descriptions - Current

CHE 100 OUR CHEMICAL WORLD
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**
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**
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**
A discussion and laboratory exploration of the technological origins, effects, and control of environmental pollutants. Lab fee.

**CHE 104 CHEMICALS, DRUGS AND LIVING SYSTEMS**
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**
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**
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.

**CHE 107 PROTEINS AND THEIR GENES**
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**
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**
Discussion and laboratory exploration of the application of modern science to problems in criminology, evidence, art, and archaeology.

**CHE 110 NATIONAL SECURITY: SCIENCE & TECHNOLOGY**
A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons.

**CHE 128 BASIC CHEMICAL CONCEPTS**
This course develops the fundamental concepts of chemistry and basic quantitative reasoning. This course is suitable to prepare students to take General Chemistry I (CHE130). CO-REQUISITE(S): CHE129, MAT130 or higher. Formerly the lecture portion of CHE 101G.

**CHE 129 BASIC CHEMICAL CONCEPTS LABORATORY**
Laboratory course to be taken in conjunction with CHE128. CO-REQUISITE(S): CHE128, MAT130 or higher. Formerly the lab portion of CHE 101G.

**CHE 130 GENERAL CHEMISTRY I**
This introductory course for science majors emphasizes the composition of matter, atomic and molecular structure, bonding and chemical reactions. It is the first in the three-course sequence of General Chemistry. This course meets for three hours of lecture and one hour of discussion per week. Formerly CHE 111LEC. CO-REQUISITE(S): CHE 131. PREREQUISITE(S): MAT130 or higher and CHE 128 and 129 or placement.

**CHE 131 GENERAL CHEMISTRY I LABORATORY**
Laboratory course to be taken in conjunction with CHE 130. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE130. Formerly CHE 111LAB. CO-REQUISITE(S): CHE130; PREREQUISITE(S): MAT130 or higher and CHE128 and 129 or placement.

**CHE 132 GENERAL CHEMISTRY II**
Second course of three in the General Chemistry series. Topics discussed include: common states of matter, phase transitions, properties of solutions, kinetics and equilibrium. This course meets for three hours of lecture and one hour of discussion per week. Formerly CHE 113LEC. CO-REQUISITE(S): CHE133; PREREQUISITE(S): CHE130, and CHE131.

**CHE 133 GENERAL CHEMISTRY LABORATORY II**
Laboratory to be taken in conjunction with CHE 132. The Course meets weekly for three hours. The experimental techniques learned in lab provide hands-on experience with the course material in CHE132. Formerly CHE 113LAB. CO-REQUISITE(S): CHE 132 ; PREREQUISITE(S): CHE130 and CHE131.

**CHE 134 GENERAL CHEMISTRY III**
Third of three courses in the General Chemistry sequence. Topics included in lecture: chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), Thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. Formerly CHE 115LEC. CO-REQUISITE(S): CHE135; PREREQUISITE(S): CHE132 and CHE133.

**CHE 135 GENERAL CHEMISTRY LABORATORY III**
Laboratory to be taken in conjunction with CHE134. This laboratory course introduces students to basic chemical laboratory techniques. Formerly CHE 115LAB. CO-REQUISITE(S): CHE 134; PREREQUISITE(S): CHE 132 and CHE133.

**CHE 136 GENERAL CHEMISTRY I**
This course is a rigorous introductory course in general chemistry covering topics such as composition of matter, atomic and molecular structure, bonding and chemical reactions, common states of matter, properties of solutions, phase transitions. Formerly CHE 131LEC. CO-REQUISITE(S): CHE137 ; PREREQUISITE(S): MAT130 or higher and CHE128 and CHE 129 or placement.

**CHE 137 GENERAL CHEMISTRY I LABORATORY**
Laboratory course to be taken in conjunction with CHE136. This laboratory course introduces students to basic chemical laboratory techniques. Formerly CHE 131LAB. CO-REQUISITE(S): CHE 136; PREREQUISITE(S): MAT130 or higher and CHE128 and CHE 129 or placement.

**CHE 138 GENERAL CHEMISTRY II**
This course is a continuation of CHE136 covering topics including kinetics, chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), Thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. Formerly CHE 133LEC. CO-REQUISITE(S): CHE 139 ; PREREQUISITE(S): CHE 136 and CHE137.

**CHE 139 GENERAL CHEMISTRY II LABORATORY**
This laboratory course is a continuation of CHE137, emphasizing additional quantitative and qualitative laboratory techniques to coincide with CHE138 content. Formerly CHE 133LAB. CO-REQUISITE(S): CHE 138; PREREQUISITE(S): CHE136 and CHE137.

**CHE 192 MATHEMATICAL METHODS OF CHEMISTRY**
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-REQUISITE(S): CHE 210

**CHE 202 APPLIED PROBABILITY AND STATISTICS**
This is a lecture course that introduces students to concepts related to the statistical analysis of experimental data, covering material from uncertainty, significant figures, and propagation of error through least squares fitting and descriptions of several statistical distributions. CO-REQUISITE(S): CHE204; PREREQUISITE(S): CHE134 and CHE135 or CHE138 and CHE139.

**CHE 204 ANALYTICAL CHEMISTRY**
Use of equilibrium chemistry to solve problems of chemical analysis in acid-base, solubility, metal-ligand complex, and electrochemical systems. Formerly CHE 205LEC. CO-REQUISITE(S): CHE 202 and CHE205; PREREQUISITE(S): CHE134 and CHE135 or CHE138 and CHE139.

**CHE 205 ANALYTICAL CHEMISTRY LABORATORY**
Laboratory to be taken in conjunction with CHE205. Methods include wet chemistry and instrumental techniques of analysis. Formerly CHE 205LAB. CO-REQUISITE(S): CHE 204; PREREQUISITE(S): CHE134 and CHE135 or CHE138 and CHE139.
CHE 207 ANALYTICAL TECHNIQUES
Lecture and laboratory course involving quantitative chemical analysis. Formerly taught as CHE 147.
PREREQUISITE(S): CHE 115 or CHE 133.

CHE 228 SURVEY OF ORGANIC CHEMISTRY
This one-quarter course gives students an overview of the fundamentals of organic chemistry and its applications in health and environmental sciences. This is a survey course meant for students who do not need to learn a full year of organic chemistry. Emphasis is on the structure, function, and reactivity of the major classes of organic compounds. This course meets for six hours per week: three hours of traditional lecture and three hours of lab. The course is suitable for nursing and environmental science students; it does not substitute for any traditional organic chemistry course. Formerly CHE 169LEC. PREREQUISITE(S): CHE 132 and CHE 133. CO-REQUISITE(S): CHE 229.

CHE 229 SURVEY OF ORGANIC CHEMISTRY LABORATORY
Laboratory to be taken in conjunction with CHE 229. Formerly CHE 169LAB. CO-REQUISITE(S): CHE 228. PREREQUISITE(S): CHE 132 and CHE 133.

CHE 230 ORGANIC CHEMISTRY I
First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules and the language and fundamental concepts of organic chemistry, including structure and bonding; acid-base reactions; functional groups; thermodynamics and kinetics of organic reactions; stereochemistry; substitution and elimination reactions of alkyl halides. Formerly CHE 171LEC. CO-REQUISITE(S): CHE 231; PREREQUISITE(S): CHE 134 and CHE 135 or CHE 138 and CHE 139.

CHE 231 ORGANIC CHEMISTRY LABORATORY I
Laboratory to be taken in conjunction with CHE 230. Formerly CHE 171LAB. CO-REQUISITE(S): CHE 230; PREREQUISITE(S): CHE 134 and CHE 135 or CHE 138 and CHE 139.

CHE 232 ORGANIC CHEMISTRY II
Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of alcohols, ethers, epoxides, alkenes, alkynes, alkanes, conjugated, and aromatic compounds. Formerly CHE 173LEC. CO-REQUISITE(S): CHE 233; PREREQUISITE(S): CHE 230 and CHE 231 or CHE 236 and CHE 237.

CHE 233 ORGANIC CHEMISTRY LABORATORY II
Laboratory to be taken in conjunction with CHE 232. Formerly CHE 173LAB. CO-REQUISITE(S): CHE 232; PREREQUISITE(S): CHE 230 and CHE 231 or CHE 236 and CHE 237.

CHE 234 ORGANIC CHEMISTRY III
Third in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of carbonyl compounds; amines; and bio-molecules. Formerly CHE 175LEC. CO-REQUISITE(S): CHE 235; PREREQUISITE(S): CHE 232 and CHE 233.

CHE 235 ORGANIC CHEMISTRY LABORATORY III
Laboratory to be taken in conjunction with CHE 234. Formerly CHE 175LAB. CO-REQUISITE(S): CHE 234; PREREQUISITE(S): CHE 232 and CHE 233.

CHE 236 ORGANIC CHEMISTRY I
First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: structure and bonding; acids and bases; functional groups; thermodynamics and kinetics of organic reactions; alkanes; stereochemistry; alkyl halides and nucleophilic substitution; elimination reactions; alcohols, ethers and epoxides; alkenes; alkynes; oxidation and reduction. Formerly CHE 177LEC. CO-REQUISITE(S): CHE 237; PREREQUISITE(S): CHE 134 and CHE 135 or CHE 138 and CHE 139.

CHE 237 ORGANIC CHEMISTRY I LABORATORY
Laboratory to be taken in conjunction with CHE 236. Formerly CHE 177LAB. CO-REQUISITE(S): CHE 236; PREREQUISITE(S): CHE 134 and CHE 135 or CHE 138 and CHE 139.

CHE 238 ORGANIC CHEMISTRY II
Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following:
conjugation, resonance, and dienes; benzene and aromatic compounds; electrophilic aromatic substitution; carboxylic acids; organometallic reagents; carbonyl substitution and addition reactions; aldehydes and ketones; carbonyl condensation reactions; amines; bio-molecules. Formerly CHE 179LEC. CO-REQUISITE(S): CHE239; PREREQUISITE(S): CHE236 and CHE237.

CHE 239 ORGANIC CHEMISTRY II LABORATORY
Laboratory to be taken in conjunction with CHE238. Formerly CHE 179LAB. CO-REQUISITE(S): CHE238; PREREQUISITE(S): CHE236 and CHE237.

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

CHE 264 ATMOSPHERIC CHEMISTRY
Atmospheric chemistry with a focus on physical and chemical processes in the troposphere and stratosphere. Formerly CHE 265LEC. CO-REQUISITE(S): CHE265; PREREQUISITE(S): CHE204 and CHE205.

CHE 265 ATMOSPHERIC CHEMISTRY LABORATORY
Laboratory to be taken in conjunction with CHE 264, with emphasis placed on gas phase and particulate measurements. Formerly CHE 265LAB. CO-REQUISITE(S): CHE264; PREREQUISITE(S): CHE204 and CHE205.

CHE 268 SOLID WASTE CHEMISTRY
Fundamental chemical processes involved in the processing of solid wastes. Offered in Spring quarters of odd-numbered years. Formerly CHE 269LEC. CO-REQUISITE(S): CHE269LAB. PREREQUISITE(S): CHE204 or CHE 207 or CHE205LEC and CHE205LAB.

CHE 269 SOLID WASTE CHEMISTRY LABORATORY
Laboratory to be taken in conjunction with CHE 268, offered in spring of odd-numbered years. Formerly CHE 269LAB. CO-REQUISITE(S): CHE 268; PREREQUISITE(S): CHE204 and CHE205.

CHE 302 QUANTUM CHEMISTRY
Quantum mechanics. Formerly CHE 215LEC. CO-REQUISITE(S): CHE303; PREREQUISITE(S): CHE204 and CHE205, MAT149 or MAT152 or MAT162 or MAT172, and PHY172.

CHE 303 EXPERIMENTAL PHYSICAL CHEMISTRY I
Laboratory to be taken in conjunction with CHE302. Introduction to essential skills and techniques of experimental physical chemistry. Topics include the use of data analysis software, computational methods, basic spectroscopy, and technical writing. Formerly CHE 215LAB. CO-REQUISITE(S): CHE302; PREREQUISITE(S): CHE204 and CHE205.

CHE 304 THERMOCHEMISTRY
Thermochemistry. Formerly CHE 210. CO-REQUISITE(S): CHE305; PREREQUISITE(S): CHE302 and CHE303.

CHE 305 EXPERIMENTAL PHYSICAL CHEMISTRY II
Laboratory to be taken in conjunction with CHE304. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on electronic spectroscopy and thermodynamics. CO-REQUISITE(S): CHE304; PREREQUISITE(S): CHE302 and CHE303.

CHE 306 KINETICS AND MOLECULAR DYNAMICS

CHE 307 EXPERIMENTAL PHYSICAL CHEMISTRY III
Laboratory to be taken in conjunction with CHE306. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on thermodynamics at the outset and then kinetics for the final two experiments of the quarter. Formerly CHE 211LAB. CO-REQUISITE(S): CHE306; PREREQUISITE(S): CHE 302 and CHE 303.

CHE 310 NUCLEAR CHEMISTRY
This is a course for advanced undergraduates and graduate students in the M.S. program. The course emphasizes the theory of radioactive decay, nuclear properties, mass-energy systematics, and nuclear applications. PREREQUISITE(S): CHE202.

CHE 312 QUANTUM CHEMISTRY

CHE 313 COMPUTATIONAL CHEMISTRY
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

**CHE 313 COMPUTATIONAL CHEMISTRY**
This course is designed for advanced undergraduate students with an interest in the interdisciplinary field of biophysics. The course will focus on several subfields of biophysical chemistry, including: fluorescence as a tool in biophysics; protein folding; biophysical applications of single molecule fluorescence, atomic force microscopy, X-ray crystallography, mass spectrometry, and NMR spectroscopy. Additional topics will be selected by students from a list of possible choices. **PREREQUISITE(S): CHE304 or CHE342.**

**CHE 320 INTERMEDIATE INORGANIC CHEMISTRY**
Lecture course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. Formerly CHE 321LEC. **CO-REQUISITE(S): CHE321; PREREQUISITE(S): CHE234 and CHE235 or CHE238 and CHE239.**

**CHE 321 INTERMEDIATE INORGANIC CHEMISTRY LABORATORY**
Laboratory to be taken in conjunction with CHE 320. Formerly CHE 321LAB. **CO-REQUISITE(S): CHE 320. PREREQUISITE(S): CHE234 and CHE235 or CHE238 and CHE239.**

**CHE 326 INTERMEDIATE ORGANIC CHEMISTRY**
This one-quarter course is designed to develop the chemical intuition necessary for advanced work in organic chemistry through a review of general organic chemistry, with emphasis on the following more advanced topics: reaction mechanisms and why reactions occur; heteraromatic chemistry; curved-arrow formalism and multi-step reactions; molecular orbitals and symmetry-controlled reactions; Hammett equation and structure-activity relationships; functional group interconversions; carbon-carbon bond-forming reactions; more advanced treatment of structure and mechanism; introduction to design and planning of synthesis of organic compounds. **CO-REQUISITE(S): CHE327; PREREQUISITE(S): CHE234 and CHE235 or CHE238 and CHE239.**

**CHE 327 INTERMEDIATE ORGANIC CHEMISTRY LABORATORY**
Laboratory to be taken in conjunction with CHE326. This course is designed to provide the student with a thorough introduction to the experimental techniques utilized by practicing chemists in the synthesis, isolation, and characterization of organic compounds. **CO-REQUISITE(S): CHE 326. PREREQUISITE(S): CHE234 and CHE235 or CHE238 and CHE239.**

**CHE 330 SENIOR CAPSTONE IN THE PHYSICAL SCIENCES**
Capstone in the Physical Sciences. A course for graduating chemistry and physics majors to integrate physical science experience with non-scientific fields.

**CHE 340 BIOCHEMISTRY I**
First in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers the structures and functions of the four major macromolecules, concentrating on enzyme kinetics and regulation. **CO-REQUISITE(S): CHE341; PREREQUISITE(S): CHE232 and CHE233 or CHE238 and CHE239 (the general biology sequence strongly recommended).**

**CHE 341 EXPERIMENTAL BIOCHEMISTRY I**
Laboratory to be taken in conjunction with CHE340. This course will introduce classic and modern techniques for isolating and characterizing biological molecules. Topics covered will include buffer preparation; amino acid analysis; detection, quantification, and purification of proteins; enzyme kinetics; purification, amplification, and analysis of DNA; protein stabilization; and molecular interaction analysis. Formerly CHE 341LAB. **CO-REQUISITE(S): CHE 340; PREREQUISITES: CHE232 and CHE233 or CHE238 and CHE239.**

**CHE 342 BIOCHEMISTRY II**
Second in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers energy metabolism and biosynthetic pathways, with emphasis on their coordinated regulation. **CO-REQUISITE(S): CHE343 ; PREREQUISITE(S): CHE340 and CHE341.**

**CHE 343 EXPERIMENTAL BIOCHEMISTRY II**
Laboratory to be taken in conjunction with CHE 342. Applications of basic techniques from CHE 341: DNA cloning and transformation; protein expression, purification, and characterization; and advanced biophysical methods. Formerly CHE 343LAB. **CO-REQUISITE(S): CHE342; PREREQUISITE(S): CHE340 and CHE341 or instructor consent.**

**CHE 344 BIOCHEMISTRY III**
Third in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers metabolism, nucleic acid structure and replication, transcription and translation. Also included are methods of biotechnology and an introduction to reading the primary literature. **CO-REQUISITE(S): CHE345; PREREQUISITE(S): CHE342 and CHE343.**
CHE 345 EXPERIMENTAL BIOCHEMISTRY III
Laboratory to be taken in conjunction with CHE 344. This course will introduce students to bioinformatics methods including protein function prediction and structure analysis, DNA/protein sequence analysis and alignment, and special topics laboratory techniques. CO-REQUISITE(S): CHE344; PREREQUISITE(S):CHE342 and CHE343, CHE340 and CHE342, or instructor?s consent.

CHE 346 SURVEY OF BIOCHEMISTRY
An introduction to the chemistry of living systems, directed at those who want only a general survey of the main topics in biochemistry. The structures and functions of the four major macro-molecules, energy metabolism and biosynthesis, and the processes for making DNA, RNA and proteins will be discussed. Offered Spring of Odd-Numbered Years. Formerly CHE 240. PREREQUISITE(S):CHE 234 or 238.

CHE 348 CHEMICAL BIOLOGY
This course introduces students to a new discipline spanning the fields of chemistry and biology in which chemical techniques and tools, often compounds produced through synthetic chemistry are used to study and manipulate biological systems in an effort to unravel biological problems and systems. The course will take a case study approach. Techniques encountered in the case study will be studied in depth. Primary literature will be used extensively in the in depth case study. PREREQUISITE(S): CH344.

CHE 360 MEDICINAL CHEMISTRY
This course emphasizes organic chemical principles and reactions vital to drug design and drug action in the human body. Medicinal chemists design molecules that alter phenomena operating at the overlap of chemistry, biochemistry, cell biology, and pharmacology. This course introduces the conceptual frameworks and methods employed in drug development using case histories and mechanisms of clinically important drugs as illustrative examples. PREREQUISITE(S): CH234 or CHE238.

CHE 362 DRUGS AND TOXICOLOGY
This course covers the chemical and biological analysis of the metabolism and distribution of drugs, toxins and chemicals in animals and humans, and the mechanism by which they cause therapeutic and toxic responses. Metabolism and toxicity as a basis for drug development, metabolic polymorphisms and biomarkers of exposure are also covered. PREREQUISITE(S): CHE360.

CHE 364 NUTRITION
This is a one-quarter course focused on the advanced chemical aspects of human nutrition. The topics include the nutritive and toxic content of foods and health effects, a review of basic metabolic processes, nutrient transport and storage systems, cell signaling and regulation, and hormonal regulation and fuel utilization. PREREQUISITE(S): CHE234 or CHE238.

CHE 378 APPLIED SPECTROSCOPY
Organic structure determination through the interpretation of spectral information. Formerly CHE 356. PREREQUISITE(S): CHE235 or CHE239.

CHE 390 STATISTICAL ANALYSIS OF DATA
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
Experiential learning experience in a government agency, industrial firm, business, or non-profit organization. PREREQUISITE(S): Consent.

CHE 394 SEMINAR
This course is required for all chemistry majors. This course is designed to enhance your ability to: critically read and summarize scientific literature, thoughtfully listen to a scientific seminar, articulate questions regarding a scientific seminar, and orally present a scientific paper. PREREQUISITE(S): Junior year standing or consent from instructor.

CHE 396 RESEARCH METHODS
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 ADVANCED LABORATORY PROJECT
This course is a comprehensive lab experience designed to introduce students to research methods through
This course is a comprehensive lab experience designed to introduce students to research methods through open-ended guided research projects. Throughout the course, students will learn to use analytical instrumentation to solve real problems in chemistry. This total four credit-hour course will be divided into two quarters of two-credit hours each. PREREQUISITE(S): Junior year standing or consent from instructor.

**CHE 398 THESIS PROJECT**
This course requires faculty-guided experimental exploration of a research topic and both written (thesis) and oral (seminar and defense) presentation of results. This course is typically completed in two or three quarters (though it may be completed in one quarter at the discretion of the research advisor). The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project. This course may be taken more than one time for credit. PREREQUISITE(S): Consent.

**CHE 399 INDEPENDENT STUDY**
Independent study of chemistry on an informal basis by an individual in consultation with a department faculty member. Variable credit. Department consent required.

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**Chinese**

Undergraduate Course Descriptions - Current

**CHN 101 BASIC CHINESE I**
Listening to, speaking, reading and writing Chinese in a cultural context for the beginning student.

**CHN 102 BASIC CHINESE II**
Continued emphasis on the four skills in culturally-authentic situations.

**CHN 103 BASIC CHINESE III**
Further work on the basic elements of the Chinese language, spoken as well as written, with due regard to the cultural context of Chinese expression.

**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 117 INTENSIVE BASIC CHINESE I**
This is part I of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module(OLM) in which you self-learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module(FtFM) in which you take tests and have conversational practices in a weekly face-to-face class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in mandarin Chinese.

**CHN 118 INTENSIVE BASIC CHINESE II**
This is part II of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module(OLM) in which you self-learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module(FtFM) in which you take tests and have conversational practices in a weekly face-to-
the Face-to-Face Module (FtFM) in which you take tests and have conversational practices in a weekly face-to-face class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in Mandarin Chinese. PREREQUISITE(S):

CHN 117 or equivalent.

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 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

CHN 199 INDEPENDENT STUDY
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 211 LANGUAGE AND SOCIETY IN MODERN CHINA
This course explores contemporary society and culture in China through readings and discussions. Topics include: the features and history of the languages spoken in Mainland China, Taiwan, and Hong Kong, the mutual influence between these languages and cultural traditions, the recent economic boom, the internet, and English. PREREQUISITE(S): CHN 106 or consent of the instructor.

CHN 252 INTRODUCTION TO COMMERCIAL CHINESE
This course helps students develop basic interpretive, presentational, and interactive skills that are needed in business-related Chinese social contexts. You will learn pertinent vocabulary, idiomatic expressions, cultural information, and etiquette that are needed when doing business with Chinese businesspeople or in Chinese society. Mandarin Chinese is used for the majority of instruction, although English is also employed to explain certain cultural information and relevant business etiquette. PREREQUISITE(S): CHN 106 or permission of the instructor.

CHN 297 SPECIAL TOPICS IN CHINESE
See schedule for current offerings.

CHN 298 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

CHN 299 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

CHN 301 ADVANCED SPEAKING
Advanced practice of speaking skills in Mandarin, focusing on expanding vocabulary and information needed for the discussion of topics to full capacity in the target language. PREREQUISITE(S): Three years of college study or equivalent knowledge.

CHN 302 ADVANCED READING
Advanced practice of reading skills in Mandarin, focusing on increase in vocabulary and reinforcement of their grammatical knowledge, using textual clues to find the meanings of unknown words. PREREQUISITE(S): Three years of college study or equivalent knowledge.

CHN 303 ADVANCED WRITING
Advanced practice of writing skills in Mandarin, focusing on standardized formal writing practices, ranging from the writing of letters to the writing of essays including both descriptive and expository styles. PREREQUISITE(S): Three years of college study or equivalent knowledge.

CHN 370 CHINESE CULTURE THROUGH FILM
Survey of major twentieth-century Chinese films illustrating the history, politics, society and economy of modern China, with special attention to the continuity between tradition and modernity. PREREQUISITE(S): CHN 201, 202, 203 or equivalent knowledge.
CHN 397 SPECIAL TOPICS IN CHINESE
See schedule for current offerings.

CHN 398 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

CHN 399 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair and instructor required

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 102 INTRODUCTION TO MASS COMMUNICATION (CROSS-LISTED WITH ART 179)
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 103 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 349 TOPICS IN FILM/TV HISTORY: INTRODUCTION TO DOCUMENTARY STUDIES
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 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 395 COMMUNICATION INTERNSHIP SPECIAL TOPICS
This course is for students who wish to receive academic credit for a second or third internship. Must be a Communication major or minor who has completed CMN 394 or ISP250 and meets eligibility requirements. Must be taken concurrently with an internship. Topics include building and managing a communication career, effective networking, and leadership development.

CMN 396 CAPSTONE IN COMMUNICATION
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

Communication Studies
CMNS 290 COMMUNICATION WORKSHOP (VARIABLE TOPICS)
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.

CMNS 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.

CMNS 305 PERFORMANCE STUDIES
The course traces the shift from the field of Oral Interpretation to the emergence of Performance Studies, as a discipline, with particular attention to the primary theorists and practitioners that have set the foundation and scope of the field of Performance. Taking a historical approach to the development of the field, the course will explore performance epistemologies, performative methodologies, and performative theories, offering students the opportunity to study and engage contemporary approaches to performance research.

CMNS 306 TOPICS IN PRESENTATION
Courses offer advanced analysis of presentational forms. Students will enact presentational theories in relational, small group, or public communication contexts.

CMNS 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)

CMNS 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)

CMNS 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.

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 populations 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
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 390 SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES
Special topics in Community Service Studies are designed to cover emerging or specialized issues in community service, development, nonprofit management, and/or social and global responsibility.

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
Independent study. Enrollment by instructor and/or with approval by program director. Variable credit. PREREQUISITE(S): Permission of instructor

Comp,Info and Network Security

Undergraduate Course Descriptions - Current

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.

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): CSC 212 or CSC 262 or IT 232 or CSC 224 or CSC 309

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.

CNS 355 PHYSICAL AND IT SECURITY CONVERGENCE
This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management.

CNS 366 CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY
This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them. PREREQUISITE(S): CNS 340 or TDC 377 or IT 263

CNS 378 HOST BASED SECURITY
Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems. PREREQUISITE(S): CSC 374 or TDC 311

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 378 (formerly IT 378) and TDC 377 and TDC 379.

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

Undergraduate Course Descriptions - Current

CPL 301 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.

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**Composition**

**Undergraduate Course Descriptions - Current**

**COM 300 ORCHESTRATION I**
(4 credits) Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestrational studies of representative works from various periods; arrangements for orchestral ensembles. PREREQUISITE(S): Successful completion of MUS 230.

**COM 301 16TH CENTURY COUNTERPOINT**
(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**
(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**
(4 credits) Exploration of contrapuntal techniques using 20th century vocabularies; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith and others as well as music of very recent times. PREREQUISITE: Successful completion of MUS 230.

**COM 305 ANALYTICAL STUDIES**
(4 credits) Use of various analytical techniques for detailed studies of selected compositions. PREREQUISITE(S): Successful completion of MUS 230.

**COM 313 INTRODUCTION TO COMPOSITION**
(2 credits) Basic composition. Recommended as preparatory for COM 307. This course may be repeated for credit.

**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**

**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**
(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
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, GD 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(S): GPH 211 or GD 105 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 or GD 105).

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 269 GRAPHIC GEOMETRIES
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 throughout 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 or IM 330.
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
An introduction to shading techniques for highly realistic computer generated imagery. Texturing basics. Design, acquisition and application of layered textures to produce realistic dirt and aged surfaces. Turntables. Basic illumination and reflectance models. Elements of procedural texturing for organic surface materials such as wood and marble. The course includes an introduction to an industry standard shading language that is a powerful prototyping tool for both offline and real-time rendering environments. Students work in teams to produce convincingly organic environments. PREREQUISITE(S): GPH 339 or GPH 325 or GPH 250 or ANI 339.

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 (HDR), 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 345 DIGITAL SURFACE MODELING
This course is an upper level exploration of digital modeling in NURBS environments. Students will learn to creatively apply analytic methods of form production and scenic presentation suitable for application to design and engineering, medical and forensic visualization, and testing. In general this course will prepare students for 3-D graphic applications outside of the entertainment industry while rounding out their modeling skills for that industry, too. PREREQUISITE(S): GPH 212 or GPH 259 or ANI 230.

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 355 3D SCRIPTING FOR ANIMATORS
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. Prerequisites: ANI 230 or GPH 338
GPH 358 COMPUTER GRAPHICS AUTOMATION
Covers the use of scripting and other automation techniques to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate rich, interesting graphics and animations that would not be possible with the conventional user interface. PREREQUISITE(S): IM 330 or CSC 212 or CSC 262 or GPH 355 or CSC 242.

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, iso surface generation, stream lines and ribbons, spatial set operations and projections of higher-dimensional data sets. Prerequisite(s): GPH 325

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, verification, 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
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.

Computer Science

Undergraduate Course Descriptions - Current

CSC 10 CTI/ELA ENGLISH PREPARATION
CTI/ELA English Preparation

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 website 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).

CSC 208 ETHICS IN TECHNOLOGY
Information Technology and the rapid pace in which it has advanced have had a tremendous impact on our lives. Changes have been swift and the human capacity to deal with them is limited. It has been said that our technology has outpaced our humanity. This course will research the new responsibilities technology presents and our ability to deal with these changes in an ethical manner. Students will employ ethical frameworks, which integrate computer science and ethics, to develop the skills required to examine different sets of assumptions and question them. Case studies will provide a historical perspective for analysis.

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.

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. PREREQUISITE(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. PREREQUISITE: LSP 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

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(S): MAT 140 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(S): 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): Familiarity with basic computer productivity tools and the Web.

CSC 261 PROGRAMMING IN C++ I
This is an introductory course in computer programming covering basic data types, variables, flow of control, functions, and parameter passing, pointers and pass by reference, arrays, cstrings and the C string library, basic input/output and structures. Examples in this course will concentrate on basic procedural algorithms for manipulating data.

CSC 262 PROGRAMMING IN C++ II
This is an intermediate programming course in C++, intended as a follow-up course to CSC 261. Topics include object-oriented programming, user-defined classes and objects, constructors, C++ memory management including pointers and dynamic allocation, copy constructors, destructors, and operator overloading. The course will also cover inheritance and polymorphism. Optional topics, as time allows, will include templates and the C++ Standard Template Library. PREREQUISITE(S): CSC 261

CSC 270 THE SCIENCE OF NETWORKS
This course explores complex systems both natural and man-made, characterized by the relationships between interacting entities. Network structures can be found in the Internet and its many applications, but also in social relationships, marketplaces, ecosystems, even cells. We will examine a wide range of networks including technological, social, and natural. Students will learn basic concepts from graph theory, algorithms and network analysis, apply tools for extracting, analyzing and visualizing network properties, using data sets drawn from a variety of areas. PREREQUISITE(S): LSP 120

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 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(S): CSC 374

**CSC 309 OBJECT-ORIENTED PROGRAMMING IN C++**
This course covers the essentials of C and C++ programming, focusing primarily on the topics of memory management and object-oriented programming. Topics include pointers and dynamic allocation, operator overloading, copy constructors and destructors, inheritance, polymorphism and templates. PREREQUISITE(S): CSC 242 or CSC 224 or proficiency in another programming language.

**CSC 310 PRINCIPLES OF COMPUTER SCIENCE I**
Conceptual models of a computer, machine and assembly language. Simple classes, operator overloading, templates, recursion, dynamic memory management. PREREQUISITE(S): CSC 215 or consent.

**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. MAT141 Recommended.

**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. PREREQUISITE(S): MAT 140 and CSC 211

**CSC 334 ADVANCED DATA ANALYSIS**
The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages. PREREQUISITE(S): CSC 324 or consent of instructor.

**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): CSC 212 or CSC 242 or CSC 262 or CSC 224 or CSC 309 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(S): CSC 373 and CSC 374

**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): CSC 383 and MAT 141

**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 CSC 373 and CSC 374.

**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 383 or CSC 393) and CSC 373

**CSC 351 DATABASE DESIGN**
Requirement analysis, conceptual design, logical design and implementation of relational databases. Emphasis will be on E-R modeling and E-R mapping, along with basic normalization and SQL for database implementation. 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 or CSC 391) and (CSC 212 or CSC 242 or CSC 262 or CSC 224 or CSC 309).
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. PREREQUISITE(S): IT 240.

CSC 355 DATABASE SYSTEMS
An introduction to modern database systems; the course covers the traditional concepts and techniques of database systems including the relational model, SQL, indexes and normalization as well as a selection of advanced topics such as constraints and triggers, transactions, database programming, semi-structured data, and recursive SQL. PREREQUISITE(S): (CSC 383 or CSC 393) and CSC 373.

CSC 357 EXPERT SYSTEMS
A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. 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 360 USER INTERFACE ARCHITECTURE AND DEVELOPMENT
Fundamentals of design and implementation for graphical user interfaces (GUIs). Students design a GUI-based application following the user-centered design process and implement it using the Model-View-Controller architecture. Topics include usability engineering, event dispatching, multi-threaded programming, GUI widget toolkits, frameworks and customization. PREREQUISITE(S): SE 350.

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. PREREQUISITE(S): IT 223.

CSC 371 MOBILE APPLICATION DEVELOPMENT
In this course we introduce the core issues associated with development for mobile devices. Students will learn a platform’s IDE, frameworks, view, menus, controllers, graphics audio and more. Understanding the device’s taps, touch, multi-touch, gestures, and accelerometers are just few of the interactions the class will cover. This course is design to be prerequisite for advanced mobile development classes. Every offering of the course will be explicitly targeting a specific device platform, (i.e. iPhone, Android, Windows Phone). PREREQUISITE(S): (CSC 383 or CSC 393) and CSC 374.

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: ((CSC 383 or CSC 393) and Math 140) or (graduate standing and (CSC 211 or CSC 224 or CSC 261 or CSC 309 ))

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 375 INTRODUCTION TO ROBOTICS
An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms NXT Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required. PREREQUISITE(S): CSC 373 and CSC 374.

CSC 376 DISTRIBUTED SYSTEMS
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.

CSC 378 SOFTWARE PROJECTS FOR COMMUNITY CLIENTS
This is the first course in a two-quarter sequence (winter/spring) for CTI students that satisfies both the Senior Year Capstone requirement and the Junior Year Experiential Learning requirement. The second quarter will be a special section of CSC 399. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must complete both quarters to receive any credit.

We work with a community service organization, chosen with help of the Steans Center for Community-based Service Learning. As a community-based service learning course, students will have the opportunity to assess urban community needs in technology, and use problem-solving methods and strategies to make a substantial difference in an inner-city community group, usually by developing an application or a web site.

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 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. PREREQUISITE(S): Calculus or Linear Algebra

CSC 382 APPLIED IMAGE ANALYSIS
Fundamentals of computational image analysis will be explored in terms of its two most important components, image information extraction and modeling of image patterns. These components will be studied in the context of image representation, segmentation, classification, retrieval and recognition. The course will be useful for students interested in image analysis related to areas such as image databases, multimedia management, animation, GIS, computer graphics, medical imaging, remote sensing and robotics. Specific topics include, but are not limited to segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, template matching, and object recognition. PREREQUISITE(S): 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(S): CSC 212 or CSC 224

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
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 the design, implementation, application and analysis of algorithms on a variety of data
structures, including lists, stacks, queues, trees, heaps, hash tables and graphs. Implementation is done in
C++, in particular with the use of templates and the C++ standard template library (STL). Algorithmic
analysis includes computation of running times, and asymptotic analysis. PREREQUISITE(S): 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 IM 360

CSC 395 INTRODUCTION TO SOCIAL COMPUTING
This course focuses on how social groups form, interact, and change, and how such groups can be modeled
and augmented with computer systems. Social computing is an interdisciplinary field drawing from the fields
of computer science, psychology, sociology, and economics. This course introduces three ideas from social
computing: the collaborative computation of preferences, the modeling of social groups as networks, and the
representation of social choices as games. We will examine applications of these ideas in areas such as
collaborative recommendation, social networks, web search and auctions. Mathematical topics in linear
algebra, graph theory and game theory will be introduced as necessary. PREREQUISITE(S): CSC 383 or CSC 393

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.

Counseling

Undergraduate Course Descriptions - Current_a C a Counseling

CSL 200 LEADERSHIP AND SOCIAL CHANGE
This is an advanced course exploring how leadership theory interacts with organizational structures,
advocacy, and social justice. The class is structured to expand from the individual to the
group/organization/school level to the societal macro view of leadership. The topics of leadership
development and leadership education in P-16 settings will be included. Contemporary topics in leadership
will be addressed to coincide with social change and leadership. (Cross listed with CSL 200 & 500)
Subjects beginning with the letter D are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Degree Completion Major
Design
Digital Cinema

Degree Completion Major

DCM 301 EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT
In this leadership course, students will use the text, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments.

DCM 302 PROJECT MANAGEMENT: DESIGN AND ASSESSMENT
Project Management is an important discipline that can benefit students in their careers as well as personal life. This course will explore project management methodologies, their common steps and tools. The course translates Project Management theory into a practical and effective methodology, starting with working definitions of Project and Project Management, the course examines project initiation, evaluation and organization using analytic techniques such as discounted cash flow and PERT/CPM. In addition, the course examines project execution and control, along with the documentation and communications skills needed to keep a project on track. The course concludes with an overview of project management applied to computer information systems development.

DCM 303 LEADERSHIP MODELS FOR STRONG ORGANIZATIONS
This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases.

DCM 304 EVOLVING PROFESSIONAL ETHICS
Evolving Professional Ethics analyzes and weighs ethical issues in the professions in relationship to pressing values of social responsibility and quality of life seen through lenses of moral philosophers and incisive thinkers. It places business ethics and moral philosophy in juxtaposition. In a time of tumultuous choices, the pursuit of self interest is questioned in the light of changing, evolving awareness of values in humanity, community, environment, including race and gender, as they influence business context and holistic awareness of professional ethics.

DCM 305 ENTREPRENEURSHIP BASICS
Entrepreneurship is a powerful force that stimulates economic growth, promotes employment, and allows for self expression by turning ideas into tangible reality. Entrepreneurial thinking can be developed as can be the skills needed to successfully start and manage new enterprises. But entrepreneurship is not without risk and every person must assess risk in light of their own personality and life situation. This course leads students through a realistic understanding of entrepreneurship as an economic force and a way of life, its impact on involved persons and practices most likely to promote success. Learning is accomplished through a combination of lecture, discussion, reading and homework. Students are encouraged to bring their own personal experiences to class for discussion.
DCM 306 PRODUCTIVE APPLICATIONS OF WORK BASED INFORMATION TECHNOLOGY
In this course, students will learn about work-based information technology by exploring Windows PC and Mac operating systems. Students will be introduced to common work-based applications software in MS Office 2003: Word, Excel, Power Point, Access and Outlook. Students will learn the basics, intermediate, and advanced level of MS Word, Excel, and Power Point. Students will explore the use and security of Internet applications for both Windows and Mac operating systems. Students will also be introduced to MS office 2007 applications and learn its features.

DCM 307 ANALYZING 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.

DCM 308 INTRODUCTION TO STATISTICS
This course will teach students the basic concepts of statistics. As a group, we will investigate topics in descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. We will also devote considerable time to discussing how statistics are used and abused. Competences: S2X, FX

DCM 309 APPLIED RESEARCH
This course allows the student to develop competence in the process of systematic, academic inquiry. The Applied Research course requirements focus on key aspects of inquiry. Students create a research proposal responding to a purpose, problem, and question each chooses to target (but do not actually carry out the data collection or analysis during this particular quarter). Students will explore research methodologies "quantitative and qualitative" and create a research design proposal based on a literature review and carefully constructed question, hypothesis, and methodology.

DCM 310 THINKING CRITICALLY
This course strengthens students' analytical thinking ability through practice in the skills and strategies of critical thinking and reading, and in the construction and evaluation of logical arguments. In pursuing these goals, we encounter principles of logic, strategies of persuasion, and techniques of propaganda. The course presents a variety of readings, exercises, and projects designed to help students develop learning and skill in the following areas: identifying assumptions, connecting assertions to evidence, stating generalizations, analyzing arguments, and bringing multiple perspectives to bear on complex issues and questions.

DCM 311 CONFLICT MANAGEMENT AND NEGOTIATION
This course will examine several aspects of communication. We will examine perception, assumption, language and sensitivity in the workplace and beyond, applying strategies drawn from theory to actual workplace situations. Successful collaboration and teamwork are the result of clear interpersonal communication. Done well, collaborative problem solving stimulates new ideas and more sophisticated approaches. To this end, we will consider the issues of empathy and personal style in the workplace and beyond. The question of conflict will be examined from several angles, and defined in several practical ways. We will analyze the differences and similarities between (among others) status-based, ego-based and issue-based conflicts in the workplace and beyond, and apply the theory of principled negotiation to identify and resolve these conflicts.

DCM 313 LEARNING FROM EXPERIENCE AND SELF-ASSESSMENT
Students will explore the nature of learning from experience and self-assessment. They will develop a reflective learning autobiography and read about theories of adult learning. Students will also be introduced to the DePaul Library, taking the online library tutorial. Time management issues and tools, as well as life stages and learning interests will also be explored.

DCM 314 LEARNING AND TRANSFORMATION
Building on last quarter’s seminar, student will look closely at the notion of transformative learning. Additionally, using learning style inventories, they will reflect on ways to exercise various learning styles in their work, and capitalize on their strengths.

DCM 315 EXPLORING THE FIELD
Students will work on professional goal setting and action plans by conducting research on their chosen field, exploring trends, ethical issues, controversies, best preparation strategies, and other salient matters. In addition, the concept of "good work" and what that means for one’s own career will be debated and discussed.

DCM 316 WORK IN A GLOBAL ENVIRONMENT
Globalization of the world's economy has dramatically changed the interactions of people from different
Globalization of the world’s economy has dramatically changed the interactions of people from different cultures. As a result, the importance of understanding cultural difference has increased significantly. This seminar will introduce students to the challenges and opportunities associated with living, working and learning in a global environment. This will be done through discussion, reading, case studies, films and exercises to increase cultural self awareness as well as cross-cultural sensitivity.

**DCM 317 ETHICS IN THE PROFESSIONS**
Students will explore various approaches to determining right, morally acceptable, behavior. Epistemology and several ethical frameworks will be examined. Students will write, discuss, and debate case studies from their workplaces or field.

**DCM 318 SOCIAL JUSTICE IN THE PROFESSIONS**
Students will look at the nature of social justice, creating a working definition of the widely used term. Readings will guide examination of issues of social justice in students’ fields or disciplines.

**DCM 319 CREATIVITY AND INNOVATIVE THINKING**
Connections among such varied disciplines as physics, politics, and poetry will be examined and investigated within students' own discipline/profession. Using a variety of approaches to integrative and innovative thinking, students will explore interconnectedness, expanding possibilities, creativity, and decision-making.

**DCM 320 PROFESSIONAL PORTFOLIO DEVELOPMENT**
In this class, students will study the concept and use of professional portfolios and create criteria by which they will choose work to include in their own portfolios. They will assess and evaluate their professional goals using the portfolio as a tool in that assessment. Networking and sharing of information and experience will be emphasized.

**DCM 321 CAPSTONE PLANNING**
Students will begin the research for their capstone project, one that is directly related to the major and meant to be the final entry in the professional portfolio. Project ideas and topics will be discussed, refined, and formally proposed. Students will complete a review of the appropriate literature and construct a methodology by which they will carry out the capstone project in the final quarter.

**DCM 322 CAPSTONE PROJECT/PORTFOLIO REVIEW**
Students complete the capstone project in this course and also will review their learning portfolio selections thus far and make strategic choices for their (1) professional and (2) learning portfolios. In addition, this quarter will provide students the opportunity to wrap-up and reflect on their learning overall. (NOTE: This seminar is a 3-credit course.)

**DCM 323 THE PSYCHOLOGY OF AGING AND THE AGED**
This course provides an overview of the current theories, themes and issues of adult development and aging. In addition to understanding these theories and issues, students will explore questions such as: Does wisdom come with increasing age? Do people really change over time? What are the keys to positive aging?

**DCM 324 EFFECTIVE GROUP AND PERSONAL DYNAMICS**
This course design unifies two levels of human behavior and motivation: group and personal. Processes leading to decision-making and other actions rest in articulable patterns on both corporate and individual dimensions. We seek, in this educational arena, to activate and analyze this set of motives and to apprehend, and perhaps predict, this bi-lateral source of human motivation. In so doing, the group-level patterns leading to appreciable action and those emanating from each individual will more easily be understood, and their root patterns put to beneficial use.

**DCM 325 WORK & SOCIETY**
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 as individuals and as members of various social groups). Other topics will include how work affects our family and social lives, the impact of modern values on how we view our work, and the role of technology in how we do our work and in how we view our work.

**DCM 326 LEADERSHIP LESSONS FROM LITERATURE**
This Structured Independent Study provides a critical analysis of ancient literature, writers and thinkers. Examining leaders and leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through reading, reflection, and written exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Sophocles and Aeschylus along with various articles about these famous ancient playwrights will allow students to bring the works of these early thinkers to their current leadership situations. This study will also include a research component.
**DCM 327 IN SEARCH OF LEADERSHIP LESSONS**
This Structured Independent Study provides an opportunity for personal reflection of lessons found in ancient literature. Examining leaders and leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through reading, reflection, and written exercises, students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Sophocles and Aeschylus will allow students to bring the works of these early thinkers to their current leadership situations.

**DCM 328 PLAN & DELIVER: IMPLEMENTING TRAINING PROGRAMS**
In this Structured Independent Study, students will learn about the strategic process of effectively implementing a corporate training program based on business drivers. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization’s success. In other words, training programs must consider what is important to the organization.

This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. The focus for this study will be to identify organizational problems that can be addressed through training and will discover the importance of a “learning organization” in this process.

**DCM 329 GETTING THE WORD OUT: HOW TO IMPLEMENT TRAINING PROGRAMS**
In this Structured Independent Study, students will learn about the strategic process of effectively implementing and communicating a corporate training program based on business drivers. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization’s success. In other words, training programs must consider what is important to the organization and then communicating it powerfully.

This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners. Students will be introduced to understanding how to measure the success of the program. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. The focus for this study will be to create and design a functional process and communication tools to deliver a training program into a corporate business community environment.

**DCM 330 PROFESSIONAL WRITING**
This 10-week course consists of 10 modules and provides an overview of the fundamentals of professional writing. Through engaging in and reflecting upon a variety of professional writing tasks, you will learn the rhetorical theory and practice necessary for effective written communication in professional contexts.

**DCM 331 LEARNING HOW TO LEARN**
Learning is something we begin as soon as we are born. We usually think about what we learn more than how we learn, however. In this course, you’ll engage in hands-on activities to help you explore yourself as a learner. Additionally, you’ll be exploring time-management, your motivation as a learner, keeping a learning journal, and strategies for applying your learning to assignments. Research and experience tell us that adult learners tend not to finish their degree programs in higher numbers than traditional-aged students. There are many reasons, among them the complications of adult life with jobs, families, and life changes. This course exists to help adult learners understand themselves better as learners and to map out strategies of support and resources to help them achieve graduation.

**DCM 332 APPLIED STATISTICS**
In this class, students will look at how numerical knowledge is created and interpreted, and how these processes give us tools to critical analyze ideas, policies, and scientific conclusions. Some knowledge of mathematics is essential to understanding statistics. Thus, completion of a standard course in quantitative reasoning or college algebra will be of great help in succeeding in this course of study. Competences: S2X, FX

**DCM 333 ADDICTIONS AND RECOVERY**
This course seeks to explore and understand alcohol and drug addiction from a biological, psychological, and social approach. Students will learn about the different causes of addiction, understanding addiction as both a disease and a behavioral phenomenon. In addition, the societal effects of addiction will be explored, highlighting in particular the impact on mental health centers, hospitals and prison systems. Students will then study the most common drugs of addiction. Finally, a variety of treatments for drug addiction will be explored, and the class with culminate with students developing a treatment plan for a hypothetical case study.
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
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
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 I
First course in a 3 course sequence. This is an introduction class to the artistry of sound design through understanding the physics behind sound and the tools by which you will manipulate it. The students will also learn basic ideas behind how to approach placing sound to a visual theatrical element.

DES 209 SOUND DESIGN I
Second course in a 3 course sequence. In this class the students will learn the history of sound design, as well as how music and the recording of sound has changed throughout the years. Students will also learn how to approach a script and apply sound design to it. PREREQUISITE(S): DES 208.

DES 210 SOUND DESIGN I
Third course in a 3 course sequence. This class goes more into depth with the process of sound design. In this class the students will learn how to approach a specific play, and design it within the process that you will come to learn as The Theatre School's standard production practice. PREREQUISITE(S): DES 209.

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
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
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
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
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
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
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
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
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
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 252 SCENOGRAPHIC DRAFTING
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
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 271.

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 II**
First course in a 3 course sequence. Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays. PREREQUISITE(S): DES 210.

**DES 309 SOUND DESIGN II**
Second course in a 3 course sequence. Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays. PREREQUISITE(S): DES 308.

**DES 310 SOUND DESIGN II**
Third course in a 3 course sequence. This is a more in depth look at sound design and the actual programming and tech process. Students will learn how to quickly adapt and manipulate sound cues as if they are in a technical rehearsal. This class will help aid the student in their collaboration and communication skills. PREREQUISITE(S): DES 309.

**DES 320 ADVANCED MAKEUP**
Advanced Makeup is one quarter course with a pre-requisite of 2 quarters of Beginning Makeup. In this course students will design a character makeup involving both facial prosthetics and ventilated hair. Three types of facial prosthetics are produced: silicone, foamed latex and slush molded latex. Face casting, clay sculpting and mold making are taught as steps to creating the final prosthetic. A ventilated hair piece is produced with attention to techniques of pattern making, hair processing, ventilating and hair dressing. Painting techniques are reviewed as final makeup is put together. Each year the class will choose one "extra" technique to pursue. Past pursuits have been: Kabuki Makeup with Kabuki master Shozo Sato, Tooth casting and stage teeth. Prereq: PRF 214, 215.

**DES 341 SCENE DESIGN II**
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 342 SCENE DESIGN II**
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 341.

**DES 343 SCENE DESIGN II**
Scene Design II (4 quarter hours) Third 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**
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**
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**
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
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
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
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 361 THEATRICAL COLLABORATION
Theatrical Collaboration (3 quarter hours) An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. PREREQUISITE(S): Open to 3rd and 4th year BFA Lighting, Scenery, Costume, Sound Design and Dramaturgy students, in addition to MFA students.

DES 362 THEATRICAL COLLABORATION
Theatrical Collaboration (3 quarter hours) An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects. PREREQUISITE(S): Open to 3rd and 4th year BFA Lighting, Scenery, Costume, Sound Design and Dramaturgy students, in addition to MFA students.

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 384 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 385 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 386 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 387 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 388 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 387.

**DES 389 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 388.

**DES 399 INDEPENDENT STUDY**
Independent Study

**DES 409 SOUND DESIGN III**
This class will help the student prepare their own specific branding for their freelance career so that they will have a complete packaging of their artwork. In addition they will be working on 2 plays simultaneously in order to jump-start into the multi-tasking that is involved in Sound Design.

**DES 410 SOUND DESIGN III**
Each week will be an introduction to different careers that are possible within the field of Sound Design. This class will contain guest lectures from the professional designers who specialize in each field. This will help the student narrow their focus to what they wish to achieve after they graduate. In addition, the students will be working on 3 plays simultaneously to continue their multi-tasking ability.

**DES 441 SCENE DESIGN III**
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**
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**
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**
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**
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**
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.
DES 447 LIGHTING DESIGN III
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
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
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 PROJECTION DESIGN
This is a one quarter course that provides students with basic design concepts, techniques and skills in the use of projection design for theatre. The classes combine lecture-discussion and studio work, and are project based to apply learned skills to the projection design process. The course focuses on conceiving motion and still images for projection, communicating those ideas to the design team through story boards, and realizing those ideas through the use of Isadora? video control software. The instructor will work with students individually to focus on techniques that support each student?s specific design discipline. Every effort will be made to bring students into working theaters to see professional theatre productions using projections. No pre-requisite; a working knowledge of Adobe Photoshop? is recommended.

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.

Digital Cinema

Undergraduate Course Descriptions - Current - Digital Cinema

DC 101 SCREENWRITING FOR MAJORS
This course introduces digital cinema majors to dramatic writing for motion pictures. The topics covered include theme, plot, story structure, character, and dialogue. Emphasis is placed on telling a story in visual terms. Students are expected to develop and write a short screenplay. PREREQUISITE(S): None

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 110 FOUNDATIONS OF CINEMA FOR MAJORS
This course deals with visualization and cinema literacy skills. 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: image construction and manipulation, editing, composition, sound, narrative, and performance. An emphasis will be placed on story and storytelling. In addition to analyzing the works of others, students will also produce their own projects - putting theory into practice. Prerequisite(s): None

DC 113 AUDIO FOR PODCASTS AND OTHER MEDIA
This course is an introduction to the uses and practical applications of sound for multimedia. Students will study various uses of sound and music on the Internet from creative to professional websites. Using free or inexpensive hardware and software, students will learn to create and edit podcasts and attach audio files to programs and web pages such as Facebook, Itunes, Keynote, PowerPoint and other sites. The course will cover both Mac and PC applications so all students will be able to work on projects from their home computers. The course will also cover current legalities of digital media. PREREQUISITES: NONE

DC 120 VIDEO EDITING
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. 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 is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing for cinema. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Development of synopsis and treatment for a short theatrical screen play: theme, plot, character, mise-en-scene and utilization of cinematic elements. PREREQUISITE(S): None.

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 HISTORY OF CINEMA PRODUCTION**
This course studies the origins and rise of cinema production from the perspective of a filmmaker. The course examines critical historical events that impacted the industry and the craft of filmmaking; the emergence of the studio system, the coming of sound, audience shifts, emergence of other media and the rise of digital technology. PREREQUISITE(S): NONE.

**DC 207 HISTORY OF CINEMA I, 1890-1945**
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.

**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 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.

**DC 210 DIGITAL CINEMA PRODUCTION I**
This course is a beginning workshop in narrative film production. The course provides an introduction to the fundamentals of cinema, including camera and lens technology, composition, lighting, directing and sound recording. Utilizing digital technology, students will produce several films with an emphasis on visual storytelling and personal expression. PREREQUISITE(S): DC 220

**DC 214 INTRODUCTORY PRO TOOLS WORKSHOP**
This workshop course offers introductory training on Pro Tools software. Topics include recording, editing, mixing, and processing functions. No experience necessary. PREREQUISITE(S): None

**DC 215 DIGITAL SOUND DESIGN**
This course is an introduction to sound editing and sound design. The 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 current 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 222 CLASSIC HOLLYWOOD FILM STRUCTURE**
Critical analysis of successful Hollywood films and their narrative structures. Films of various genres and eras will be examined. Students will learn how to recognize classical three-act structure in finished films and scripts. Students will develop a cinematic language with which to discuss films as well as a toolbox of techniques to use when making films. Key story concepts to be discussed include: protagonist, antagonist, want versus need, elements of the future, poetic justice, planting and payoff, catalyst, climax, and Aristotelian terminology. 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 227 FILM PHILOSOPHY**
This course is a seminar on the philosophical analysis of film art, with an emphasis on the ways in which it creates meaning through techniques that define a formal structure. There is a particular focus on aesthetic problems about appearance and reality, literacy and visual effects, communication and alienation through film technology.

**DC 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.

**DC 232 CINEMA AND SOCIAL CHANGE**
This course explores cinema that is created with the primary intention of effecting social, cultural or political change. Forms as varied as propaganda, documentary, narrative feature films, and music video will be discussed. In conjunction with this study, students will make a film or animation with the primary intention of effecting some measure of social change.

**DC 233 CINEMA & ART**
This course will provide an overview of avant-garde film, video, animation and installation, and the relationship of these cinematic forms to Modern and Contemporary art. Students will be introduced to the major styles and themes of alternative and experimental moving image work from the past hundred years. Cinema & Art places emphasis on moving image work that is not usually included in a survey of mainstream cinema or film history. A major concern for the class is first-hand exposure to these original sources, and an examination of the relationship of these works to mainstream cinema and other types of popular culture. Topics covered in the class include the avant-garde and kitsch, Surrealism, experimental film, abstract...
Topics covered in the class include the avant-garde and kitsch, Surrealism, experimental film, abstract animation, video art, camp, and video installation. In addition to lectures by visiting artists and viewing films, videos, and installation work, students will produce a short creative work in the style of their choice that responds to the work studied during the quarter.

**DC 235 ADAPTATION: THE CINEMATIC RECRAFTING OF MEANING**
This course explores contemporary cinematic adaptations of literature and how recent re-workings in film open viewers up to critical analysis of the cultural practices surrounding the promotion and reception of these narratives. What issues have an impact upon the borrowing and reinterpreting of narratives of film? How, when, and where can we identify such borrowings and reinterpretations in multiple contemporary iterations of the same narrative? PREREQUISITE(S): NONE

**DC 237 RELIGION IN THE MOVIES**
The purpose of this class is to provide a forum for students to examine various religions and how they are portrayed in the movies. Students will have the opportunity to learn about multiple religions, as well as the opportunity to study the different ways each religion is represented in film. Different genres of films will be used to facilitate discussions about various dimensions of and issues in religion. PREREQUISITE(S): None

**DC 238 CINEMATIC DEPICTIONS OF GOD**
The purpose of this class is to provide a forum for students to examine various interpretations and portrayals of a "God" figured in contemporary cinema. Students will reflect upon the way that cinematic depictions of "God" have changed, challenged, or helped shape their own personal perception of a "God" figure, or whether film/media has shaped their beliefs on the existence of (or lack of) a "God". PREREQUISITE(S): None

**DC 250 THE ART OF SCREEN ACTING**
This course will examine the role of acting, actors, and actor-director collaboration in the development of narrative cinema. The screen demanded a new approach to acting which differed markedly from the theatrical traditions which proceeded it. Seminal practitioners of actor training such as Constantin Stanislavski and his American interpreters Lee Strasberg, Sanford Meisner, and Stella Adler and their students (such as Brando, Pacino, DeNiro, Hoffman, and Duvall) have had an incalculable influence on how screen actors prepare for a role and work with directors. This course will survey the major acting techniques and approaches, examine major films as case studies, and explore contemporary approaches to screen acting and actor-director collaboration in the cinema.

**DC 251 ACTING FOR THE CAMERA**
This course is designed for acting and directing students who want to develop skills and gain experience in acting and directing for the camera. Course sessions include lecture, practical exercises and preparation for analyzing and blocking a scene and working on a set. Students will screen select film clips to evaluate performances, explore methods to prepare for an audition, discuss the actor/director relationship and examine the professional requirements or relating to a crew. The final project will include directing or acting a short dialogue scene for analysis and critique. Prerequisites: DC 250 and DC 310 or PRF 313

**DC 261 FIRST FILMS**
This course will explore the first feature films of contemporary filmmakers, studying the roots of their respective styles of filmmaking, the obstacles they faced in making their first films and their respective filmmaking styles that have evolved in later films.

**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 271 INTRODUCTION TO TELEVISION PRODUCTION**
An introduction to the basic principles, procedures, and techniques of television production. The course heavily utilizes Digital Cinema's TV studio. Students are organized in teams and create various TV broadcasts. Students learn how to operate TV switchers, TV cameras, sound, and graphic equipment. The course covers the fundamentals of producing, scripting, directing, and editing for television.

**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 274 IMAGE, OPTICS AND CINEMATIC MOTION**
Cinematography is the scientifically grounded discipline of making lighting and camera choices in order to record moving images. This course deals with the basic mathematics, physics, and photochemistry that underlies cinematography and that motivate camera design and construction. A student who masters the foundations of cinematography through a mixture of lectures, readings, exercises, and labs will be able to evaluate and understand how motion based recording choices affect perception of moving images they see every day.

**DC 275 CINEMATOGRAPHY**
This course is an intensive exploration of the craft, technologies and aesthetic principles of cinematography and lighting techniques. Lectures and in-class demonstrations will cover film and video formats, film stocks, film and digital cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement. Class sessions will consist of lectures, demonstrations, hands on with cameras and lighting units, exercises, and screenings of selected film clips which demonstrate specific cinematography and lighting techniques. PREREQUISITES: DC 210, DC 220

**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 298 INTERNSHIP IN MEDIA PRODUCTION/POST-PRODUCTION**
This course offers students an excellent opportunity to gain professional experience, industry contacts, and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, motion graphics and interactive media. 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. Prerequisites: NONE

**DC 299 INTERNSHIP IN MEDIA PRODUCTION/POST-PRODUCTION**
This course offers students an excellent opportunity to gain professional experience, industry contacts, and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, motion graphics and interactive media. Academic credit is variable and admission to the program requires consent of internship course instructor. Supervisor evaluation will contribute to the final grade. Prerequisites: NONE

**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): DC301

**DC 303 ADVANCED SCREENWRITING III**
This class focuses on practical ways to approach the rewriting process for feature film screenplays. Through group workshops and assignments, students isolate issues with plot, character development, dialogue and pacing in their script and work on addressing them in a full draft rewrite. Student must posses a complete feature length script in order to enroll in the course. 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 101, DC 201 or by consent of the instructor

**DC 306 WRITING THE SITCOM**
This course focuses on the fundamentals of writing the half-hour situational comedy. Creating comedic characters, situations, and developing multiple storylines are covered. Students will write an episode of a sitcom. PREREQUISITE(S): DC 101 or DC 201

**DC 307 WRITING THE EPISODIC DRAMA**
This course examines the storytelling techniques necessary to write an hour long television dramatic series
This course examines the storytelling techniques necessary to write an hour long television dramatic series with an emphasis on characterization and structure. Students will write an episode of a television drama. PREREQUISITE(S): DC 101 or DC 201

**DC 308 WRITING ON ASSIGNMENT**
Modeled after professional writing assignments, this advanced course challenges students to complete a feature length screenplay in ten weeks. Lectures and strict weekly page submission deadlines provide a practical framework on how to write quickly without sacrificing quality. Constructive analysis will be used in discussing produced scripts, weekly assignments and group workshops to reveal the writer's unique voice and perspective. It is imperative students possess a viable concept and outline before enrolling. PREREQUISITE(S): DC 301

**DC 309 FEATURE DEVELOPMENT**
This course offers a practical approach to the screenwriter's role in the development of a feature film. Emphasis will be placed on obtaining a greater understanding of narrative conventions, script analysis and the film market. From agents to studio executives, we will examine the varying points of view that comprise the development process. Constructive analysis will be used to break down feature length produced screenplays and student work. The assignments and class discussions are designed to expose the inner working of Hollywood and provide a framework of what it takes to succeed in the entertainment industry. PREREQUISITE(S): DC 101 or DC 201

**DC 310 DIGITAL CINEMA PRODUCTION II**
This course expands on topics covered in DC 210 Production I. Students will refine their skills in the areas of line-producing, pre-production, cinematography, lighting, sound recording, post production work flow. PREREQUISITES: DC 210, DC 220, 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 210, 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 313 PRODUCTION SOUND**
This workshop based course offers production recording and mixing techniques. Subjects include microphone selection, basic acoustics, boom techniques, dual system recording practices, and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 215

**DC 314 ADVANCED PRO TOOLS WORKSHOP**
This workshop course offers advanced training on Pro Tools software. Topics include advanced recording, editing, mixing, and processing functions. This course is appropriate for undergraduate and graduate students who have taken a sound class but need a refresher on Pro Tools before taking DC 315/415, DC 317/417, DC 318/418, or DC 319/419. PREREQUISITE(S): Some Pro Tools or other digital audio workstation experience necessary.

**DC 315 ADVANCED DIGITAL SOUND DESIGN**
This course expands on topics covered in DC 215. Emphasis will be on 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 215

**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 317 ADVANCED SOUND MIXING FOR CINEMA**
This workshop based course offers advanced mixing techniques for Stereo and Surround Sound. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of Surround Sound and contemporary surround techniques will be covered. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315
DC 318 ADVANCED DIALOGUE RECORDING AND EDITING
This workshop based course offers dialogue recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, proximity processing, frequency analysis and dialogue mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 319 ADVANCED SOUND EFFECTS RECORDING AND EDITING
This workshop based course offers sound effects recording and editing techniques. Subjects include hard effects, backgrounds, room tone, Foley, basic acoustics, sound processing, layering and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 320 EDITING II
This course expands on topics covered in DC 220. Emphasis is on developing 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 of mastering advanced editing tools and techniques. PREREQUISITE(S): DC 220

DC 321 PRODUCTION DESIGN
Analysis of production design and art direction in motion pictures. Students will work to design and create sets, props and other art department elements for student and professional motion pictures. PREREQUISITE(S): None

DC 322 EDITING STYLES AND TECHNIQUES
This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences. PREREQUISITE(S): DC 220

DC 323 PRE-PRODUCTION FOR CINEMA
This course will cover the pre-production phase of short and feature-length filmmaking, including fundraising, breaking down scripts, scheduling, budgeting and pre-visualizing. Professional scheduling, budgeting and pre-visualization software will be utilized. Additionally, the rules of the creative producer, line producer and assistant director will be examined. Prerequisite(s): DC 210

DC 324 LOGIC PRO MIDI SEQUENCING WORKSHOP
This course offers training on all aspects of MIDI sequencing in Logic Pro software. All aspects of MIDI will be covered including recording, programming, editing, mixing and processing functions. PREREQUISITE(S): None

DC 325 COLOR CORRECTION
Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software. PREREQUISITE(S): DC 320

DC 326 ADVANCED COLOR CORRECTION
This class expands on topics covered in DC 325. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class. PREREQUISITE(S): DC 325

DC 333 CINEMATIC SPACE
This seminar mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Beginning with an introduction to the fundamental differences between montage and mise-en-scene, the course will teach students the art and craft of designing, blocking and executing plan sequences, starting with static camera shots and ending in complex 3D camera moves. PREREQUISITE(S), DC 210 and DC 275

DC 340 EDITING III
This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take their projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized. PREREQUISITE(S): DC 320
DC 341 STORYTELLING FOR VIDEO GAMES
This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea. PREREQUISITE(S): DC 101 or DC 201

DC 349 ACTING FOR FILMMAKERS
This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class. PREREQUISITE(S): None

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 360 3D MOVIE PRODUCTION
This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools. PREREQUISITE(S): ANI 230 or DC 275

DC 370 ADVANCED TOPICS IN CINEMA
This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): None

DC 371 DOCUMENTARY PRODUCTION
This course covers all phases of documentary filmmaking including interview techniques, storytelling with interviews and B roll, and documentary cinematography. For the final project each student will produce a completed documentary film. PREREQUISITE(S): DC 210, 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 373 ADVANCED DOCUMENTARY PRODUCTION
This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary and serve as a crew member on at least one other student project. Topics covered will include choice of subject matter, filmmaker's POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to producing professional documentary projects. PREREQUISITE(S): DC 371/471

DC 375 ADVANCED 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 376 VISUAL DESIGN
Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design. PREREQUISITES: DC 220

DC 377 ADVANCED LIGHTING AND CAMERA MOTION
This class centers on lighting/camera movement in storytelling and explores advanced lighting/cinematography techniques for both studio and field. Students will operate light meters, determine
set and lighting needs, set lights, operate a jib and/or dollies, block scenes, and become familiar with topics including filmspace, continuity, lenses, color, filters, and camera control. Over the course of the quarter, students will work together to produce a number of short stories in both field and studio environments. Besides the aesthetic component of the class, students will also learn set electrical breakdown, lighting control tools, basic grip equipment and procedures to use them safely and effectively. Prerequisites: DC275

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 379 PRE-PRODUCTION WORKSHOP
This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. PREREQUISITE(S): By instructor permission only.

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 382 POST-PRODUCTION WORKSHOP
This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized. PREREQUISITE(S): By instructor permission only.

DC 385 PRODUCING
This course focuses on the role of the producer from idea origination and script development to financing and physical production and, finally, to distribution and exhibition. Students master the concepts of revenue streams, constructing deals (gross and net point participation), copyright, marketing, and box office analysis. Production management and line producing are also covered. From script breakdown and production preparation to post-production supervision and delivery, the physical production process is defined. PREREQUISITE(S): None

DC 387 HOLLYWOOD HISTORY
Students will gain a deep understanding of the history and foundation of the film industry through behind-the-scenes access to working studios, historical readings and discussions of the material, and the unique opportunity to have access to the Warner Brothers Archives, the largest single studio collection in the world, housing all of the WB materials from 1918 (the release of the studio’s first feature film) through 1968 (when the studio was sold to Seven Arts. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

DC 388 FILMMAKERS SEMINAR
Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

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 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
This is a course in directing motion pictures. Topics include casting, rehearsals, the basic relationship between the director, actor, and script, script breakdown, camera placement, and shooting for continuity editing. Each student will produce and direct a scene study and a short narrative film. PREREQUISITE(S): DC 220, DC 310
DC 393 FILM FESTIVALS WORKSHOP
An introduction to film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspectives of both film studies scholars and film making professionals. Students will research the history of major festivals, develop festival strategies for student or independent films, and attend film festival screenings, panels, and/or networking events.
PREREQUISITE(S): None

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 303 OR DC 310 OR ANI 350

DC 399 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Consent of dean.
Subjects beginning with the letter E are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

- Early Childhood Education
- E-Commerce Technology
- Economics
- Education - General
- Elementary Education
- English
- Environmental Science

Early Childhood Education

**ECE 91** CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS  
(1 credit) Candidates will observe and interact with infants and 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 and intervention methodologies will be emphasized. COREQUISITE: ECE 290.

**ECE 92** CLINICAL EXPERIENCES WITH YOUNG CHILDREN AND FAMILIES  
(1 credit) Candidates will observe and interact with young children and their families in family training programs, family conferences and home visits will be included in the options. (25 clock hours). COREQUISITE: ECE 302.

**ECE 93** CLINICAL EXPERIENCES WITH PRE-SCHOOLERS  
(1 credit) Candidates 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 and instructional methodologies will be emphasized. COREQUISITE: ECE 310.

**ECE 94** CLINICAL EXPERIENCES IN PRIMARY GRADES  
(1 credit) Candidates 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 experiences in relation to the development and learning processes in the primary years. Appropriate assessment and instructional methodologies for children in the primary grades will be emphasized. COREQUISITE: ECE 311.

**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, creative and critical thinking as developmental domains are integrated.

**ECE 290** CHILD GROWTH AND DEVELOPMENT  
This course examines human growth and development of the child from pregnancy through age eight, including cognitive, physical, social, spiritual, creative, and emotional development. Theories of the young child including those of Piaget, Erikson, Vygotsky, Gardner, Montessori and others are explored. COREQUISITE: ECE 091.

**ECE 298** CHILD HEALTH SAFETY AND NUTRITION  
This course focuses on the interrelationships among child, family and the areas of health, safety and nutrition. Special emphasis will be placed upon the issues of health, safety and nutrition that affect young children from...
the ages of birth through age 8. Understanding cultural issues and special needs of individual children are addressed, as are aspects of health and safety. Central to this course is the acquisition of knowledge and application of practices that promote good nutrition, dental health, and the physical, social and emotional well-being of young children. The course includes information on common diseases and health problems.

**ECE 302 CHILD AND FAMILY IN THE URBAN ENVIRONMENT**
This course will focus on understanding the diversity of children and families in approaches to development, learning, and disability. It will examine how teachers may provide a curriculum and environments within the context of family and community that honor the families' and communities' beliefs, values, and practices. In addition, ways to develop and maintain productive and collaborative relationships between professionals and families, communities and other professionals across the range of systems are examined. PREREQUISITE: 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 and practices including administration, ethics and 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 that affect young children's behaviors (ages birth through 8). The course will provide candidates with techniques to identify and effectively address negative behaviors in young children by using principles of Applied Behavior Analysis and Functional Behavior Assessment. General classroom management techniques will also be examined. Completing 15 hours of field experience in an early childhood special education setting is part of the requirements for this course. PREREQUISITE: Quantitative Reasoning Competency.

**ECE 307 SPEECH AND LANGUAGE DEVELOPMENT OF THE YOUNG CHILD**
This course examines the development of speech and language in young children. The course will explore assessing children's language development as well as providing techniques for supporting and enhancing language growth. Attention will be given to dialectal issues as these apply to growth and development of linguistic competencies through the early childhood years. PREREQUISITE: ECE 290.

**ECE 309 YOUNG EXCEPTIONAL CHILD**
This course introduces candidates 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. Methods of working with different disabilities during the 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 the requirements for this course. PREREQUISITE: ECE 290.

**ECE 310 PREPRIMARIES: CURRICULUM AND STRATEGY**
Candidates will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, cognitive, and creative development of preschool children from diverse cultural and socioeconomic backgrounds. Emphasis will be placed on creating learning environments that facilitate children's learning through play. Developmentally appropriate practices, with a particular emphasis on social studies; use of technology; and learning centers will be thoroughly investigated. PREREQUISITE: ECE 290. COREQUISITE: ECE 093.

**ECE 311 CURRICULUM AND INSTRUCTION IN PRIMARY GRADES**
This course provides an examination of the objectives, content methods and materials used in the primary grades of elementary schools. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led and student-centered instruction. Candidates 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 develop at least one teaching unit on a primary social studies theme. PREREQUISITE: ECE 290. COREQUISITE: ECE 094.

**ECE 312 BILINGUAL THEORY IN EARLY CHILDHOOD DEVELOPMENT**
This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and the psycholinguistic and sociolinguistic principles upon which they are based.

**ECE 313 CROSS CULTURAL STUDIES IN EARLY CHILDHOOD EDUCATION**
The course will discuss the historical, philosophical and cultural foundations of education of young children in a multicultural society, emphasizing the role of ethnicity and cultural variables in development of young
children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners and their families; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

**ECE 314 METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS IN EARLY CHILDHOOD EDUCATION**
This course will discuss best practices in teaching and learning in English Language Learning and bilingual early childhood classroom contexts, from birth through age 8. Candidates will demonstrate competencies with different approaches and methodologies currently used to support the development of listening, speaking, reading and writing in social and academic contexts in learners’ first and second language. Curriculum based assessment; cultural awareness and self-reflective practice will also be addressed.

**ECE 325 SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT**
This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language(s) learning and use will be introduced and applied to the understanding of this learning in young children. Language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be explored. Understanding developed through this exploration will then be applied to the classroom in the form of strategies and literacy development activities.

**ECE 326 PRINCIPLES AND STRATEGIES FOR FAMILY ADVOCACY AND ACTION IN EARLY CHILDHOOD**
This course develops knowledge and skills to assist families of young children who face the stress of living in poverty. The focus will be on developing empathetic relationships with families so that family service and education can be optimized. Candidates will be assisted in learning to identify community resources and ways to support families in accessing resources. A focal point will be on ways to empower families, recognizing family strengths and respect for cultural variables, as they apply. (Prerequisite ECE 302).

**ECE 327 IMPACT OF PUBLIC POLICY ON FAMILIES OF YOUNG CHILDREN**
This course is grounded in social justice practice and designed to promote an understanding of the ethical principles, legal issues, policies, and law influencing the well being of families, including those families of young children with disabilities and those who are English Language Learners. A particular focus will be on how federal childcare and education policy affects and shapes early childhood practice and service delivery to families. This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored.

**ECE 328 WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES AND CHRONIC ILLNESS**
This course will strengthen the knowledge and skills of early childhood educators and other professionals working with young children in cultural competency (at the individual and institutional level), family-centered care, family-professional partnerships, family-directed practices, and family empowerment. Candidates will develop best practices to assure the health and well being of children and their families and to honor the strengths, cultures, traditions and expertise that everyone brings to this relationship.

**ECE 329 YOUNG CHILDREN’S LITERATURE AND FAMILY LITERACY**
This class explores the joys of reading and provide strategies for candidates to awaken and encourage the joy of reading in the children and families with whom they work. It focuses on how early childhood educators are uniquely positioned to foster literacy in children and their families through thoughtful, theoretically based programming and activities.

**ECE 331 BEGINNING MATH AND SCIENCE INSTRUCTION**
This course explores activities, materials, methods, and theoretical principles for teaching mathematics and science in the preschool and primary grades. Twenty hours of clinical practice are required for this course. PREREQUISITE: ECE 290.

**ECE 375 EARLY CHILDHOOD ASSESSMENT**
Students will study, use and evaluate early childhood assessment methods and tools that are appropriate for use with young children with diverse cultural and socioeconomic experiences. Ways of involving families 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: ECE 290.

**ECE 377 ASSESSMENT OF YOUNG BILINGUAL/ESL STUDENTS**
This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and bilingual early childhood and early elementary educational settings. Candidates will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment in
academic areas for early elementary ELLs. Research on language and literacy acquisition in multilingual learners via vis instruction and assessment will be discussed. Candidates will have opportunities to critically examine and learn how to administer assessment tools used in current practice. PREREQUISITE: ECE 375 Early Childhood Assessment.

ECE 383 LINGUISTIC PRACTICUM IN EARLY CHILDHOOD EDUCATION (300 CLOCK HOURS)
This course will focus on application of the theories of effective teaching practices and assessment procedures appropriate for young English Language learners. It will emphasize an application of knowledge gained from previous ESL/ELL courses and demonstration of skills necessary to work collaboratively and effectively with families of young English Language Learners. Professional behaviors that respect, value, and support all children’s native language and culture will be reinforced.

ECE 384 EARLY CHILDHOOD EDUCATION CAPSTONE
The senior capstone course is designed to help Candidates integrate the central emphases of their liberal learning studies curriculum with 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. Candidates 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
(12 credits) This course requires students to participate in supervised teaching at a cooperating school, five full days per week, 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 issues encountered in student teaching as well as new materials and techniques of student teaching will be included. PREREQUISITE(S): Application and approval are required. Open only to DePaul students.

ECE 399 INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION
(1-4 Credits) PREREQUISITE(S): Permission from instructor, program chair and associate dean.

E-Commerce Technology

Undergraduate Course Descriptions - Current

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 211

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 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. PREREQUISITE(S): IT 230 or ECT 330

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): IT 215

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**Economics**

Undergraduate Course Descriptions - Current

**ECO 101 INTRODUCTION TO ECONOMIC ISSUES**
This course will introduce students to basic concepts from both micro- and macroeconomics. The goal is for students to gain an appreciation of how economics can be used to understand the world. Students will enhance their analytical skills by using basic economic concepts to examine current domestic and international issues. Students will improve their oral communication skills during class discussions and debates. This course is intended for non-Commerce students and cannot be counted toward a major or minor in economics. PREREQUISITE(S): LSP 121 or MAT 130

**ECO 105 PRINCIPLES OF MICROECONOMICS**
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**
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**
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 MAT 135 or equivalent.

**ECO 306 INTERMEDIATE MACROECONOMICS**
The purpose of this course is to develop macroeconomic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy, and will serve as a tool in predicting the level of GDP, inflation, unemployment and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in Neo-Keynesian thought. PREREQUISITE(S): ECO 105, 106 & MAT 135 or equivalents.

**ECO 307 MANAGERIAL ECONOMICS**
The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and cost analysis. Not to be taken by Economics majors. PREREQUISITE(S): ECO 105.

**ECO 310 URBAN ECONOMICS**
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 & MAT 130

**ECO 311 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(S): ECO 375

**ECO 312 THE CHICAGO ECONOMY**
The first part of this course will focus on changes in the Chicago metropolitan economy over time. Topics to be covered will include the development of the Chicago economy in the 19th Century, modern economic development, land use, and suburbanization. The second part of the course will focus on selected policy issues including poverty, housing, pollution, crime, education, transportation, and taxes. PREREQUISITE(S): ECO 105, ECO 106 & MAT 130

**ECO 313 ECONOMICS OF REGULATION & ANTI TRUST LAWS**
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 305

**ECO 314 ECONOMICS OF THE PUBLIC SECTOR**
This course discusses market failures and the economic role of government. Topics covered will include: government interventions that correct market failures, the efficiency of government policies, collective decision-making and voting, as well as the theory of optimal taxation and the incentive effects of taxes. Specific government programs such as Social Security and welfare programs are also analyzed. The emphasis is on the revenues, expenditures and policies of the federal government. PREREQUISITE(S): ECO 305

**ECO 315 INTRODUCTION TO MONEY AND BANKING**
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 & MAT 130

**ECO 316 EUROPEAN ECONOMIC HISTORY**
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 & MAT 130

**ECO 317 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 & MAT 130

**ECO 318 LABOR ECONOMICS AND ORGANIZATION**
Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States. PREREQUISITE(S): ECO 105, ECO 106 & MAT 130

**ECO 319 ECONOMICS AND GENDER**
This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the workplace. The increase in the number of women in the 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 & MAT 130

**ECO 320 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 & MAT 130

**ECO 325 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, ECO 106 & MAT 130

**ECO 330 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, ECO 106, MAT 130 & strongly recommended: ECO 305 or 340

ECO 333 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, ECO 106 & MAT 130

ECO 334 UNDERSTANDING CHINA'S ECONOMY
The expansion of relations between China and foreign enterprises continues to entwine China's economy with those of the world. This course will analyze China's continuing evolution into a global market economy. We will examine China's impact to the world economy and the problems that must be overcome for China to continue its dynamic growth. We will further discuss the characteristics of China's evolution and how they can be extrapolated to other nations undergoing similar transitions. PREREQUISITE(S): ECO 105, ECO 106 and MAT 130

ECO 335 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 106 & MAT 130

ECO 340 DEVELOPMENT OF ECONOMIC THOUGHT
A study of the most influential contributions to our understanding of political economy broadly understood. An historical examination of the development of economic theories with special emphasis placed upon their relevance to present economic and political issues. PREREQUISITE(S): ECO 105 or ECO 106, ECO 306 & MAT 130

ECO 342 STATISTICS FOR ECONOMICS
Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems. PREREQUISITE(S): ECO 105, 106 and MAT 137 or equivalent.

ECO 360 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 & MAT 130

ECO 361 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 & MAT 130

ECO 362 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 105, ECO 106 & MAT 130

ECO 375 INTRODUCTION TO ECONOMETRICS
Introduction to Econometrics. Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation and correlation. PREREQUISITE(S): ECO 105, 106 and MAT 137 or equivalent.

ECO 380 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, MAT
ECO 385 ADVANCED MICROECONOMICS
An advanced course in microeconomic theory. This course will present a systematic and rigorous analysis of price determination and the allocation of specific resources to particular uses. PREREQUISITE(S): ECO 305 and ECO 306 and permission of instructor.

ECO 386 MICROECONOMICS OF MARKET ORGANIZATION
This class introduces major topics in the economics of imperfectly competitive industries, antitrust policy, and the economics of information. The main goal is to understand basic models of the behavior of firms, how these firms interact in industries, and the policy issues associated with these behaviors and interactions. To accomplish this, we will draw on microeconomic theory, game theory, as well as empirical evidence and case studies. PREREQUISITE(S): ECO 305, ECO 306 and instructor permission.

ECO 387 RESEARCH METHODS FOR POLICY ANALYSIS I
This course is designed to prepare the student to undertake econometric studies of policy issues. It is assumed that previous course work in economics has been satisfactorily completed, and the student has a basic understanding of both basic regression analysis and economic theory. Extensive computer work will be required in order to complete the homework and the term paper. PREREQUISITE(S): ECO 305 and ECO 306 and instructor permission.

ECO 389 CAPSTONE SEMINAR IN ECONOMICS
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. PREREQUISITE(S): LA&S Economics majors with senior standing.

ECO 398 SPECIAL TOPICS
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): MAT 130 required and select prerequisites vary by topic. Consult class notes for details.

ECO 399 INDEPENDENT STUDY
An Independent Study may be 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 - Current

EDU 25 BASIC TECHNOLOGY LITERACY
(0 Credit) This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software.

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.

EDU 100 INTEGRATIVE KNOWLEDGE E-PORTFOLIO
This course provides an introduction to the Digication e-portfolio platform and the development of integrative knowledge e-portfolios. Prerequisite: Permission of instructor.
**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 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 317 PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL**
The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. PREREQUISITE(S): EE 281 and 15 hours of Clinical Experience.

**EE 324 READING/LANGUAGE ARTS IN THE EARLY YEARS**
This course focuses students on the curriculum content and sequence, instructional repertoire, and assessment strategies and techniques integral to the creation of authentic, effective emergent literacy engagements, preschool through third grade. Theory and practice principles are woven into course assignments and required field experiences (20 hours) designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. The influences of developmental stage, home language and dialect (especially those of U.S. metropolitan areas), and education setting variables are identified and incorporated into students' planning and teaching. Prevailing curricular and instructional models (e.g., code-based, balanced) and their histories are compared and contrasted. PREREQUISITE: ECE 290 for ECE majors; EE 281 for EE majors.

**EE 326 READING/LANGUAGE ARTS IN INTERMEDIATE AND MIDDLE GRADES**
This course extends the ideas developed in EE 324 to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate and middle grades. Emphasis will be placed on using narrative and expository text and mixed genres related to content area instruction. PREREQUISITE(S): EE 324 or consent of the instructor.

**EE 333 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS**
An introduction to materials, methods, and strategies for helping students in grades K-8 become mathematically literate: i.e., for helping elementary students to value mathematics, to become confident in their mathematical abilities, to attack and solve mathematical problems, and to reason and communicate mathematically. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Twenty daytime clinical hours are required during this course. PREREQUISITE(S): EE 281, MAT 110 & MAT 111.

**EE 334 ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES**
An introduction to instructional strategies for helping students in grades K-8 become science literate: i.e., to understand the nature of science and its impact on the real world. Particular attention will be given to theoretical views about how children learn science and develop scientific thinking skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to assess student progress. 20 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 344 ART AND MUSIC IN THE ELEMENTARY SCHOOL**
This course is designed to engage prospective elementary school teachers in activities that enhance their understanding of the theoretical content and methodological strategies related to successfully integrating art and music into the elementary school curriculum. Ten hours of clinical experience is required with this course. 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
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. 20 hours of clinical experience is required with this course. PREREQUISITE(S): EE 281.

EE 356 ASSESSMENT IN THE ELEMENTARY CLASSROOMS
In this course, students will study, use, and evaluate assessment methods and tools that are appropriate for elementary-aged children with diverse cultural and socioeconomic experiences. Assessment as part of the instructional system will be discussed, including the appropriate use of standardized measures, formal and informal classroom assessment, development of selected response and essay tests, portfolio development, as well as preparation of report cards. Ways of involving students and parents in the assessment processes will be stressed. How to observe and assess children individually and in classroom settings will be included. Technology applied to assessment will be emphasized. Prerequisite: SCU 337 Child Development, EE 281, and one Curriculum and Strategies Course.

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 384 CAPSTONE IN ELEMENTARY EDUCATION
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
(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 IN ELEMENTARY EDUCATION
(1 to 4 credits) PREREQUISITE(S): Permission of program chair.

English

Undergraduate Course Descriptions - Current

ENG 120 READING LITERATURE
Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. PREREQUISITE(S): WRD 103.

ENG 130 THEMES IN LITERATURE
Introduction to the study of literature through selected literary texts focused on a particular theme. Variable topics. May not be repeated. PREREQUISITE(S): WRD 103.

ENG 201 CREATIVE WRITING
Experience in writing and analyzing poetry and short prose fiction. May not be taken pass/fail.
PREREQUISITE(S): WRD 104.

ENG 211 ENGLISH STUDIES: LANGUAGE AND STYLE
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. PREREQUISITE(S): WRD 104 or HON 100.

ENG 218 READING AND WRITING FICTION
An introduction to the art of fiction through analysis and criticism of fiction by established writers and through writing and revising the student's own stories. PREREQUISITE(S): WRD 104.

ENG 219 READING AND WRITING POETRY
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): WRD 104.

ENG 220 READING POETRY
A comprehensive introduction to English and American poetry, poetic forms and meters, and the vocabulary of poetic study. PREREQUISITE(S): WRD 103.

ENG 221 READING PROSE
An introduction to close analytical reading of the fundamental prose genres that students will encounter in the English major, for example short stories, novels, folktales, literary nonfiction, and criticism. Students will study examples drawn from the history of prose as well as contemporary narrative. PREREQUISITE(S): WRD 103.

ENG 227 STUDIES IN DRAMA
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 or WRD 103.

ENG 228 INTRODUCING SHAKESPEARE
Introduction to the basic structures and conventions of representative plays by William Shakespeare, emphasizing film and stage interpretations. PREREQUISITE(S): ENG 103 or WRD 103.

ENG 231 THE GOTHIC
Introduction to Gothic narratives. Emphasis on characteristics of Gothic narratives and methods of interpreting the Gothic. Variable emphasis on particular genres or historical periods. (See schedule for current offerings.) PREREQUISITE(S): WRD 103.

ENG 232 THE ROMANCE
Introduction to the genre of the romance. Emphasis on characteristics of the genre in particular historical moments. Variable emphasis on particular historical periods or topics. (See schedule for current offerings.) PREREQUISITE(S): WRD 103.

ENG 245 THE BRITISH NOVEL
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
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): WRD 103.

ENG 272 LITERATURE AND IDENTITY
Studies in the literary expression and representation of identity. This course is not repeatable. PREREQUISITE(S): WRD 103.

ENG 275 LITERATURE AND FILM
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. This course is not repeatable. PREREQUISITE(S): WRD 103.

ENG 280 WORLD LITERATURE TO 1500
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
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): WRD 103.

**ENG 284 THE BIBLE AS LITERATURE**
Introduction to the major stories, genres (e.g., poems, parables, prophecies) and intra-textual echoes of the Bible. PREREQUISITE(S): WRD 103.

**ENG 286 TOPICS IN POPULAR LITERATURE**
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): WRD 103.

**ENG 288 AUTOBIOGRAPHY AND BIOGRAPHY**
Introduction to the forms, functions, problems and purposes of life-writing. PREREQUISITE(S): WRD 103.

**ENG 291 INTERMEDIATE FICTION WRITING**
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**
Writing and analyzing poems. May be taken twice. May not be taken pass/fail. PREREQUISITE(S): ENG 201.

**ENG 300 COMPOSITION AND STYLE**
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles. PREREQUISITE(S): ENG or WRD 104.

**ENG 307 ADVANCED FICTION WRITING**
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**
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**
See schedule for current offerings. This course is repeatable with different topics. PREREQUISITE(S): WRD 104.

**ENG 310 ENGLISH LITERATURE TO 1500**
Survey of English literature from the beginnings to 1500. PREREQUISITE(S): Advanced Standing in English.

**ENG 311 CHAUCER**
PREREQUISITE(S): One previous literature course

**ENG 319 TOPICS IN MEDIEVAL LITERATURE**
See schedule for current offerings PREREQUISITE(S): One previous literature course

**ENG 320 ENGLISH RENAISSANCE LITERATURE**
Survey of English literature from 1500 to 1660. PREREQUISITE(S): Advanced standing in English.

**ENG 327 MILTON**
PREREQUISITE(S): One previous literature course

**ENG 328 SHAKESPEARE**
PREREQUISITE(S): Advanced standing in English.

**ENG 329 TOPICS IN RENAISSANCE LITERATURE**
See schedule for current offerings. PREREQUISITE(S): One previous literature course

**ENG 330 RESTORATION AND 18TH CENTURY LITERATURE**
Survey of English literature from 1660 to 1780. PREREQUISITE(S): Advanced standing in English.

**ENG 339 TOPICS IN RESTORATION AND 18TH CENTURY ENGLISH LITERATURE**
Selected authors, genres and topics in English literature, 1660 - 1780. PREREQUISITE(S): One previous literature course

**ENG 340 NINETEENTH CENTURY ENGLISH LITERATURE**
Survey of English literature from 1780 to 1900. PREREQUISITE(S): Advanced standing in English.
ENG 346 NINETEENTH CENTURY IRISH LITERATURE
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
Selected authors, genres and topics in English literature, 1780 - 1900. PREREQUISITE(S): One previous literature course

ENG 350 MODERN BRITISH LITERATURE
Survey of English and Irish literature in the twentieth century. PREREQUISITE(S): Advanced standing in English.

ENG 354 THE IRISH REVIVAL
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
Selected authors, genres, and topics in Irish literature and culture. PREREQUISITE(S): One previous literature course.

ENG 359 TOPICS IN MODERN BRITISH LITERATURE
Selected authors, genres, and topics in twentieth-century British literature. PREREQUISITE(S): One previous literature course.

ENG 360 AMERICAN LITERATURE TO 1830
Survey of American literature from the beginnings to 1830. Prerequisite(s): Advanced standing in English.

ENG 361 AMERICAN LITERATURE 1830 TO 1865
Survey of American literature from 1830 to 1865. Prerequisite(s): Advanced standing in English.

ENG 362 AMERICAN LITERATURE FROM 1865 TO 1920
Survey of American literature from 1865 to 1920. Prerequisite(s): Advanced standing in English.

ENG 363 AMERICAN LITERATURE SINCE 1920
This survey focuses on twentieth- and twenty-first century American literary works, authors, and movements. Coverage will explore several genres, and expose students to the diversity of some major American literary movements and authors since high modernism.

ENG 364 AMERICAN GENRE STUDIES
Studies in American drama, poetry, short story, or novel. PREREQUISITE(S): One previous literature course

ENG 365 MODERN AMERICAN FICTION
Major American writers of fiction in the twentieth century. PREREQUISITE(S): One previous literature course

ENG 366 MODERN POETRY
Twentieth-century English and American Poetry. PREREQUISITE(S): One previous literature course

ENG 367 TOPICS IN AMERICAN STUDIES
Selected authors, genres, and topics in American literature and culture. PREREQUISITE(S): One previous literature course.

ENG 369 TOPICS IN AMERICAN LITERATURE
See schedule for current offerings. This course is repeatable with different topics. PREREQUISITE(S): One previous literature course.

ENG 370 HISTORY OF THE ENGLISH LANGUAGE
Examination of the development of vocabulary and structure of English from its beginnings to contemporary British and American English usage. PREREQUISITE(S): ENG 104.

ENG 371 AFRICAN-AMERICAN FICTION
Selected novels and short fiction by twentieth-century African-American writers. PREREQUISITE(S): One previous literature course

**ENG 372 AFRICAN-AMERICAN POETRY AND DRAMA**
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.**
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 NATIVE AMERICAN LITERATURE**
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**
The development of European, English, and American short fiction. PREREQUISITE(S): One previous literature course.

**ENG 376 CREATIVE WRITING AND SOCIAL ENGAGEMENT**
Study and practice of creative writing in the contexts of community service. Prerequisite(s): WRD 104.

**ENG 378 LITERATURE AND SOCIAL ENGAGEMENT**
Study of selected literary works in the contexts of community service. See schedule for current offerings. This course is not repeatable. PREREQUISITE(S): WRD 104.

**ENG 379 TOPICS IN LITERATURE**
See schedule for current offerings. PREREQUISITE(S): One previous literature course.

**ENG 380 MASTERPIECES OF WORLD LITERATURE**
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**
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**
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**
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 386 POPULAR LITERATURE**
Studies in selected forms of popular literature. PREREQUISITE(S): One previous literature course.

**ENG 387 TOPICS IN CONTEMPORARY LITERATURE**
This course focuses on selected late twentieth- and twenty-first century literary works, authors, and movements.

**ENG 388 TOPICS IN TRANS ATLANTIC LITERATURE**
This course focuses on transatlantic or circum-atlantic literary production and consumption.

**ENG 389 TOPICS IN COMPARATIVE LITERATURE**
See schedule for current offerings. PREREQUISITE(S): ENG 104 or WRD 104.

**ENG 390 SENIOR CAPSTONE SEMINAR**
Senior Seminar In Literature: a capstone course. See schedule for current offerings. This course is not repeatable. PREREQUISITE(S): Advanced Standing in English and Senior Standing.

**ENG 391 TEACHING ENGLISH**
Developing strategies for teaching composition, literature, and language skills to secondary-school students. PREREQUISITE(S): Advanced standing in English.
ENG 392 INTERNSHIP
PREREQUISITE(S): Junior standing.

ENG 397 NEWBERRY LIBRARY SEMINAR
Newberry Library Seminar PREREQUISITE(S): Permission Of Director Required

ENG 398 LITERARY AND CULTURAL HERITAGE
Study tours - locations, topics, fees, and credit vary. PREREQUISITE(S): By permission.

ENG 399 INDEPENDENT STUDY
Written permission of supervising faculty member and of department chairman required before registration. PREREQUISITE(S): By permission

Environmental Science

Undergraduate Course Descriptions - Current

ENV 101 INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB
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
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 115 ENVIRONMENTAL GEOLOGY
An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. The course includes a three-hour lab and a mandatory Saturday field trip. Students cannot receive credit for both ENV 115 and ENV 116.

ENV 116 GEOLOGY OF THE ENVIRONMENT
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 150 FOUNDATIONS OF ENVIRONMENTAL STUDIES
The purpose of this course is to introduce students to environmental studies. It presents students with an overview of the intersections between ecology, the social sciences, and the humanities that inform our vision of the rigor and power of interdisciplinary environmental studies. It draws upon the natural sciences, communication, geography, religion, history, literature, art and design, and public policy to stress the interrelationships between human society and the natural world. Students will study the effects of the human use of the natural world and the interactions of culture, society, resources, and the environment. We will examine the social, political, and economic institutions that impact the environment. Particular attention will be paid to how the role of power and inequality contribute to environmental problems and how those problems in turn, impact certain groups more than others (e.g. citizens of undeveloped nations, people of color in urban areas)

ENV 151 INTRODUCTION TO SUSTAINABILITY
This course provides an interdisciplinary introduction to sustainability and examines the essential interdependence between environmental, human, and economic systems. The class focuses on the theories and practices that respect the Earth’s ecological limits so that these systems remain viable now and into the future. Students will explore the interrelated environmental, social, and economic problems that we currently face at the local, national, and global scale and the solutions that individuals, governments, and institutions are implementing in an effort to ensure a sustainable future.

**ENV 152 ECOLOGICAL AND SOCIAL ECONOMICS**
In this course, students examine the role of the environment and natural resources in neoclassical, environmental and ecological economics. First, students study of mechanisms for efficiently allocating scarce resources among specific alternative ends and take a brief foray into environmental economics and learn methods of resource/environmental valuation. We also discuss aspects of macroeconomics as it pertains to ecological economics. Students come away able to critically assess the benefits and drawbacks of these three ways that the economy incorporates the environment. It also encourages ethical reasoning as we discuss distribution of environmental benefits over generations and globally. PREREQUISITE(S): MAT 100 OR HIGHER.

**ENV 160 IDEAS OF NATURE**
An introduction to the ideas of “nature” that developed over the last two and a half centuries in Europe and the United States. Topics include how modern science, the Industrial Revolution, and Romanticism provided foundational understandings of the meaning and value of - and human relationship to - nature; evolution and Social Darwinism; the sublime, the frontier, wilderness, conservation, preservation, and restoration; and the ideological commitments of current environmentalisms.

**ENV 170 ENVIRONMENTAL ETHICS**
The environmental issues that confront us are both global and local; they involve political, economic and ethical decision-making by governments, corporations and citizens. Students will explore and evaluate diverse approaches to a range of such issues, as well as the ways different thinkers and different cultures have envisioned the relationship between human beings and the natural world—all with a view to understanding their own relationships to the natural world, their own environmental ethics.

**ENV 180 ISSUES IN ENVIRONMENTAL DESIGN**
Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including graphic, product, architecture, landscape architecture and urban design. We will explore the history and practice of eco-design as well as sustainable design in modern cultures. The environmental impact of design will be examined in relation to everyday products, as well as the consumer culture that feeds their mass production. Examples of excellence will be explored through the examination of case studies; local demonstrations will illustrate the theme of Restorative design; and artists projects that address environmental issues will also be studied. The underlying theme is the connection between culture and nature, and how we much reduce our negative impact on systems that support all life while building positive systems that support all life. Formerly ENV 205. Cross-listed with ART 230.

**ENV 181 LANDSCAPE AND MEANING**
In this course students will engage issues central to the design of landscapes, examining the complex exchange between social perception, ecological function and physical form in landscape architecture. Students will evaluate the formal character of particular landscapes and how this expression contributes to the overall experience of a place. The literary perspective of the course will focus on the rich tradition of associations between landscape design and social ideologies. Students will be asked to apply concepts from the literature to landscapes from their own personal experience to understand how meaning is both deeply personal and culturally derived.

**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**
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**
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): LSP 120.

**ENV 216 EARTH SYSTEM SCIENCE**
This course focuses on three of the great spheres of the Earth (lithosphere, hydrosphere and atmosphere) and how they interact with the biosphere to create an integrated Earth system with an emphasis on how human activities impact important earth system cycles. Students should have a basic understanding of how living organisms interact with their physical environment. Laboratory activities provide experience with the tools and methodology of systems thinking.

ENV 217 HUMAN IMPACTS ON THE ENVIRONMENT
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 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. Cannot receive credit for both ENV 250 and BIO 215.

ENV 260 ENVIRONMENTAL DATA ANALYSIS
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.

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. 2 quarter hours.

ENV 300 PLANT IDENTIFICATION
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. PREREQUISITE(S): BIO 103 or consent of instructor.

ENV 315 PLANT ECOLOGY
This course focuses on how plants are affected by abiotic factors in the environment and interactions with other organisms. Goals are to improve students' abilities to understand research papers, present overviews of current research, design experiments, and analyze data. The course includes weekly labs with greenhouse experiments or field trips followed by data analysis. Topics include germination ecology, pollination biology, competition between plants, and effects of herbivory. PREREQUISITE(S): BIO 215 or permission.

ENV 316 CHEMISTRY OF EARTH SYSTEMS
This class focuses on the impact of pollution on the Earth's ability to provide clean air, water and food for human consumption. The industrialization of the economy during the last 150 years has greatly increased the amount of waste that is sent into the four Earth spheres: the atmosphere, hydrosphere, lithosphere and biosphere. These emissions directly harm organisms and also cycle back to pollute essential ecosystem services provided by the Earth. This class will consider the source, transport, transformation and ultimate fate of pollution emitted into the air, water and solid Earth. Examples will include relatively simple cases (agricultural pesticides harming birds) and range to more complex interactions (depletion of stratospheric ozone by CFCs and the increase in harmful ultraviolet radiation). The laboratory component will be project based and some work can be completed outside of the assigned lab time. Prereq(s): CHE 115.

ENV 320 CONSERVATION BIOLOGY
The purpose of this course is to provide a thorough understanding of biodiversity, human impacts on biodiversity, and the theory and practice of maintaining biodiversity in a developing world. PREREQUISITE(S): BIO 215 or permission.
ENV 322 ECOSYSTEM ECOLOGY
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. PREREQUISITE(S): BIO 215 or consent of instructor.

ENV 335 ENVIRONMENTAL EDUCATION AND STEWARDSHIP
This unique JEYL course is for junior level students with diverse majors interested in experiential learning within the field of environmental education. In partnership with the Chicago Academy of Sciences? Peggy Notebaert Nature Museum, students will not only gain valuable content knowledge on the region?s natural history, but also apply that knowledge via service learning in a museum setting. Enrolling in this course is an opportunity to witness and interact with the professionals, pedagogy, science, and practice of promoting environmental literacy.

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. PREREQUISITE(S): BIO 215 or ENV 250 or Permission of ENV chair.

ENV 345 URBAN AGRICULTURE
This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, integrative, case-study approach, this course will explore issues such as food access, food security, food deserts, community gardening, farmers markets, locavore food movement, entrepreneurial aspects of urban agriculture, method of food production, community nutrition, and food consumption patterns. The course will meet both in the classroom and on-site at an urban farm, where students will work in all aspects of the farm as well as learn to organize communities in an effort to help them create food security and access to healthy food systems.

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 355 INTRODUCTION TO ENVIRONMENTAL HEALTH
Study of the environment factors that influence health. Topics include air and water pollution, global population and local community dynamics, toxicology, infectious and chemical agents, radiation, and management. PREREQUISITE(S): Advanced standing in Environmental Science or consent of the instructor.

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. PREREQUISITE(S): ENV 394 or consent of program director.

ENV 361 RESEARCH IN ENVIRONMENTAL SCIENCE
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
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 390 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE
Variable topics. PREREQUISITE(S): Junior or Senior standing in Environmental Science or Environmental Studies.

ENV 397 RESEARCH
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.
PREREQUISITE(S): Permission required.

ENV 399 INDEPENDENT STUDY
Variable credit. Permission of instructor and chair required. PREREQUISITE(S): Permission of instructor and chair required.
Subjects beginning with the letter F are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Finance
Focus Area
French

Finance

FIN 202 QUANTITATIVE REASONING
This course is designed to provide the students with an overview of basic statistical tools of financial analysis. It is a course designed to familiarize the students with the design and application of spreadsheet models for the analysis of financial data and tests of hypotheses. PREREQUISITE(S): FIN 310

FIN 290 FINANCE FOR NON-COMMERCE MAJORS
This course will provide to non-Commerce majors a foundation in the concepts and basic tools used in finance and financial management of the business firm, including time value of money, risk and return, interest rates and how companies raise money and reward their investors. Students will be able to understand at a basic level the financial statements, ratios and performance measures and financial markets and institutions they are likely to encounter in a general business environment. Students will also learn how to analyze and make more effective the operations of the firm from a financial perspective.

FIN 310 INTRODUCTION TO FINANCE
This course introduces students to the logic, principles, institutions, and terminology of finance. The goal of the course is to provide students with a basic understanding of the role of finance and its functions. It is designed to familiarize the students with tools necessary for making sound financial decisions, both at a personal level and at an enterprise level. PREREQUISITE(S): ACC 101 & 102, MAT 135, 136 & 137, ECO 105 & 106 or equivalents

FIN 311 CORPORATE FINANCE
The goal of the course is to provide students with the basic tools and theoretical background necessary to understand the corporate financial decision making process. Emphasis is on valuation principles with application to bonds, stocks, and capital budgeting as well as issues involving the capital structure, working capital, and dividend policy. PREREQUISITE(S): FIN 310

FIN 313 INVESTMENT BANKING
This course is designed to provide students with a broad overview of investment banking, the structure of the industry, and analytical tools commonly used in the profession. Students who successfully complete the course will develop the skills necessary for an entry-level analyst position with an investment bank. Spreadsheet skills, valuation methods, company, deal and market analysis will be emphasized. The course will also foster the development of presentation and writing skills through group analysis and preparation of case studies. PREREQUISITE(S): FIN 310 and department consent

FIN 320 MONEY AND BANKING
Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals. PREREQUISITE(S): FIN 310

FIN 323 COMMERCIAL BANKING
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 320
FIN 330 INVESTMENTS: THEORY & PRACTICE
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 & 320

FIN 333 FINANCIAL STATEMENTS ANALYSIS
Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues. PREREQUISITE(S): FIN 311

FIN 335 PORTFOLIO MANAGEMENT
Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions. PREREQUISITE(S): FIN 330

FIN 340 INTERNATIONAL FINANCE
The objectives of this course include: understanding the effect of political and economic factors on the financial decision-making of the firm, determining the major factors influencing currency value; analyzing and managing the spectrum of risks arising from a firm's international operations; and acquiring knowledge of the international financial system and the major players in that system. PREREQUISITE(S): FIN 320

FIN 350 REAL ESTATE ANALYSIS
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(S): Junior standing

FIN 360 IPOs & VENTURE CAPITAL
IPOs and Venture Capital will explore equity financing alternatives for private companies, including their final funding step as a private company - their initial public offering or IPO, when they go public. Although the course has some quantitative elements, the focus will typically be on the analytics - on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest and optimize incentives. The main emphasis is on the U.S., but fund-raising methods and options in other countries also will be covered. This course should be useful for those interested in investment banking, venture capital, private equity, or securities law, or those that hope to have a start-up of their own someday. PREREQUISITE(S): FIN 310

FIN 362 RISK MANAGEMENT
Theories and techniques of risk management that employ statistical techniques which enhance risk decision-making. This course develops a framework of analysis that can be applied by corporate or investment risk managers. PREREQUISITE(S): FIN 320

FIN 363 DERIVATIVES: PRICING & APPLICATIONS
This is an advanced course that focuses on the pricing models for the four derivative instruments: forwards, futures, options and swaps. The first part of the course is devoted to the two general classes of derivative pricing models: discrete time and continuous time, with each model's properties discussed in detail. These models are then applied to a range of realistic pricing situations which include swaps, exotic options and fixed income derivatives. The course concludes with a detailed examination of value at risk. PREREQUISITE(S): FIN 330

FIN 380 CASES IN FINANCIAL DECISION MAKING
This is the capstone course for students majoring in Finance. The course applies the case study methodology to hone the student's analytical skills with applied finance issues, as well as to further develop verbal and written communication skills, the ability to work effectively within teams, as well reasoned debate. This course will provide students the opportunity to apply and integrate the knowledge acquired in their previous finance courses. PREREQUISITE(S): FIN 330, FIN 333, FIN 362 and WRD 202

FIN 393 FINANCE INTERNSHIP
An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director. PREREQUISITE(S): FIN 310

FIN 395 INVESTMENT SEMINAR
Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. By application. PREREQUISITE(S): FIN 330

FIN 396 HONORS SEMINAR
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 398 SPECIAL TOPICS
Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule. PREREQUISITE(S): FIN 310.
FIN 399 INDEPENDENT STUDY
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 - Current

FA 105 ESSENTIALS OF COMPENSATION MANAGEMENT
This course will examine the strategic use of compensation systems by management to attract, motivate, retain, and reward employee performance. This course will explore the factors of job analysis, job description, and job evaluation as the basis of compensation strategy offering students an opportunity to develop competencies in making equitable compensation decisions. Competences: H3B, FX. Faculty: Tyler Kahdeman

FA 110 ESSENTIALS OF TRAINING AND DEVELOPMENT
This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. Students may focus on developing a training or development program for an F-X competence, or on their experience of training for an H-2-X competence. Competences: H2X, FX. Faculty: Beth Rubin

FA 111 SNL AND CAREER PATHWAYS
This is a one-competence hybrid course designed to complement a student's plan of study. It is an exploration of the academic, cognitive, and interpersonal skills that a liberal-arts-based education fosters, with an emphasis upon the practical value of this education. Students will explore the career potential of their education at SNL, examine a variety of career pathways, and determine the important role that careers play in sustaining communities. Under close examination, students will study their own individual values and interests, learn how to manifest these values and interests effectively, and begin to articulate possible career pathways that are mindful of community needs. The course meets for five two-hour sessions during the quarter. In addition, students will be required to engage in online discussion and to conduct one-on-one interviews with ASK (Alumni Sharing Knowledge) volunteers. The course is designed to benefit all SNL students. Beginning students at SNL will have the opportunity to assess, explore, and refine their career goals in advance of the more formal work on Focus Area development that they will conduct in the Foundations of Adult Learning course. Students will also benefit from taking the course in conjunction with Foundations, or even afterward, as a further exploration of their Focus Area.

FA 112 EXPLORING SUCCESS TECHNIQUES FOR ENHANCING CAREER SKILLS
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 & Jennifer Weggeman

FA 121 F1 / EXPER LRNG EVAL: DESIGN A PLAN FOR DEVELOPMENT IN ONE'S FOCUS AREA
This course satisfies a degree requirement in the Focus Area. Competence: F1 - Statement: 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
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX - Individual Focus Area Elective

FA 123 FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. F3 / Experiential Learning Evaluation: Individual Focus Area Elective

FA 124 FX / EXPERIENTIAL LEARNING EVALUATION:
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX / Experiential Learning Evaluation:
FA 125 FY /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL’s independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 126 FY /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL’s independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 127 FY /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL’s independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 128 FY /EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL’s independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

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. Anybody 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 of 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 topics 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 LANGUAGE AND LEADERSHIP OF ORGANIZATIONAL 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 do 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 CAPITALISM IN CRISIS**
The United States experienced an economic crisis in the fall of 2008 that nearly bankrupted the country. It could also have led to the collapse of democracy as we know it. When we study United States History, we tend to concentrate on political and social issues. Our historical education involves social movements and legislation, political parties and wars.

The recent crisis has taught us that we must become literate in economics. What do we know about derivatives, bubbles, collateralization of debt, no doc loans, and open market operations? How do these things influence us? The recent debate and implementation of universal health care raises many ethical issues. Does every citizen have the right to health care? Is it the government’s role to ensure that this happens? What economic rights does a citizen have? Should the government foster entitlement programs? How does the current US health care system compare with other industrialized nations' systems? In this course, students will study the major components of our economic system and will review its current stressors and weak points. Competences: FX, H4, A3C. Faculty: JoAnn Gesiakowska

**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 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, A5. 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, L7. Faculty: Kumiko Watanuki

**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

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 propose 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 BUSINESS DECISIONS: MONEY AND BANKING
In this course, students will learn that the Federal Reserve System, our national bank is a privately held corporation and not part of the national government. Who controls the Fed? How well do we understand the institution that influences so much of the average American's financial security as well as the American economy through interest rates? This course will explore the history of the Federal Reserve System and its historical effects on the American and global economic systems. The stock market waits anxiously for the latest Federal Reserve report. Small business owners and multi-national corporations are equally dependent on decisions made by this economic body. While many citizens are aware of the taxing and spending policies of government and fiscal policy, we comprehend very little about our central banking system and monetary policy. The purpose of this class is to aid learners in unraveling the mystery of the Fed. Competences: FX, H2X, S1X. Faculty: JoAnn Gesiakowska

FA 208 SUCCESSFUL SALES AND MARKETING MANAGEMENT FOR BUSINESS TODAY
Sales Management is one of the most important jobs in business today. It is the focal point for managing customer relations, and is critical for sustaining profitability and growth. It draws on a broad spectrum of skills and offers many desirable career paths for both entry level as well as experienced workers. Sales Management techniques are applicable in a wide variety of business settings, and the basic framework and details apply in all of them. The purpose of this course is to present a practical, contemporary framework for Sales Management. It starts with basic sales analysis techniques for determining company position in the market. From there it explores modern sales techniques for facilitating the customer's buying decision. It then covers the major Sales Management job functions, such as Territory Management and Sales Training. The course concludes with a discussion of leadership and psychological skills that make for Sales Management excellence. Students will learn Sales Management via course lectures, textbook reading, Internet searches and independent research at the company they work for. The class will be divided into teams whose Course Assignment is to apply the course material to a Sales Management Case Problem of their own choosing. Overall course grade will be determined by how well they do weekly homework assignments and how well their teams apply the course material to their Sales Management Case Problem. Competences: H-2-X, H-3-X, S-3-F, F-X. Faculty: Clifford Ratza

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 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 CONFLICT, WORK PERFORMANCE, AND EMPOWERING EMPLOYEES**
The empowered employee is the successful employee. This course will provide students with real world techniques for creating high performing organizations. Effectively addressing inevitable workplace conflicts is an essential skill for any leader who wants the maximum productivity. Students will study proven interpersonal communication and negotiation concepts that can be used to create win/win solutions for any workplace conflict. The utilization of interest based conflict management and crucial conversation concepts will fundamentally alter the student’s perception of conflict. In turn, they will see conflict as an opportunity. This course will also provide learners with key leadership concepts that are essential for developing strong collaborative teams. Competences: L7, A3D, H3D, FX. Faculty: Joe Aceto

**FA 214 ENTREPRENEURIAL ACCOUNTING**
Entrepreneurial Accounting is a thorough coverage of financial and management accounting topics in an economically challenging business environment. Clear principles and procedures are used to demonstrate the complete accounting cycle in any type of organization: For-Profit or Non-Profit. General purpose financial statements are prepared and examined from a fundamental understanding of how-for-profit and non-profit businesses operate in a dynamic and changing business marketplace. Specifically, the reach of this course will be on a global environment that is characterized by a high degree of uncertainty. We will examine a variety of accounting challenges faced by business from an international perspective. This will have important implications on the way a company becomes more competitive and thus profitable. As such each of you will be assigned a company on day one of class to manage through a series of accounting dilemmas often both inside and outside our borders. As you acquire the requisite skills (throughout the term) to meet those challenges you?ll execute decisions that will change the management course of the company. It is through this individual decision making that you?ll learn what works and what doesn?t and why. This is not a static accounting course. Your decisions will have an impact on the direction of the company. We will also cover a series of topics that will enhance your understanding of financing techniques and options through detailed ratio-analysis. This will advance your ability to understand and seek creative financing for any ideas you might have in the future. This is essential if you have that entrepreneurial spark that just needs some financial backing and support to get started. As this is an accounting course we would expect some proficiency in basic quantitative/mathematical ability. You should also be able to use a calculator reasonably well. Competences: L7, A3D, H3D, FX. Faculty: Joe Aceto

**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 MARKET RESEARCH, CORPORATIONS, AND YOU**
In this class, students will learn fundamental market research concepts and methodologies; apply them to both the business world and their personal world; and become intelligent consumers who can more consciously navigate their relationship between those worlds. In doing so, students will also develop perspectives on market research processes and practices related to the field’s three guiding participants: Market researchers, who want to use the tools at their disposal to use and present information they can trust and support; Businesses, which need to translate these findings into real-world decision making that help sell consumer products and services; Consumers, whose purchasing behavior can arguably much of their everyday existence is influenced significantly by market researchers and businesses intent on accessing their wallets. To gain these perspectives, students will learn and apply quantitative and qualitative research tools and methodologies used by businesses to identify, build, and leverage their relationships with consumers. Examples include secondary research assessment and synthesis; survey design; ethnography; and focus
groups. Statistics and advanced math are not required for this course and will not be taught during the course. Building blocks for success include logical reasoning and critical thinking skills, a strong spirit of inquiry, inquisitiveness about human behavior, and analytical creativity. Competences: H2X, S2X, FX. Faculty: David Morris

**FA 219 NEGOTIATIONS FOR BUSINESS SUCCESS**

Negotiation techniques are applicable in a wide variety of personal or business settings, and the basic framework and details apply in all of them. The purpose of this course is to emphasize business negotiation and cover those practical and contemporary techniques that work. It starts with a basic framework for negotiation and its components. From there it explores negotiation from a global perspective. This has become increasingly important as a result of the rapidly developing world economy, offshore outsourcing and the power of multinational corporations. The topic is even more vital as business negotiations, particularly on the global front, can be expected to toughen in the wake of the economic crisis that emerged in 2008. The course concludes with a discussion of personal and psychological skills for persuading and influencing others.

**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: H1X, H3D, FX. Faculty: Thomas Nowak

**FA 221 ENTREPRENEURSHIP: FROM START-UP TO SUCCESS**

In this course, students learn the essential attributes of an entrepreneur and the stages one goes through in taking the seed of an idea and growing it into a successful business. But it also takes more than a good business plan and money to succeed - entrepreneurs must understand that all too often, the strengths that helped them be successful as a start-up become liabilities to overcome in order to take their business to the next level. This course provides practical insights into the differences between effective leadership and management by exploring the concepts of Emotional Intelligence in the workplace and how to identify and develop human capital - the lifeblood of every business. Competences: L7, H2C, H3D, FX. Faculty: Michael Shapiro

**FA 223 EVALUATING ACCOUNTING & FINANCE PRINCIPLES: A GLOBAL PERSPECTIVE**

This course introduces the basic principles and quantitative methods which embody the fields of finance and accounting. Moreover, the course demonstrates how the two disciplines complement each other to facilitate various types of sensitivity analyses in a global environment. The students will learn (1) the fundamental framework of accounting; (2), the criteria used for making finance decisions related to investing, forecasting & planning; and (3) the financial tools applied to evaluate the financial performance of a business. Additionally, students will be given an introduction to the international financial markets, the international flow of funds and exchange and interest rate determinations. We will also discuss the challenges behind recent plans to integrate International Financial Reporting Standards (IFRS) with U.S. GAAP (Generally Accepted Accounting Principles) and why it is such a hot topic among accounting professionals today. There is no accounting or finance background required for this course. Students should have an understanding of basic algebra and ratios. Competence: H2X, H5, S3D, FX. Faculty: E. Pete Lewis

**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

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: H2X, S3X, 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 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 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. Competences: H-2-X, H-3-D, L-7, F-X. Faculty: Peter Forster

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
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 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, H3B, L7. 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 needs 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 ESSENTIALS OF PROJECT MANAGEMENT
This 5-week course consists of 5 modules and provides an overview of the fundamentals of Project Management for non-Project Managers. It introduces the four phases of the project management process (Initiating, Planning, Managing and Closing), the role of the Project Manager, tools, techniques and deliverables associated with successful project management, & troubleshooting techniques. Competencies: H2X, FX. Faculty: Lynn Royster & Norene Trondsen.

FA 262 CHANGING WORLDS OF WORK IN AN ECONOMIC DOWNTURN
In an economic downturn, how do we navigate the changing worlds of work? This class will investigate current theories and models as well as offer students first hand experience observing and analyzing changes in the organization of work. We will approach issues concerning work from a number of perspectives—history, gender, technology, ethics, environmental, and global. As a way to explore the multiple issues related to the reorganization of work, ethics, culture, and technology, we will read texts, analyze websites, and view films to
assist you in class assignments and projects toward fulfilling course competencies. You will also learn several qualitative research methods and approaches by becoming an apprentice and using them first hand. The culmination of our individual and collective work will be a public educational event, paralleling Trump’s “Apprentice” show. First, each student will investigate and study issues of work/business by conducting an investigation of a workplace of your choice. Then, as a team, each group will then devise a vision, plan, marketing, and publicity educational campaign about one aspect of work reform. In our “Apprentice,” no one will be fired! Competences: H1F, H2C, H4, L7, FX. Faculty: Laura Davis

**FA 267 TAKING CONTROL: MANAGING THROUGH EXPERIENCE**

The purpose of this course is to help students to develop skills in organization building – 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 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 the 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 in 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, H3D, S3F. 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. Competencies: A-3-D, H-2-C, H-4, L-7, F-X

**FA 276 MANAGING AN INVESTMENT PORTFOLIO**

Most people are puzzled by the stock market and its gyrations. It’s no wonder that these same people feel clueless when deciding how to invest their assets, such as IRAs and 401-Ks. They will often let a stockbroker decide what to invest in and assume that such a professional knows what’s best. While this may be true, an investor should understand their broker’s thought process behind the investments and feel empowered to discuss it with them.

This course will discuss how some top money managers build diversified investment portfolios (past performance is no guarantee of future performance), as well as the Nobel Prize winning theory behind their decisions. This will not be a “how to invest” type of course but rather a forum for ideas to consider. It will touch upon other important subjects that an informed investor should be aware of, such as; load vs. no-load
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. Competencies: F-X, H-3-D, H-2-D, L-7. 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 283 A CRISIS IN CREDIT: READING AND INTERPRETING FINANCIAL STATEMENTS
The record collapses of first home builders, such as Levitt and Sons, WCI Communities, and Matrix Development Corp., then financial giants, Lehman, Fannie Mae, Freddie Mac, Wachovia, and Merrill Lynch begs the questions, how did we get here but more importantly how do we avoid repeating this "crisis" in the future. This course will examine these questions in light of corporate balance sheets and income statements. Students will learn to read and interpret financial statements. In addition to the technical details related to financial reporting, the course will examine the political and social implications of the U.S. Treasury addressing the problems of the housing and credit sectors. This will involve a historical review of the roles government and the private sector in the development of financial systems in the United States. Competencies: H1X, H2X, S2X, FX. Faculty: David Morris

FA 286 THE ART OF THE INTERVIEW
A great interview is a thing of beauty, much like a dance of words revealing the previously unknown and insightful. We live in an age where podcasts and the proliferation of audio news channels have made it easy for students of the art of the interview to analyze the process. This class will take advantage of that while visiting some venerable old style interviews as well.

An interview is just a conversation with a purpose and in this class we will look at all kinds of interviews: entertainment, investigatory, forensic, structured and freeform, research, medical, diagnostic, job, group, etc. We will examine some venerable sources: The Proust Questionnaire, Chicago’s own Studs Terkel, and a variety of well-known current practitioners of the art (Larry King, Terry Gross and John Stewart come immediately to mind). The class will look at oral arguments before the US Supreme Court, which are just interviews by the members of the court with presenting legal counsel. We will also briefly evaluate the use of interrogation and torture to gather intelligence.

Students should expect to perform, document and analyze a variety of simple interviews in this class: simple job interviews, interviews to gather family history, patterned and freeform interviews, questionnaires, etc. Students will also analyze the techniques used in a variety interviews, using audio streamed recordings and transcripts. Competencies: FX, H2G, A1C, S3D. Faculty: Jill Joachim
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 will 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. 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: H-1X, 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: FX, S1D, H1X, 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: L7, FX, S2X, H2X. 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. Competences: H3D, H3E, H3X, A3C, A3X, A4, FX. Faculty: Jill Joachim

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. Competences: 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
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

FA 321 BUSINESS AND PROFESSIONAL WRITING
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

FA 322 SINO-AMERICAN RELATIONS: A BUSINESS PERSPECTIVE
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

FA 323 SURVIVING RAPID BUSINESS GROWTH
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.

**FA 324 INTERVIEWING FOR EMPLOYEE POTENTIAL**
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

**FA 325 CONNECTING THOUGHT AND BEHAVIOR IN THE WORKPLACE, THE COMMUNITY, AND IN YOUR PERSONAL LIFE**
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, H2C. Faculty: Staff

**FA 326 GENDER, SEX AND LATER LIFE**
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 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, FX. 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 diagnostician 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 communications. Competencies: A3G, H2G, H3A, FX. Faculty: Terry Mollan.

**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

**FA 332 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.

**FA 333 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

**FA 334 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

**FA 335 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

**FA 336 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
FA 337 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

FA 338 EVALUATION AND VALIDITY OF TRAINING RESULTS
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). Competences: H2X, H3X, FX. Faculty: Staff

FA 340 IMPLEMENTING CORPORATE TRAINING PROGRAMS
In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. It is imperative to measure and report on the trends of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. Competences: A2X, H2X, S3X, FX, L7. Faculty: Lori Neblung

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: HC5, 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 UNDERSTANDING AND ADDRESSING CONFLICT AT WORK: A LEADER’S GUIDE
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. Leaders need to be adept at dealing with differences respectfully and creatively to maintain the interdependent relationships that are replacing command and control power structures in today's decentralized, fast-paced organizations. This five-week course will introduce the skills needed to address conflicts in a constructive way and provide an opportunity to practice them. It provides an overview of skills and techniques that help leaders identify and address workplace differences that can lead to conflict as well as help them resolve conflict productively when it occurs so that relationships are preserved. Students will be able to distinguish between the methods of addressing conflict including arbitration and mediation; will identify potential sources of conflict in their own 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, FX, H3D. Faculty: Paula Bartholome

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, H2X, 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.
Competencies: A3F, H1E, H2X, 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: Daniel Ryan

**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 analyzes movements in the global economy. The process will include a study on how these economic changes effect global communities and redefine ethical systems. Students will learn to identify the underlying factors that move the global economy and what effects those movements have on various ethical, social and economic systems. New economies, economic processes and implementation, as well as political, social and ethical systems construct the global community of today. This globalization effects all in the workforce, regardless of level or perceptions. Each member of the global society should be able to recognize, adapt and interpret current trends in this new economy in order to make appropriate business, social and ethical decisions. This class consists of discussions focused on global systems, economic and ethic, introductory lectures on basic global economic concepts and theoretical frameworks. Students will participate in discussions of current events related to economic globalization and write reflective papers addressing their competencies. Competences: A4, H5, H1X, H1C, FX. Faculty: Daniel Ryan

**FA 359 ETHICAL BUSINESS BEHAVIOR**
Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations. Competences: A4, H2X, FX. Faculty:
FA 360 UNDERSTANDING TRAINING AND DEVELOPMENT BASICS
Both in a stable and unstable economy, employers are compelled to make the best use of their human resources. With globalization of business, widespread and ever changing use of technology, and the ever-increasing demand by employees for work/life stability, employers are seeking ways to keep talented individuals a part of their workforce. One way in which they go about doing this is through training and development. As a manager, supervisor or HR specialist, it is important to understand the basic principles of employee training. Whether you are the initiator or consumer of training instruction, this course will help you develop an awareness of opportunities and challenges in employee training such as assessment of needs, training objectives, needs priorities, training methods and evaluation. This course has been designed as an overview course, and it is not intended for students who have extensive training and development experience. May only be taken for one competence. Competences: FX, H2C. Faculty: Christine Hayda

FA 361 TEAM BUILDING
No matter what our expertise, discipline, or area of interest, we are and will continually become members of teams, work groups, task forces and committees in both our work and personal lives. What we once did in isolation, we now do with others. This awareness has required truly effective organizational leaders to examine, understand, and master the ways in which individuals interact in group and team settings. Team Building utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing effective teams. Different approaches to management, motivation and performance are addressed, along with barriers to effective team efforts. Participants will experience the roles of team member and team leader as they develop their understanding of the "whats" and "whys" of effective teams. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques in team development and maintenance, identifying current challenges and issues that exist in a variety of settings, including "virtual" teams, and identifying positive team management strategies and their application to those situations. Competences: L7, H2F, H3D, FX. Faculty: Tony Colantonini

FA 362 CHICAGO: AN ENVIRONMENTAL HISTORY
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: Tony Colantonini

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 makings 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 interpretation 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
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 in order to develop survival skills that reduce our stress. This different world view is the Yogic tradition from India called Kundalini Yoga. 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. All students will be required if possible to attend one field trip; a regular Kundalini class. Competences: H2X, A3B, FX. Faculty: Dr. Japa Khalsa www.espanolaacupunture.net

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 understand 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 centered in this course. Competences: H4, H5, A3C, A4, H1B, H2A. Faculty: Mechthildart 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 Myers & Karmen Ehman

**FA 377 A LIVING MOVEMENT: TOWARD A WORLD OF PEACE, SOLIDARITY AND JUSTICE**

How can we make sense of the enormous changes taking place in our world? From the Egyptian victory to overthrow a dictator to the struggle of Wisconsin union members, non-violent actions are spurring more peace, solidarity and justice. How do we take part in building a movement of peace, solidarity and justice? Join the Living Movement course and travel to Memphis, TN for the joint conference of the Peace and Justice Studies Association and the Gandhi-King Conference. Over 1,000 people will attend to share stories from the front lines of the struggles for peace and justice and listen to evidence from scholars on the victories of non-violent action. Meet national leaders and network with activists from all over the country. This is a one competence course: A3X, H1X, or H4. See peacejusticestudies.org or gandhi/king.org for more information. Faculty: Maureen Dolan. Please note this is a travel course with additional costs for conference registration, hotel, food, and travel.

**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 were 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 real 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 War and Peace. Presidents have been entrusted by the People with enormous powers, but none so solemn and vital as those 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 wars 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 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 in the darkroom of Adobe PhotoShop. 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: A3C, H1X, H2X, H3X. 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 Szczzerba

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 on our culture, and on individual life experience. Competences: A3G, H3G, H4. Faculty: Kathryn Mary Johnson

FA 386 EXPLORING THE NONPROFIT WORKPLACE
Working in a non-profit organization can be a very rewarding experience. But how do you know what would be a good fit based on what you can offer? This exploratory course provides students with an overview of what ingredients make a non-profit successful. The lessons provide students with an understanding of how a social issue can be conceptualized into a program to form a non-profit organization. Students learn the basic operational components of an effective non-profit, explore best practices, determine how institutions impact social problems and evaluate their effectiveness. Students also reflect upon their own skills and abilities as they research or interact with non-profits to help guide them into an environment that matches their interests. The course is interactive and consists of a film, reflection, group and individual exercises, readings, discussion, research and writing. The final paper may consist of examining a social issue from an ethical perspective, analyzing the challenges faced by urban, suburban or rural settings, evaluating the effectiveness of how a social institution addresses a social problem or designing an individualized transition plan to volunteer or work in a non-profit organization. Students may also propose a competence and an idea for the final paper. Competencies: A3C, H1H, H2A, FX. Faculty: Maria L. Ugarte-Ramos

FA 387 AFRICAN-AMERICAN CULTURAL VALES, HISTORY, AND PERSPECTIVES
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
The College of Arts and Sciences

 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, H3G Faculty: Peter Newman and Elizabeth Vastine

**FA 390 DIVERSITY: IN AND BEYOND THE WORK PLACE**

Diversity, Multiculturalism, Affirmative Action, Equal Opportunity Employer these are all words that have historical significance and power in today's workplace. This course will examine how the United States workplace has attempted to address diversity and what have been the challenges along the way. Other aspects of life in the United States such as families, schools, churches and neighborhoods have functioned with less of an effort to represent the pluralism of society. This course will explore these differences and evaluate the experiences of the individual, organizations, and institutions from a multitude of perspectives. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience. Competences: FX, A1E, H1B, L7, S3X. Faculty: Elisabeth Lindsay-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

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**French**

**FCH 101 BASIC FRENCH I**

Listening to, speaking, reading and writing French in a cultural context for the beginning student.

**FCH 102 BASIC FRENCH II**

Continued emphasis on the four skills in culturally-authentic situations.

**FCH 103 BASIC FRENCH III**

Completion of the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression.
**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**
More concentration on the four language skills 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 197 SPECIAL TOPICS IN FRENCH**
See schedule for current offerings.

**FCH 198 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**FCH 199 INDEPENDENT STUDY**
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 297 SPECIAL TOPICS IN FRENCH**
See schedule for current offerings.

**FCH 298 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**FCH 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

**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 "Ancient Regime".

**FCH 303 ROMANTICS, REALISTS, AND REBELS**
19th-century French literature.

**FCH 304 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 SEVENTEENTH-CENTURY FRANCE**
From the baroque through the classical period.

**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 319 FRENCH/FRANCOPHONE WOMEN WRITERS
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
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 323 TRANSLATION II
Continues introduction to fundamental principles of translation and acquisition of techniques for translating a range of texts from French into English. Continuation of FCH 321.

FCH 324 TRANSLATION III
Intensive practice of French-English translation. Continuation of FCH 323, with internship involving francophone companies or a free-lance translation project. Completes professional experience and portfolio for students seeking Minor in French Translation or a specialization in translation within their French Major.

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
Contemporary France.

FCH 341 INTRODUCTION TO FRENCH LITERATURE I
Survey of French literature from its beginnings through the 17th century. (Required of all majors). Taught in
Autumn quarter every two years on a rotating basis with FCH 342.

**FCH 342 INTRODUCTION TO FRENCH LITERATURE II**
Survey of French literature of the 18th and 19th centuries. (Required of all majors). Taught in Autumn quarter every two years on a rotating basis with FCH 341.

**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. (Required of all majors). Advanced knowledge of French is a prerequisite.

**FCH 397 SPECIAL TOPICS IN FRENCH**
See schedule for current offerings.

**FCH 398 STUDY ABROAD**
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**
Variable credit. Permission of chair and instructor required. PREREQUISITE(S): Permission of chair and instructor required.

**FIN 202 QUANTITATIVE REASONING**
This course is designed to provide the students with an overview of basic statistical tools of financial analysis. Is a course designed to familiarize the students with the design and application of spreadsheet models for the analysis of financial data and tests of hypotheses. PREREQUISITE(S): FIN 310

**FIN 290 FINANCE FOR NON-COMMERCE MAJORS**
This course will provide to non-Commerce majors a foundation in the concepts and basic tools used in finance and financial management of the business firm, including time value of money, risk and return, interest rates and how companies raise money and reward their investors. Students will be able to understand at a basic level the financial statements, ratios and performance measures and financial markets and institutions they are likely to encounter in a general business environment. Students will also learn how to analyze and make more effective the operations of the firm from a financial perspective.

**FIN 310 INTRODUCTION TO FINANCE**
This course introduces students to the logic, principles, institutions, and terminology of finance. The goal of the course is to provide students with a basic understanding of the role of finance and its functions. It is designed to familiarize the students with tools necessary for making sound financial decisions, both at a personal level and at an enterprise level. PREREQUISITE(S): ACC 101 & 102, MAT 135, 136 & 137, ECO 105 & 106 or equivalents

**FIN 311 CORPORATE FINANCE**
The goal of the course is to provide students with the basic tools and theoretical background necessary to understand the corporate financial decision making process. Emphasis is on valuation principles with application to bonds, stocks, and capital budgeting as well as issues involving the capital structure, working capital, and dividend policy. PREREQUISITE(S): FIN 310

**FIN 313 INVESTMENT BANKING**
This course is designed to provide students with a broad overview of investment banking, the structure of the industry, and analytical tools commonly used in the profession. Students who successfully complete the course will develop the skills necessary for an entry-level analyst position with an investment bank. Spreadsheet skills, valuation methods, company, deal and market analysis will be emphasized. The course will also foster the development of presentation and writing skills through group analysis and preparation of case studies. PREREQUISITE(S): FIN 310 and department consent

**FIN 320 MONEY AND BANKING**
Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals. PREREQUISITE(S): FIN 310

**FIN 323 COMMERCIAL BANKING**
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 320

FIN 330 INVESTMENTS: THEORY & PRACTICE
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 & 320

FIN 333 FINANCIAL STATEMENTS ANALYSIS
Corporate performance and its effects on outstanding securities. Evaluation and interpretation of financial soundness of an enterprise. Economic, management and corporate financial factors as they affect specific security issues. PREREQUISITE(S): FIN 311

FIN 335 PORTFOLIO MANAGEMENT
Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions. PREREQUISITE(S): FIN 330

FIN 340 INTERNATIONAL FINANCE
The objectives of this course include: understanding the effect of political and economic factors on the financial decision-making of the firm, determining the major factors influencing currency value; analyzing and managing the spectrum of risks arising from a firm’s international operations; and acquiring knowledge of the international financial system and the major players in that system. PREREQUISITE(S): FIN 330

FIN 350 REAL ESTATE ANALYSIS
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(S): Junior standing

FIN 360 IPOs & VENTURE CAPITAL
IPOs and Venture Capital will explore equity financing alternatives for private companies, including their final funding step as a private company - their initial public offering or IPO, when they go public. Although the course has some quantitative elements, the focus will typically be on the analytics - on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest and optimize incentives. The main emphasis is on the U.S., but fund-raising methods and options in other countries also will be covered. This course should be useful for those interested in investment banking, venture capital, private equity, or securities law, or those that hope to have a start-up of their own someday. PREREQUISITE(S): FIN 310

FIN 362 RISK MANAGEMENT
Theories and techniques of risk management that employ statistical techniques which enhance risk decision-making. This course develops a framework of analysis that can be applied by corporate or investment risk managers. PREREQUISITE(S): FIN 320

FIN 363 DERIVATIVES: PRICING & APPLICATIONS
This is an advanced course that focuses on the pricing models for the four derivative instruments: forwards, futures, options and swaps. The first part of the course is devoted to the two general classes of derivative pricing models: discrete time and continuous time, with each model’s properties discussed in detail. These models are then applied to a range of realistic pricing situations which include swaps, exotic options and fixed income derivatives. The course concludes with a detailed examination of value at risk. PREREQUISITE(S): FIN 330

FIN 380 CASES IN FINANCIAL DECISION MAKING
This is the capstone course for students majoring in Finance. The course applies the case study methodology to hone the student's analytical skills with applied finance issues, as well as to further develop verbal and written communication skills, the ability to work effectively within teams, as well reasoned debate. This course will provide students the opportunity to apply and integrate the knowledge acquired in their previous finance courses. PREREQUISITE(S): FIN 330, FIN 333, FIN 362 and WRD 202

FIN 393 FINANCE INTERNSHIP
An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director. PREREQUISITE(S): FIN 310

FIN 395 INVESTMENT SEMINAR
Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. By application. PREREQUISITE(S): FIN 330
FIN 396 HONORS SEMINAR
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 398 SPECIAL TOPICS
Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule. PREREQUISITE(S): FIN 310.

FIN 399 INDEPENDENT STUDY
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.
Subjects beginning with the letter G are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Gaming

GAM 201 HISTORY OF VIDEOGAMES
This course provides an overview of the history of modern interactive entertainment starting with the early developments of the late 1940s up until the present day. The course covers five longitudinal perspectives, or themes. For each theme students will become familiar with notable game titles, events, people, technologies, game mechanics and genres. PREREQUISITE(S): None

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 208 VIRTUAL WORLDS AND ONLINE COMMUNITIES
Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

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 226 GAME DESIGN FOR MAJORS
This course provides students a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration students learn how to translate game ideas, themes, and metaphors into gameplay, game pitches, and design documents. Students will analyze and recognize play that exists in important games, stories, and other media.
GAM 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.

GAM 230 INTRO TO GAME PRODUCTION
Game development is a big business, and production teams can now exceed one hundred people. This course is an introduction to the production methods used in the game industry, and to the demanding role of the Producer on the game development team. Students will work to develop skills in team building, project presentation, organization, and dealing with people. Subjects covered include scheduling tools, collaborative software, project management, vendor relations, inter-departmental relations, and quality assurance.
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 course emphasizes 3D game production. Students apply advanced 3D game design development principles to create deliverables for 3D games. Students will work with an existing game engine and content pipeline. The focus of the class will be on the creation and use of different types of content, key development issues, process management, and professional practices. 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 312 GAME USABILITY AND PLAYTESTING
The goal of game user research (GUR), which includes game usability and playtesting, is to collect unbiased game play data that will help design/development teams make better games. There are multiple GUR methods that work best at different points in the development cycle and it is the game user researcher's job to understand how and when to effectively use them. In this course students will learn a variety of methods for evaluating games, where in the development cycle they are applied, and perform common GUR evaluations including competitive reviews, heuristic evaluations, usability tests and playtesting.
PREREQUISITE(S): GAM 244

GAM 329 PHYSICAL PROTOTYPING FOR GAMES
This course will approach the study of Game Design with a focus on breaking designs into manageable elements and prototyping those elements in order to refine play. Students will learn how to develop game ideas and game systems with a focus on play procedures, rules, and designing for various types of possible players. Prototyping will involve various real world media in addition to paper write-ups and layouts. Students will engage in brainstorming exercises, develop game ideas and systems, and review and repurpose existing game mechanics. This course will help students find the balance between hard (planned logical) design and soft (more organic/emergent) design in order to develop compelling gameplay. PREREQUISITE(S): GAM 224

GAM 330 ADVANCED GAME PRODUCTION
This course builds on the fundamentals covered in earlier courses (GAM230 or IS372/ECT372) by providing a practical, hands-on context in which students can learn the tools and techniques game producers use to manage and organize assets, workflows, tasks, bugs, resources, and personnel. In this course, students combine classroom lectures and lab time to learn production theory, tools, and techniques fundamental to successful game development. Through this experience, students learn the skills and knowledge needed to have an immediate, positive impact on game development. Topics include: the process to refine ideas for game concepts, gameplay, and narrative; quality assurance of subjective elements including gameplay and art; design and art outsourcing pipelines; and feedback strategies and community management.
PREREQUISITE(S): GAM 230, IS 372 or ECT 372

GAM 333 THE BUSINESS OF GAMES
This course gives an introduction to the business aspects of the game development industry, including
This course gives an introduction to the business aspects of the game development industry, including development, publishing, distribution and marketing. Subjects covered include game development contracts, milestone-based development, management techniques, marketing, customer and community support, personnel, budgeting, outsourcing, pipelines, and external partnerships. PREREQUISITE(S): GAM 224 or GAM 226

GAM 341 INTRODUCTION TO LEVEL DESIGN
Level design is the art of creating believable environments, stages and missions for video games. This course explores topics including architecture, flow, pacing and puzzles. Using a 3D level editor, students will investigate technical design issues including the construction, texturing, lighting and scripting of modern game levels. The roles, duties and challenges of the level designer will also be discussed. PREREQUISITE(S): (GAM 224 or GAM 226) and GAM 245

GAM 342 ADVANCED LEVEL DESIGN
This class builds on topics covered in earlier courses, with a focus on creating believable worlds for videogames. This course emphasizes designing large exterior environments, advanced mission scripting, and integrated storytelling. Using a 3D level editor and formal level design process, students create fun, polished, memorable virtual worlds. PREREQUISITE(S): GAM 341 or GAM 392

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 383 or CSC 393) and MAT 150

GAM 353 TOOL PROGRAMMING FOR GAME DEVELOPMENT
Today's games are built with large amounts of data. The stability, usability, efficiency, and flexibility of the tools that process game data plays an enabling and critical role in game development. Topics include the content pipeline, processing or standard file formats, integration of external tools, file format design, command line and graphical user interfaces, and procedural content generation. PREREQUISITE(S): CSC 373

GAM 374 FUNDAMENTALS OF GAME PROGRAMMING I
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 or CSC 309

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 383 or CSC 393

GAM 377 FUNDAMENTALS OF GAME PROGRAMMING II
The class moves beyond the basics of game programming and into advanced programming, architecture, and integration techniques. Topics include working with a production-quality content pipeline, integration of external digital content creation tools, scalability, complex animations, shaders, environment construction, gameplay techniques, controllers, camera theory, and collisions. PREREQUISITE(S): GAM 374

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 high-end graphics and sound capabilities and other specialized input output devices form one of the largest game markets. In this advanced programming course students will gain hands-on experience writing and porting code for game consoles. PREREQUISITE(S): CSC 393 and CSC 374.

GAM 382 SERIOUS GAMES
Explores the role of computer games and simulations for education and training. Topics include: overview of the science of learning, analysis of games for different purposes and types of content, assessment of learning, and learning through game creation. Students will design, implement, and evaluate a serious game.
Development of socially responsible and ethical behaviors will be a primary objective. PREREQUISITES(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 one 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): CSC 383 or CSC 393

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 391 GAME PERFORMANCE OPTIMIZATION
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): CSC 374 and (CSC 383 or CSC 393)

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(S): GAM 245

GAM 394 GAME DEVELOPMENT PROJECT I
Students work in teams to design and develop a videogame that demonstrates their mastery of game design and development. Additionally, students will reflect on ethical decision making and professional ethics in the game industry. This course and its continuation, GAM 395, must be taken consecutively. PREREQUISITE(S): GAM 374 (Senior standing)

GAM 395 GAME DEVELOPMENT PROJECT II
Continuation of GAM 394. PREREQUISITE(S): GAM 394

GAM 398 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Consent of dean.

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 - Current - G - 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 103 URBANIZATION
The course explores the evolution of urban forms and structures in the United States from the perspective of geography. In addition to studying the historic emergence of the American urban system, the course covers processes and phenomena associated with the spatial organization of housing, transportation, commercial and industrial land-use planning, as well as urban poverty, local governance, and interactions at the urban-rural fringe.

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 - EXPERIENTIAL LEARNING
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
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 172 CULTURAL GEOGRAPHY
How do artists depict different locations? How do television portrayals of New York City compare and contrast between situation comedies and drama series? How do lyrics and music portray a sense of place and local identity? This course will analyze how places are represented and understood through arts, music and literature. Students will develop the theoretical skills to examine the cultural geography both of the United States and elsewhere.

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. Cross-listed with ENV 200.

GEO 201 GEOPOLITICS
A survey of theories of geopolitics and international relations, the course explores issues of international security and organization, regional integration, and nationalism, state formation and conflict. Historic geopolitical cases from Europe (Northern Ireland, EU, Balkans), the Middle East and North Africa, and the Russian realm, provide opportunities to assess theoretical approaches and profile the security and foreign policy concerns of the U.S. in the new millennium.

GEO 204 RELIGIOUS GEOGRAPHY
Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth’s cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion.

GEO 205 JUSTICE, INEQUALITY AND THE URBAN ENVIRONMENT
A theoretical and applied investigation of the social, political, and economic processes influencing the spatial distribution of environmental amenities and harms across the U.S. urban landscape, with particular focus on urban structure and the role of environmental justice struggles in shaping urban policy and the urban landscape. Formerly GEO 120.

GEO 206 BOUNDARIES AND IDENTITIES
A critical survey of the manner in which social, political, ethnic, gender and racial identities are being constructed by modernity and post-modernity. Cross-listed as INT 206. Recommended for GEO majors when taught by Professor Nast.

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 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 across earth, and how this knowledge can help maintain biological communities in human-dominated, 21st century landscapes.

GEO 215 INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
This course charts the political, social and economic transformation of the developing countries, (Africa, Asia, Latin America, Caribbean, Pacific Islands) into a global economy dominated by the 'developed' countries (North America, Europe and Japan). This process, termed 'GLOBALIZATION', results from the operation of the global market mechanism; the activities of Transnational Corporations (TNCs) and the programs of the International Financial Institutions (IFIs).

GEO 218 SPAIN AND PORTUGAL: THE IBERIAN IMPACT
An historical-geographical analysis of the Iberian nations with an interdisciplinary focus on global geopolitics, trade, settlement, and cultural characteristics (art, architecture, language and literature, music and religion). This is the only course of its kind offered in U.S. universities. Formerly GEO 318

GEO 220 THE DYNAMIC OCEAN
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): LSP 120 or HON 180.

GEO 225 WEATHER AND CLIMATE
The dynamic atmospheric processes which control day-to-day weather and the longer term processes which determine prevailing climatic conditions are the two principal foci of this course. Special topics include weather systems, climate change, global warming, and human impacts on climate. Cross-listed with PHY 225. PREREQUISITE(S): LSP 120 or HON 180.

GEO 230 TRANSPORTATION GEOGRAPHY
The course is an introduction to the subfield of transportation geography. Studying transportation and transportation-related phenomena from a spatial-analytic perspective, the course builds upon theories and methods of transportation geography. Systematic study of select case studies at the local and regional level provide opportunities for application of principles.

GEO 233 COMPARATIVE URBANISM
An exploration of of non-U.S. urban and planning traditions, through the comparative study of the foundation, morphological change and social-political forces that shaped cities such as Paris, St. Petersburg, Istanbul, Bombay-Mumbai, and Mexico City.

GEO 240 HISTORY OF CARTOGRAPHY
The course explores the history of mapmaking as a dimension and expression of the intellectual, scientific, technological, and political transformation of society. Focusing primarily on Europe and North America, the course covers the prevailing schools of thought and practitioners, and the structures and forces that shaped them. The course includes hands-on study of archival quality maps in DePaul?s Special Collections. Short field trip to the Newberry Library required.

GEO 241 GEOGRAPHIC INFORMATION SYSTEMS I
An introductory-level course covering the fundamentals of GIS. Topics include GPS, remote sensing, data models (vector and raster), coordinate systems, and map design. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. PREREQUISITE(S): LSP 120 or HON 180.

GEO 242 GEOGRAPHIC INFORMATION SYSTEMS II
An intermediate-level course. Students conduct real-world GIS projects for community organizations in Chicagoland. Topics include data capture, manipulation, database design, data quality, and spatial analysis. Students will complete projects following best practices of GIS project management. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. PREREQUISITE(S): GEO 241 or instructor consent.

GEO 243 REMOTE SENSING (FORMERLY GEO 343)
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 IDRiŠi. A small laš fee will be charged. PREREQUISITE(S): ISP 120 or HON 180.

**GEO 260 GLOBALIZATION AND RESOURCES**
An exploration of globalization and the politics and flow of natural resources between the developed and developing world, especially since World War II. Using case studies from around the world, the course introduces students to competing paradigms of environmental and resource destruction and to the complexities and contingencies of social and environmental change in the "new" global economy.

**GEO 266 THE WORLD ECONOMY**
A study of the spatial organization of economic activities. Special topics include static and dynamic models of the space economy, the geography of industrialization, spatial divisions of labor, global commodity chains, and industrial development in peripheral economies. Formerly GEO 366.

**GEO 269 POLITICAL ECOLOGY**
The course introduces students to the theoretical foundations and evolution of critical Political Ecology and its assessment of environmental change and social vulnerability in the developing world. The course traces the history of the discipline to its early roots in geography, anthropology, and ecology and tracks its emergence as a theoretically sophisticated critique of the global spread of economic development and environmental policy.

**GEO 299 THE NATURE OF GEOGRAPHY**
An introduction to the epistemology of geographic thought, and the methodologies of the discipline of geography. Formerly GEO 100.

**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 GREEN INFRASTRUCTURE**
Green Infrastructure (GI) goes beyond the conventional conservation efforts of creating and maintaining national and state parks and wildlife refuges. Instead, GI promotes conservation that takes place at different spatial scales to create a network of open spaces out of existing open spaces and green corridors as well as offering strategies for constructing green spaces out of abandoned urban spaces.

**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 integration of political geographic and international relations perspectives on European integration: Special emphases on political philosophies and theories of integration, the geopolitics of block formation and enlargement, institutional structure, the evolution of policies, and the future directions of the European Union. Cross-listed with PSC 340.

**GEO 317 POST SOVIET EASTERN EUROPE AND THE RUSSIAN REALM**
A regional geographic survey of the Russian realm spanning the imperial, Soviet, and republican eras: Special emphases on the physical, political, cultural, and economic geographies of the vast Eurasian region dominated historically by Russia.

**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 331 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 333 URBAN PLANNING
A seminar on the intellectual history and theories of urban planning and design, and their application in urban settings in the U.S. and abroad. Systematic study of case studies leads to the investigation of current urban planning issues in Chicago.

GEO 339 TOPICS IN ARCHITECTURE AND URBANISM
Major cities around the world are often identified with distinctive architecture. In many locations, different schools and periods of architectural design can be ‘read’ from examining the urban landscape. This course will examine the relationship between architecture and urbanism. As an upper level course, rather than a broad survey, the material will focus on a specific location or architectural style for the duration of the quarter, allowing students to learn in depth about how architecture and urbanism are interconnected.

GEO 343 REMOTE SENSING II
This course presents intermediate to advanced techniques in remote sensing, analysis of the earth through air or space borne sensors. Remote sensing is defined as “the technique of obtaining information about objects through the analysis of data collected by special instruments that are not in physical contact with the objects of investigation” (Avery and Berlin 1992). In this course we will be concerned primarily with the uses and applications of data acquired by various electromagnetic sensors being operated from airborne and spaceborne platforms, i.e. aircraft and satellites. The purpose of Remote Sensing II is to provide 2nd level depth to some of the more advanced techniques of remote sensing and image interpretation, following on the introductory prerequisite GEO 243. In addition there will be a detailed survey of federal remote sensing projects (mainly from NASA) and the climate-centered focus on the earth system that these provide - in essence the most comprehensive source of evidence for climate research. There is a special focus on urban/environmental applications of remote sensing, i.e. the detection, delineation, identification, and quantification of processes occurring in and around cities which affect the environment. Remote sensing technologies have, to an increasing extent, become integrated and deployed through geographic information systems (GIS) technology. Students learn to integrate techniques from this course to produce information products that are useful in the support of public and private decision-making. ENVI - an advanced image processing application that is integrated with the ArcGIS desktop is the principal platform used for instruction in the course. Techniques covered include advanced classification, georeferencing, LIDAR, and hyperspectral data analysis. The course will be taught through integrated hands-on activities, lectures, and a comprehensive final project. PREREQUISITE(S): GEO 243.

GEO 344 GEOGRAPHIC INFORMATION SYSTEMS III [FORMERLY GEO 244]
An advanced-level course. Students conduct spatial analysis of sustainability issues of their interests. Topics include geographic visualization, network analysis, spatial interpolation, and exploratory spatial data analysis. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. PREREQUISITE(S): GEO 242 or consent of instructor. Formerly GEO 244.

GEO 350 WORLD OF WINE
An analysis of the geographical factors that influence the global production and distribution of wine. Material fee required, payable on the first day of class. PREREQUISITE(S): Students must be over 21 years of age.

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. PREREQUISITE(S): GEO 241.

GEO 395 SEMINAR IN SELECTED TOPICS
Upper-division seminar exploring selected geographical issues.

GEO 398 INTERNSHIP
The course combines academic study with practical experience obtained through work in an extramural
The course combines academic study with practical experience obtained through work in an extramural internship setting. The internship course requires academic output in the form of a research journal, paper, or other.

**GEO 399 INDEPENDENT STUDY**
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.

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German

**GER 101 BASIC GERMAN I**
Listening to, speaking, reading and writing German in a cultural context for the beginning student.

**GER 102 BASIC GERMAN II**
Continued emphasis on the four skills in culturally authentic situations.

**GER 103 BASIC GERMAN III**
Completion of the basic elements of the German language, spoken as well as written, with due regard to the cultural context of German expression.

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

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

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

**GER 197 SPECIAL TOPICS IN GERMAN**
See schedule for current offerings.

**GER 198 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**GER 199 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**GER 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.

**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 277 FIN-DE-SIECLE VIENNA**
Vienna of the late-nineteenth and early-twentieth centuries was a place where geography, culture, and intellect intersected. Figures such as Sigmund Freud, Gustav Klimt, Arthur Schnitzler, Ludwig Wittgenstein, and Gustav Mahler mingled, discussed, and shaped the arts, philosophy, and sciences of the nascent twentieth century.

**GER 297 SPECIAL TOPICS IN GERMAN**
See schedule for current offerings.
GER 298 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

GER 299 INDEPENDENT STUDY
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
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 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

GER 399 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

Graphic Design

Undergraduate Course Descriptions - Current

GD 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

GD 150 ILLUSTRATOR WORKSHOP
This class will introduce students to the syntax, tools and methods of vector-based drawing using Adobe
Illustrator. Topics and techniques covered during lectures will be reinforced through in-class exercises and
projects. PREREQUISITE(S): None

GD 151 PHOTOSHOP WORKSHOP
This class will introduce students to the syntax, tools and methods of raster based graphics and image
editing/manipulation by using Adobe Photoshop. Topics and techniques covered during lectures will be
reinforced through in-class exercises and projects. PREREQUISITE(S): None

GD 152 DIGITAL TYPOGRAPHY WORKSHOP
This class will cover fundamental typographic design and layout skills by using page layout software Adobe
InDesign. Topics and techniques covered during lectures will be reinforced through in-class exercises and
projects. PREREQUISITE(S): None

GD 200 GRAPHIC DESIGN I
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 typography, color,
problem-solving in print and on screen. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211.

GD 210 DIGITAL ILLUSTRATION I
Introduction to illustration development in image, line and photography, combining computer applications and
hand-rendered approaches. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

GD 220 HISTORY OF DESIGN I
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. PREREQUISITE(S): None

**GD 221 HISTORY OF DESIGN II**
World movements in design and contemporary practice in print, web and experiential design.
PREREQUISITE(S): None but GD 220 recommended

**GD 230 TYPOGRAPHY**
Study of the formal structures of letterforms and text. Exploration of typography to create and extend meaning, emphasizing the relationship between form and content. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

**GD 270 SEMIOTICS AND VISUAL DESIGN**
Design and designed products can be interpreted as signs that are the result of human needs and desires. This course examines theoretical issues in how design of a message or product influences the user’s decision to read it, use it or buy it. Semiotics theory examines these concepts as well as design value and criteria for evaluation in contemporary culture. PREREQUISITE(S): None

**GD 300 GRAPHIC DESIGN II**
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 design skills. PREREQUISITE(S): GD 200 and GD 230

**GD 330 ADVANCED TYPOGRAPHY**
Advanced investigation into typography and text for verbal and visual expression for both print and multimedia. PREREQUISITE(S): GD 230

**GD 340 PUBLICATION DESIGN**
Design of multiple page documents: magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed. PREREQUISITE(S): GD 200 and GD 230

**GD 350 PORTFOLIO WORKSHOP**
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): GD 200, GD 210 and GD 230

**GD 360 ADVERTISING DESIGN**
Explores the function and practice of design in advertising in both social and art historical contexts. This course engages practical real life projects as well as projects that explore cultural and artistic practices. PREREQUISITE(S): GD 200 and GD 230

**GD 380 DESIGN FOR CLIENT AND COMMUNITY**
This course enables students to work from start to finish on client-based graphic design and projects. Students establish working relationships as individuals and in teams that utilize their skills to effectively evaluate 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 include: improving student's developing design skills to an advanced level, creating awareness of current design trends, supporting student's development of independent working habits, utilizing integration of both hand-skills and the computer as design tools, and completing professional projects after staged client feedback and revisions. PREREQUISITE(S): GD 200 and GD 230

**GD 394 CAPSTONE PROJECT I**
This two course sequence provide a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters. PREREQUISITE(S): GD 200 and GD 230

**GD 395 CAPSTONE PROJECT II**
This two course sequence provide a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters. PREREQUISITE(S): GD 200 and GD 230
GRK 101 BASIC CLASSICAL GREEK I
Basic Classical Greek is the first Greek translation course. GRK 101 introduces students to the basics of the language of the Athenians, which includes the Greek alphabet, pronunciation, accentuation and the beginnings of Greek grammar.

GRK 102 BASIC CLASSICAL GREEK II
Basic Classical Greek II is the second Greek translation course. GRK 102 is a continuation of the introduction to grammar with an emphasis on reading skills through vocabulary development and composition.

GRK 103 BASIC CLASSICAL GREEK III
Basic Classical Greek III is the third Greek translation course. GRK 103 pays special attention to reading Greek texts in conjunction with composition and English translations for an appreciation of accurate rendering and structural divergence.

GRK 104 INTERMEDIATE CLASSICAL GREEK I
Intermediate Classical Greek I is the fourth Greek translation course. GRK 104 is a translation course for students who have completed GRK 101-102-103 (or the equivalent), concentrating on grammar and understanding how Greek grammar and idiom function. Students continue to expand their vocabulary skills. Student interest determines some of the content.

GRK 105 INTERMEDIATE CLASSICAL GREEK II
Intermediate Classical Greek II is the fifth Greek translation course. GRK 105 is a translation course for students who have completed GRK 101-102-103, concentrating on grammar and understanding how Greek grammar and idiom function. Students learn forms of irregular verbs. Student interest determines some of the content.

GRK 106 INTERMEDIATE CLASSICAL GREEK III
Intermediate Classical Greek III is a translation course for students who have completed GRK 101-102-103, concentrating on grammar and understanding how Greek grammar and idiom function. Some composition accompanies translation. Student interest determines some of the content.

GRK 197 SPECIAL TOPICS IN GREEK
See schedule for current offerings.

GRK 198 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

GRK 199 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor is required.

GRK 297 SPECIAL TOPICS IN GREEK
See schedule for current offerings.

GRK 298 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

GRK 299 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor required

GRK 397 SPECIAL TOPICS IN GREEK
See schedule for current offerings.

GRK 398 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

GRK 399 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.
Subjects beginning with the letter H are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

History
History of Art & Architecture
Honors
Hospitality Leadership
Human Community
Human-Computer Interaction

Health Science

**HLTH 201 INTRODUCTION TO HEALTH SCIENCE**
This course introduces students to the B.S. in Health Sciences undergraduate program. The course aims to introduce students to the range of disciplines (biological, sociological, psychological, cultural) found within this program, and how each contributes to our understandings of both health and illness. This will allow the students to better understand the nature of health care delivery and the methods that will best improve the health status of both individuals and the population. PREREQUISITE(S): permission of department.

**HLTH 202 HEALTH RESEARCH LITERACY**
The purpose of this course is to provide students in the Health Sciences Program the methodology and skills required for literacy in health, and to comprehend the results of health sciences research. In this course students seeking careers in the health sciences will go beyond the health literacy level suggested for the general public in preparation for professional practice in clinical, policy, administrative, and basic science fields. PREREQUISITE(S): Permission of department.

**HLTH 210 INTRODUCTION TO PUBLIC HEALTH**
This course is designed to lay out the concepts, principles, and case outcomes of public health practice. It outlines theories of health, illness behavior, and health education. It considers community health data source, classical intervention approaches, and the planning and evaluation of community health interventions. PREREQUISITE(S): HLTH 201.

**HLTH 310 SOCIAL EPIDEMIOLOGY**
This course is designed to serve as the foundation for the study of factors that affect the health and illness of whole populations. It lays out the concepts, methods, and key findings related to the distribution of morbidity and mortality, i.e. illness and death afflicting identifiable segments of the population. It is the cornerstone of public health research. The overall perspective is that health and disease are caused by a range of factors and that social factors play a critical role in shaping a person?s exposure to risk of illness and death. PREREQUISITE(S): HLTH 201.

**HLTH 350 HEALTH SCIENCES CAPSTONE**
The Senior Capstone will bring students from both concentrations in the Health Sciences Program together in an opportunity to share biomedical and psycho-social perspectives in an examination of current health issues. PREREQUISITE(S): Permission of Department.
HST 111 THE WORLD TO C.1500 (FORMERLY HST 218)
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. Formerly HST 218.

HST 112 THE WORLD, C.1500-1914 (FORMERLY HST 219)
This course will examine the global integration of all societies from 1500 A.D. to World War I. Formerly HST 219.

HST 113 THE WORLD, 1900-PRESENT (FORMERLY HST 220)
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. Formerly HST 220.

HST 121 LATIN AMERICA TO C.1800 (FORMERLY HST 205)
A survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade in African slaves (Spanish and Portuguese colonies), and to issues of race, class, and gender during the colonial period. Formerly HST 205.

HST 122 LATIN AMERICA, C. 1800-PRESENT [(FORMERLY HST 203)
A survey of 19th and 20th century Latin America, starting with the wars of independence and emphasizing the rise of nationalism and ideological struggles. Formerly HST 203.

HST 131 AFRICA TO 1800 (FORMERLY HST 227)
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Formerly HST 227.

HST 132 AFRICA, 1750-1900 (FORMERLY HST 228)
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. Formerly HST 228.

HST 133 AFRICA, 1900-PRESENT (FORMERLY HST 229)
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Formerly HST 229.

HST 141 THE MUSLIM WORLD, C. 600 CE TO 1100 (FORMERLY HST 223)
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. Formerly HST 223.

HST 142 THE MUSLIM WORLD, 1000-1500 (FORMERLY HST 224)
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. Formerly HST 224.

HST 143 THE MUSLIM WORLD, 1400-1920 (FORMERLY HST 225)
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. Formerly HST 225.

HST 151 SOUTH ASIA TO C. 900 C.E. (FORMERLY HST 256)
The course follows the development of the history of the region from the earliest phases of human settlement, the first civilization in the Indus valley, and the formation of the Mauryan and Gupta empires. It will analyze the growth of different state structures from tribal/lineage based state to these great empires. It incorporates the rise of regional states and the growing importance of trade to linking South Asia with the West. It will also examine the development of different religious traditions from Vedic Brahmanism to Buddhism to Jainism and the very early days of Islam in the region. The central question of this course will be how to contextualize the relationship between structures like family, law, caste, community, state and the tumultuous changes in the subcontinent over this long period. Formerly HST 256.

HST 152 SOUTH ASIA, C. 900 CE TO 1707
The course begins with the transformation of society from the `ancient? to the `medieval?, and compares it to developments in Europe in the feudal age. It then incorporates specific developments in South Asia ? political, social, cultural ? that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia.

HST 153 SOUTH ASIA, 1707-1947 (FORMERLY HST 257)
The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was as transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society. Formerly HST 257.

HST 161 EAST ASIA TO C. 1200 (FORMERLY HST 286)
Outlines the history of the region (China, Korea and Japan) during the period of antiquity. Follows the development and the formation of dynastic rule in China and Korea and the imperial institution in Japan. Assesses the extent of the role of ancient Chinese philosophy, language, and statecraft in establishing a coherent region we now call "East Asia."

HST 162 EAST ASIA c. 1200 TO 1800 (FORMERLY HST 287)
Begin with the transition of East Asia (China, Korea and Japan) from ancient to medieval society and compares it to developments in Europe during the feudal age. Explores the political, economic and cultural relations between the various states in the region as a whole as well as the specific local developments of state and society during this period. Examines the arrival of the first Europeans, traders and then Jesuit and Catholic missionaries, and the resulting radical social realignment within each society stemming from this encounter with the 'outside.'

HST 163 EAST ASIA , c.1800-PRESENT
Begin with the reshaping of East Asian relations from the late 18th century following the realignment of the region after the expulsion of European Catholic missionaries. Follows the radical shift in the relations between these countries as they all sought to respond to the imperial challenges that the West imposed. Explores the central role of Japan and its effort to build an empire in and beyond East Asia from the late 19th century through its defeat in World War II and the lasting historical legacy of that history in the region.

HST 171 EUROPE, 400-1400 [FORMERLY 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? Formerly HST 210.

HST 172 EUROPE, 1348-1789 (FORMERLY HST 211)
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. Formerly HST 211.

HST 173 EUROPE, 1789-PRESENT (FORMERLY HST 217)
A survey of European history from 1789 to the present. Formerly HST 217.

HST 181 UNITED STATES TO 1800 (FORMERLY HST 280)
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. Formerly HST 280.

HST 182 UNITED STATES, 1800-1900
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. Formerly HST 281.

HST 183 UNITED STATES, 1900-PRESENT (FORMERLY HST 282)
A survey of the major social, political, economic and cultural themes in U.S. history from the Progressive era to the present. Formerly HST 282.

HST 200 MEXICO AFTER INDEPENDENCE
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 204 FILM AND LATIN AMERICAN HISTORY**
An inquiry into the way film portrays historical events in Latin America.

**HST 206 MEXICO: FROM THE OLMECS TO INDEPENDENCE**
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**
This course examines political, economic, social, and cultural developments in Russia from 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**
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 212 MEDIEVAL AND RENAISSANCE WOMEN**
Gender roles and ideologies in pre-modern and early modern Europe, from ancient Mediterranean and Germanic women to high Medieval ladies, nuns, serfs, and city women, from early feminism to the restrictions and opportunities brought by the Renaissance and Reformation. Emphasis on primary sources, especially women's writings.

**HST 213 MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD (CROSS-LISTED 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**
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**
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**
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 221 EARLY RUSSIA**
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 222 MODERN GERMANY, 1870-PRESENT**
Following the path from Germany’s unification in the late 19th century via two world wars, the country's division in the course of the Cold War, and ultimately the country's reunification at the close of the 20th century, one of the goals of this course is to introduce students to the major cornerstones of modern German history. Another objective, however, aims at using these events in the exploration of shifting ideas about what it has meant to be German, exploring what factors determined inclusion in or exclusion from the German community.

**HST 226 ISLAM AND THE WEST: A SURVEY OF ORIENTALISM**
From "heresy" to "the Green Threat," this course studies the changing perceptions of Islam and the Islamic world held by those in "Western" societies from the time of the Crusades down to the contemporary era.
HST 232 CULTURE AND POLITICS IN IMPERIAL CHINA
Examines the history of Chinese civilization from the early Shang kingship through the development of the Chinese Empire (221 B.C. - A.D. 1911). We will focus on systematic changes in political, economic, and social structures in China and the intellectual and cultural forms that each configuration produced. Topics include the growth of the Chinese empire, Chinese forms of Buddhism, and the development of Chinese philosophy, scholarship and literature.

HST 233 THE RISE OF MODERN CHINA
Examines the history of Chinese civilization from the 18th century to the present. We will survey the height of the authority of the Qing Imperial government, its dissolution in the 19th century, and the creation of a revolutionary China in the 20th century. Topics include the Opium War and China's foreign relations, the introduction of Westernized technology and education, and the rise of Communism under the leadership of Mao Zedong. Also considers the ways in which our contemporary understanding of China is formed by recent developments in the media - Chinese news and film.

HST 235 EUROPEAN EXPANSION: AGE OF DISCOVERY
A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

HST 236 EUROPEAN EXPANSION: AGE OF EMPIRE
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
Topics in the history of urban Rome from antiquity through the modern age.

HST 239 WOMEN IN MODERN EUROPE, 1800-PRESENT
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
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
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.

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 THE HISTORY OF THE BAHAMAS: LOYALSTS, SLAVES & THE CREATION OF AN AFRO-BAHAMIAN WORLD
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
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
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
W. E. B. Dubois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power. Cross-listed as ABD 258.

HST 249 ORIGINS OF THE FIRST WORLD WAR, 1871-1917
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
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
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.

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
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
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 258 WOMEN IN HISTORY
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
A survey of scientific thought and discovery from the ancient Greeks to the early 20th century.

HST 260 LESBIAN AND GAY AMERICAN HISTORY, COLONIAL TO 1970
This course surveys LGBTQ (lesbian, gay, bisexual, transgender, and queer) history in America from the colonial era to the Stonewall Riots. Through primary and secondary source readings and class discussion we will examine how understandings of same-sex sex and sexuality have been constructed in the past. Special attention is paid to readings that draw revealing connections between same-sex sexuality and race, class, and gender.

HST 261 CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 (CROSS-LISTED AS REL 213/CTH 205)
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. Cross-listed as REL 213 and CTH 205.

HST 262 CATHOLICISM IN WORLD HISTORY II: 1500 - PRESENT (CROSS-LISTED AS REL 214/CTH 206)
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. Cross-listed as REL 214 and CTH 206.

HST 263 JAPAN TO C. 1200 (FORMERLY HST 230)
Follows the formation of a unified state in central Japan during the 5th and 6th centuries. Considers the influence of Korean immigrants and Chinese philosophy and statecraft on the unification of Japan in early antiquity. Explores rise of Japan's aristocratic court culture in Nara and Kyoto as well as powerful Buddhist institutions and the emergence of the warrior class in Eastern Japan. Formerly HST 230.

HST 264 JAPAN c.1200 - 1800
Follows the emergence of the warrior class and the system of dual political authority until the 14th century, with the imperial court in Kyoto and the samurai elite in Kamakura. Continues with an examination of the early modern processes of urbanization and the growth of a monetary economy, changes in social
organization, major cultural innovations, and religious/intellectual movements.

HST 265 JAPAN, c. 1800-PRESENT
Follows the radical transformation of Japanese politics, society, and economy with the commercialization of the countryside, the weakening of samurai rule, and increased, often hostile, contact with Western imperialist nations. Explores expansion of Japan as an imperialist nation from the middle of the 19th century and the lasting legacy of that expansion in the region. Explores WWII and postwar political, economic, social changes in contemporary Japan.

HST 266 IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION
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-PRESENT
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
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
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 271 OLD REGIME AND REVOLUTIONARY FRANCE
This course provides students with a firm foundation in the history of early modern France, ca. 1500-1800, including major developments of the period and an understanding of the relationship between the French revolution and the period that preceded it. Topics will include (among others) the rise of absolutist monarchy, the Enlightenment, French colonialism, pre-revolutionary social and economic conditions, and the French Revolution.

HST 272 FASCISM AND COUNTER REVOLUTION
An analysis of the various ideological trends that form the mature Fascism from 1920 to the present.

HST 273 HISTORY OF SEXUALITY IN EUROPE
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
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
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
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
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.
Explores traditional, comparative, and multicultural perspective of successive frontiers in American history. The period covered is approximately 1775 to 1890.

HST 283 ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965
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
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 288 WOMEN IN UNITED STATES HISTORY
The history of women's work, family, and political lives in America.

HST 290 ANCIENT EGYPT
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
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
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
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
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
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
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 298 INTRODUCTION TO HISTORICAL SOURCES AND METHODS
This is the first of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this course, students will learn the varied ways in which scholars interpret the past, focusing particularly on the evidence and arguments used by historians in their work. To
that end, students will learn about the varieties of primary sources (textual, material, oral) as well as the varied methods historians use to analyze such evidence. In addition, students will practice analyzing primary source evidence in oral and written presentations, learn how to use the library for historical research, and how to discern scholarly arguments in secondary sources. PREREQUISITE(S): WRD 103 and WRD 104, or HON 100, or HON 101, or equivalent.

HST 299 CRAFT OF HISTORY
This course is the second of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this class, students will bring to bear the skills in historical sources and methods learned in HST 298 to complete a substantial independent research project. To that end, students will learn how to identify a historical question or problem about which to conduct research; how to find, obtain, and evaluate primary source evidence to research; how to build a secondary source bibliography using reference works, monographs, and scholarly journal articles; and develop and execute a coherent plan for writing and revising a substantial research paper (of at least 10 pages in length) based on an integrated use of both primary and secondary sources. PREREQUISITE(S): HST 298.

HST 301 U.S. LABOR HISTORY
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(S): HST 199 or 299 or consent of instructor.

HST 302 MAPS IN HISTORY AND CULTURE
Examines maps in multiple cultures and the relationship of these to local geographies and perception of place. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 303 TOPICS IN LATIN AMERICAN HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 304 ETHNOHISTORY: THE STUDY OF PRE-LITERATE PEOPLES
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 299 or consent of instructor

HST 306 COLONIAL LATIN AMERICA: POWER & DEVELOPMENT OF A MULTI-RACIAL SOCIETY
The multicultural origins of colonial rule in the Americas from the 15th to the early 19th century. PREREQUISITE(S): HST 199 or 299 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(S): HST 199 or 299 or consent of instructor.

HST 310 INTER-AMERICAN AFFAIRS
A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence theories. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 311 THE HISTORY OF THE CARIBBEAN: FROM COLUMBUS TO CASTRO
The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 312 LATINOS IN THE UNITED STATES
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 299 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(S): HST 199 or 299 or consent.

HST 314 THE CUBAN REVOLUTION
General analysis of the impact of the Cuban Revolution on Cuban society and the international political arena. The historical background of the revolution as well as its accomplishments and shortcomings will be
emphasized. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 316 GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE
The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 317 INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY
The flowering of culture, humanism and the arts in fourteenth- and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 318 THE AGE OF REFORMATIONS
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 299 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(S): HST 199 or 299 or consent.

HST 320 TOPICS IN WORLD HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 321 TOPICS IN AFRICAN HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 322 TOPICS IN ASIAN HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 323 THE CULTURES OF EARLY CHRISTIANITY
Late antique and early medieval intellectual history in social context. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 324 COLONIAL LATIN AMERICA: AGE OF CONQUEST, 15TH - 17TH CENTURIES
This course examines the complexities of the Age of Conquest and focuses on the historical experience of Indigenous societies during the early colonial period. Special attention is given to the social and economic structures of Indigenous societies before 1492, to the Spanish exploration and conquest, to the presence of Indigenous allies and their role in the dynamics of conquest/colonization, to the demographic catastrophe that followed the conquest, and to the social, cultural, and economic characteristics of early colonial societies. PREREQUISITE(S): HST 299 OR CONSENT OF INSTRUCTOR.

HST 328 ENGLISH CONSTITUTIONAL HISTORY
A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 329 SPECIAL TOPICS IN HISTORY
Variable topics. Consult course schedule for current listings. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 330 TOPICS IN EUROPEAN HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 331 THE NATION AND NATIONALISM IN EUROPE
Examines the emergence of nations and nationalism in modern Europe as well as nationalists’ use and abuse of history. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 332 FRENCH REVOLUTION AND NAPOLEON
Analyzes the demise of the Old Regime, rise and fall of revolutionary idealism, and the emergence of Napoleon. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 333 VICTORIAN ENGLAND
A detailed study of selected political, social, economic and cultural themes in 19th century England. PREREQUISITE(S): HST 199 or 299 or consent of instructor

HST 334 BRITAIN IN THE TWENTIETH CENTURY
An in-depth look at selected themes in recent British history including the economic and imperial decline of
Great Britain. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 335 EUROPE IN AN AGE OF ENLIGHTMENT
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 299 or consent of instructor)

HST 338 THE GREAT WAR, 1914 - 1918
By using a variety of perspectives--social, cultural, intellectual, political--this course will examine and re-examine the ways that the First World War shaped and affected the modern world. After examining the broader causes of the war, the course will work outward from the battlefields to the home fronts, to the empires, and throughout the post-war world. Although this course focuses on European history, instructors may also examine its global context. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 339 HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY
How do historians use paintings, woodblock prints, lithographs, photographs, postcards, and other visual artifacts in understanding the past? How do visual objects differ from conventional documents as sources of historical evidence? In this course, we will investigate the methodological approaches to writing history using visual artifacts as primary source material. In particular, we will consider the impact of these issues on the writing of East Asian history. Prerequisite(s): HST 199, HST 299 or consent of instructor.

HST 340 CULTURE AND GENDER IN JAPAN
Examines gender and society in early modern and modern Japanese history [c.1600-present]. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 341 PEASANTS IN MODERN EUROPEAN HISTORY
An analysis of the significance and ultimate disappearance of the peasantry, formerly the numerically dominant group in European society, emphasizing both its social history and the methods needed to study the non-literate. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 342 TOPICS IN AFRICAN-AMERICAN HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 346 AFRICAN-AMERICAN INTELLECTUAL HISTORY
African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 347 EUROPE IN THE BELLE EPOQUE
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 299 or consent of instructor.

HST 348 EUROPE UNDER THE DICTATORS
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 299 or consent of instructor.

HST 349 THE HOLOCAUST
This course places the Shoah, the Holocaust of European Jewry, at the center of a broader discussion of anti-Semitism, the rise of Nazism, the conduct of World War II, and the persecution and murder of other groups designated as outsiders or as enemies of the Nazi regime. Close attention is given to interpreting the behavior and experiences of perpetrators, victims, bystanders, and resisters, to the role of the churches, and to the politics of post-Holocaust legal proceedings and the complex work of memory and representation. Prerequisite(s): HST 199 or HST 299 or consent of instructor.

HST 352 MEDIEVAL INDIA
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 200 or consent of instructor.

HST 353 MODERN INDIA AND PAKISTAN
Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 354 U.S. WOMEN'S HISTORY
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 299 or consent of instructor.
HST 359 SOCIETY AND CULTURE IN THE LATE SOVIET ERA
This seminar focuses on the society and culture of the USSR in the late Soviet period (i.e., from Stalin's death in 1953 to Gorbachev's resignation in 1991). It emphasizes themes such as: evolving notions of the individual in a collective society; tensions between emerging national (ethnic) and supranational (Soviet) identities; attitudes toward science and technology; city and countryside; consumption and consumerism; popular culture and celebrity, work and leisure, religion and orthodoxy; memory and commemoration; sexuality, gender roles, youth culture, and more. PREREQUISITE(S): HST 199 or HST 299 or consent of instructor.

HST 361 TOPICS IN ISLAMIC HISTORY
PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 362 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(S): HST 199 or 299 or consent of instructor.

HST 363 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 364 PALESTINE UNDER THE BRITISH MANDATE
This course examines the foundation and evolution of the British Mandate of Palestine from 1914 to 1948 in its British imperial, Middle Eastern, and world historical contexts. Students will engage primary and secondary sources associated with controverted issues, including Zionism, creation of the Mandate, immigration, and inter-communal conflict. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 365 THE CRUSADES
Addresses the European Crusades to the Holy Land from a World Historical Perspective. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 366 THE MODERN MIDDLE EAST AND NORTH AFRICA
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 299 or consent of instructor.

HST 367 COMPARATIVE LATIN AMERICAN BORDERLANDS
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(S): HST 199 or 299 or consent of instructor.

HST 368 SOCIAL MOVEMENTS IN LATIN AMERICA
This course examines how Native Americans, slaves, peasants, and other subaltern people actively resisted their subervient 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(S): HST 199 or 299 or consent of instructor.

HST 369 REVOLUTIONS IN LATIN AMERICA
This course surveys, analyzes, and compares a series of revolutionary movements, conflicts, and regimes in 20th Century Latin America. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 370 AMERICAN COLONIAL HISTORY
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 299 or consent of instructor.

HST 371 THE AMERICAN REVOLUTION
The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 372 ANTEBELLUM AMERICA
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(S): HST 199 or 299 or consent of instructor.

HST 373 THE CIVIL WAR ERA
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 299 or consent of instructor.

**HST 374 EMERGENCE OF MODERN AMERICA, 1877-1914**
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 299 or consent of instructor

**HST 375 THE GREAT DEPRESSION AND THE NEW DEAL ERA**
A consideration of World War I, the Twenties, the Great Depression, and the New Deal. PREREQUISITE(S): HST 199 or 299 or consent of instructor

**HST 376 THE UNITED STATES SINCE 1940**
Significant developments in American life during the period after World War II. PREREQUISITE(S): HST 199 or 299 or consent of instructor

**HST 378 THE AMERICAN WEST IN THE 20TH CENTURY**
This course explores cultural, social, and political interaction in the American West during the 20th century. Themes include popular culture, state-federal relationships, environmental changes, urbanization, political and social movements, immigration, and cultural formation. Prerequisite(s): HST 199 or HST 299 or consent of instructor.

**HST 379 RECONSTRUCTION AND THE RISE OF JIM CROW**
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(S): HST 199 or 299 or consent of instructor.

**HST 382 CHICAGO HISTORY MUSEUM ADVANCED SEMINAR**
Students will develop skills and knowledge applicable to public history careers, will gain a firm conceptual understanding of public history historiography, and of how the Chicago History Museum does public history. Students will apply this knowledge to class discussions, assignments, and actual museum projects. The course will be take place at the CHM, and a CHM curator will teach the course. Expect group work and field trips. Class will comprise of students from DePaul and other Chicago-area universities. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

**HST 383 BORDERLANDS AND FRONTIERS IN AMERICA**
Consideration of the changing conceptions of frontiers in American history with attention to the development of historical borderlands communities. PREREQUISITE(S): HST 199 or 299 or consent of instructor

**HST 384 TOPICS IN AMERICAN HISTORY**
PREREQUISITE(S): HST 199 or 299 or consent of instructor

**HST 385 UNITED STATES CONSTITUTIONAL HISTORY TO 1865**
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 299 or consent of instructor

**HST 386 UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865**
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 299 or consent of instructor

**HST 387 TOPICS IN RUSSIAN HISTORY**
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(S): HST 199 or 299 or consent of instructor.

**HST 388 THE COURT AND THE U.S. BILL OF RIGHTS**
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 299 or consent of instructor.

**HST 389 TOPICS IN PUBLIC HISTORY**
Public history is a field of history that requires its practitioners to use the skills and methods of academic history with an eye towards connecting the public with that history. This seminar focuses on the skills,
methods, sources and themes that are relevant to historians whose work takes them outside of the classroom. Theme of the seminar will vary with instructors. Some off-campus fieldtrips may be required. PREREQUISITE(S): HST 199 or HST 299 or consent of instructor.

HST 390 PRACTICUM IN HISTORICAL RESEARCH AND WRITING
The History Practicum allows students to engage in deep and sustained historical research and writing, with multiple opportunities for instructor feedback and student revision. It is also an excellent way for students to experience firsthand the linkages between broad reading in a given field and subsequent primary-source based research in that field. Every autumn and winter quarter, certain 300-level course offerings will be designated as Practicum-linked classes. Students ready to take this course can choose among the offerings as suits their interests. PREREQUISITE(S): Consent of instructor.

HST 391 LOCAL AND COMMUNITY HISTORY
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(S): History 199 or 299 or consent of instructor

HST 392 PUBLIC HISTORY INTERNSHIP
Selected students are placed in work-study positions, under faculty supervision to help prepare themselves for non-teaching careers with background in historical technique. Credit variable. PREREQUISITE(S): HST 199 or HST 299 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
Examination of the African American experience in American cities: from slave era, to the migration, to the present. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 395 ISSUES IN NON-U.S. LEGAL HISTORY [PREREQ(S): HST 199 OR 299 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. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 396 ORAL HISTORY PROJECT
An introduction to the techniques of oral history with particular emphasis on public history. PREREQUISITE(S): HST 199 or 299 or consent of instructor.

HST 397 HISTORY CAPSTONE SEMINAR
Open to seniors majoring in History. Others may take course with permission of instructor. PREREQUISITE(S): HST 199 or 299 or consent of instructor. Open only to senior History majors.

HST 398 STUDY TOUR
An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit variable.

HST 399 INDEPENDENT STUDY
Majors only. Credit variable. PREREQUISITE(S): Junior standing, approval of instructor and chair.

History of Art & Architecture

Undergraduate Course Descriptions - Current

HAA 101 PRINCIPLES OF AFRICAN ART (CROSS-LISTED W/ABD 246, FORMERLY ART 246)
This introductory-level course surveys the arts of select cultures from west and central Africa. The course will focus on the arts of royalty as a means by which to introduce basic concepts and larger issues within the field. The arts of groups who borrow from royal iconography, such as diviners, religious cults, societies of elders, and others, will also be investigated. Themes pertinent throughout the course include issues of gender, colonialism, cultural interaction, and historical change in both visual art and the nature of kingship. Cross-listed with ABD 246. Formerly ART 246.
HAA 115 PRINCIPLES OF ASIAN ART (FORMERLY ART 242)
An introduction to major developments of art and architecture across Asia including South Asia, Southeast Asia, the Himalayas, and East Asia. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be placed on religious arts of Buddhism and Hinduism, along with landscape and figural painting of China and Japan. Formerly ART 242.

HAA 130 PRINCIPLES OF EUROPEAN ART (FORMERLY ART 102)
An introduction to the art historical methods and their application to a broadly chronological and select survey of the European 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. Formerly ART 102.

HAA 145 PRINCIPLES OF THE ARTS OF THE AMERICA
What is distinctive about art created over time on the American continents? This class begins to answer the question by examining some of the principal developments in art history from the ancient indigenous cultures (particularly those of Meso- and South America), through the period of European colonialism (especially Spanish and English), to the modern art movements across the sovereign nations, including the United States and Canada. Since time permits only a sampling of artistic forms across time, lectures are often issue-oriented, with a focus on selected problems facing scholars. Periodic discussions allow students to weigh in on topics and offer their own critiques. This class argues that the distinctiveness of American visual forms springs from the heterogeneous cultural traditions that simultaneously divide and unify its inhabitants.

HAA 201 ANCIENT AFRICAN ART: PREHISTORIC TO THE EUROPEAN ENCOUNTER
This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions.

HAA 202 MODERN AFRICAN ART: EUROPEAN ENCOUNTER TO INDEPENDENCE
This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations.

HAA 203 CONTEMPORARY AFRICAN ART: INDEPENDENCE TO THE PRESENT
This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance.

HAA 215 CHINESE ART (FORMERLY ART 342)
This is a chronological survey of premodern Chinese art from antiquity to the nineteenth century. Special attention is given to sculpture and painting, but architecture and ceramics are also covered. There is an emphasis on prehistoric bronze vessels, Buddhist sculpture, and landscape painting of the Song through Qing periods. Formerly ART 342.

HAA 216 JAPANESE ART (FORMERLY ART 343)
This is a chronological survey of premodern Japanese art, from the prehistoric era to the Meiji period (1868-1911). Topics covered include painting, sculpture, and architecture, as well as decorative arts, prints, and garden design. Special attention is given to Buddhist and Shinto religious arts, along with screen painting and woodblock prints. Formerly ART 343.

HAA 217 ARTS OF INDIA AND THE HIMALAYAS
This is a chronological survey of premodern arts of the subcontinent of South Asia and the Himalayas. We start with the Indus Valley Civilization and move through the nineteenth century, including Mughal arts. Special attention is given to the emergence of figural imagery in Buddhist and Hindu sculptural arts, and the development of religious architectural forms from early stupas and cave temples to later shrines.

HAA 218 ARTS OF THE SILK ROAD
This course will examine the visual history of the Silk Road, focusing on works of art and architecture created in Central Asia. We not only consider the prehistoric, ancient and medieval arts of this region, but we also investigate the modern development of a romanticized notion of the Silk Road and the imperial interest in acquiring treasures from the Silk Road. Today we frequently hear about the legacy of the Silk Road in promoting multicultural exchange. However, the Silk Road has long been affected by the expansionist agendas of empires. From the time of Alexander the Great (356-323 B.C.E.) through the period of Genghis Khan (1162-1227) and on, there have been military leaders who have led their armies into Silk Road lands seeking territory, riches, and glory.

HAA 220 BUDDHIST ART (FORMERLY ART 250)
This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The regions covered are South Asia, Southeast Asia, and East Asia. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice. Formerly ART 250.

**HAA 222 ISLAMIC ART (CROSS-LISTED WITH IWS 251, FORMERLY ART 251)**
This course examines the visual culture of the Islamic world, selectively surveying some of the major artistic developments in regions of the world with a significant Muslim population. It will consider art and architecture as interplay between local culture and Islamic tradition. Topics covered will include the origins of Islamic visual culture in the Arabian Peninsula and the spread of Islamic art and religion across the Middle East. Local expressions of Islamic art may be explored in areas as diverse as North Africa, sub-Saharan Africa, Spain, Sicily, Iraq, Iran, India, and Central Asia. Special attention is paid to architecture, painting, and decorative arts. Cross-listed with IWS 251. Formerly ART 251.

**HAA 230 ANCIENT MEDITERRANEAN ART**
This course will explore the art of the ancient period (circa 30,000 B.C.E. ? 330 C.E.) from a broad range of cultures and styles: from the Paleolithic cave paintings to the Roman Colosseum, from the pyramids of Egypt to the Parthenon in Greece. We will consider how art, religion, urbanism and writing profoundly affected the development of the ancient Mediterranean and Mesopotamian world. We will analyze major stylistic trends and explore the relationship between art, culture, and religion. We will also discuss the role of art in the hands of political leaders and the profound interconnectedness of ancient civilizations. Frequent discussions will analyze controversies in the study of ancient art and scrutinize topics such as gender, power, aesthetics and authenticity. Formerly ART 233.

**HAA 231 EARLY MEDIEVAL ART (CROSS-LISTED W/CTH 253, FORMERLY ART 240)**
This course explores the art of the Medieval period from a broad range of cultures: Early Christian, Byzantine, Islamic, Carolingian, and Ottonian. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed with CTH 253. Formerly ART 240.

**HAA 232 LATE MEDIEVAL ART (CROSS-LISTED W/CTH 254, FORMERLY ART 244)**
This course will explore the art of the late Medieval period from a broad range of cultures and styles: Byzantine, Romanesque, Gothic, and Islamic. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed with CTH 254. Formerly ART 244.

**HAA 234 BYZANTINE ART**
This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship.

**HAA 235 RUSSIA: MEDIEVAL MOMENTS, IMPERIAL DAYS & WHITE NIGHTS IN NOVGOROD & ST. PETERSBURG**
This study abroad program in Russia allows students the opportunity to explore Novgorod, the medieval trading emporium and center of Orthodox spirituality and the Russian imperial gem of St. Petersburg, while studying medieval art and the history of Imperial Russia. Both cities have been designated UNESCO World Heritage Sites and showcase the best of medieval and modern Russia by providing one of the world’s richest ensembles of urban planning, art, architecture, and historical treasures. (Foreign Study: can also be taken as HAA 397: Special Topics in Art History-Formerly ART 397)

**HAA 236 NORTHERN RENAISSANCE ART (CROSS-LISTED W/CTH 258, FORMERLY ART 232)**
This course features the most significant works of art, their artists & patrons, the social & economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, that is, during the volatile period of the Renaissance & outbreak of the Protestant Reformation. And although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking; sculpture; and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork. Cross-listed as CTH 258. Formerly ART 232.

**HAA 237 ITALIAN RENAISSANCE ART (CROSS-LISTED W/CTH 256, FORMERLY ART 241)**
This course concentrates on the architecture & pictorial arts that flourished on the Italian peninsula between ca. 1300 and 1600, although selected forays are undertaken into comparative European and Asian cultures. Its content focuses on the most significant works of art & architecture, including the technical arts; the key personalities, above all, the artists & their patrons; and a broad range of cultural & political issues that

HAA 238 BAROQUE ART
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 and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago. Cross-listed with CTH 257. Formerly ART 237.

HAA 239 19TH CENTURY EUROPEAN ART
Introductory survey of major moments and movements in 19th-century European art, with some attention to U.S. developments, as warranted. The course analyzes major painters and sculptors of the early modern period and their influence in shaping cultural events, such as, for example, the Industrial Revolution. Formerly ART 238.

HAA 240 ART FROM 1900-1945 (FORMERLY ART 239)
This course will examine the major artists, movements, and issues at play in the visual arts of Europe 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. Formerly ART 239.

HAA 242 ART FROM 1945 - 1975
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 ART 322/HAA 364.

HAA 245 ART OF THE ANCIENT AMERICAS (CROSS-LISTED W/LST 247, FORMERLY ART 247)
This class surveys the art of the ancient Americas (circa 1000 BCE-1520 AD), 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. Since most of these cultures did not use the written word, the class will also regularly raise questions of methodology in pre-Columbian scholarship. Cross-listed with LST 247.

HAA 246 ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED WITH CTH 250 & LST 248, FORMERLY ART 248)
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the 'New World' landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with CTH 250 and LST 248. Formerly ART 248.

HAA 247 MODERN LATIN AMERICAN ART (CROSS-LISTED W/LST 249, FORMERLY 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 consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with LST 249. Formerly ART 249.

HAA 260 AMERICAN ART (FORMERLY ART 335)
This course examines American art (the British colonies and United States) from the colonial period to the mid-twentieth century. Works of art are examined both in relation to American social and cultural history and also as aesthetic objects. The overarching themes of the class include the "American-ness" of American art, the relationship between American and European art, the function and production of art, and the expanding definition of American expression through multicultural diversity. Formerly ART 335.
HAA 263 HISTORY OF DESIGN (FORMERLY ART 373)
A survey of the history of modern design (1500-present) as expressed in graphic, industrial, and the decorative arts. The aim of this class is to understand why designed objects look the way they do considering their history, function, style, use, and materials. Of special interest will be design's relationship to culture, to art history, and to media. Students will learn to identify historic styles and the work of important designers and illustrators and to a certain extent, the history of material culture. Readings and the first-hand examination of objects lead toward a final research project. Formerly ART 373.

HAA 265 HISTORY OF PHOTOGRAPHY (FORMERLY ART 376)
A survey of the major works, artists, and movements of photo history from photography's invention to the present day. Emphasis is placed on the major artists, subjects, and technical applications of the medium, as well as on the modernity of photography and its unique aesthetic qualities. This course will also consider the myriad purposes and social contexts for photography. The course examines a large range of techniques from the camera obscura to recent developments in printing. Actual photographs are studied in class, on campus, and in field trips to regional collections. The course involves major readings that ask students to consider the role of photography in relations to race, gender, and politics. Many of the photographs under consideration are American. Formerly ART 376.

HAA 277 HISTORY OF CINEMA I, 1890 - 1945 (CROSS-LISTED WITH MCS 207 & DC 207)
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. Cross-listed with MCS 207 & DC 207.

HAA 278 HISTORY OF CINEMA II, 1945 - 1975 (CROSS-LISTED WITH/MCS 208 & DC 208)
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. 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. Lab for film viewing required. Cross-listed with MCS 208 and DC 208.

HAA 279 HISTORY OF CINEMA III, 1975 - PRESENT (CROSS-LISTED W/MCS 209 & DC 209)
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. Cross-listed with MCS 209 & DC 209.

HAA 280 HISTORY OF PREMODERN ARCHITECTURE (FORMERLY ART 370)
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. Formerly ART 370.

HAA 281 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. Formerly ART 371.

HAA 288 COMPARATIVE URBANISM (CROSS-LISTED W/GEO 233, FORMERLY ART 362)
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. This course is based in the Geography Department and is the equivalent of 200-level Art History course. Cross-listed with GEO 233. Formerly ART 362.
HAA 297 SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE
This class focuses study on a specific topic from the history of world art.

HAA 299 INTRODUCTION TO ART HISTORICAL RESEARCH AND WRITING
The major must also take an introduction to research and writing in the field. This course will focus on one specific area of art history, as determined by the faculty member teaching. The faculty member will introduce the students to the methodological debates relevant to that research in the past and in the present. The focus of the course will be to introduce students to the theoretical language of art history and to work on the development of advanced critical thinking skills. This course prepares them for the advanced research work required at the 200- and 300-levels. PREREQUISITE(S): For majors only

HAA 301 AFRICAN ARCHITECTURE (FORMERLY ART 347)
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 history and related disciplines. Formerly ART 347. PREREQUISITE(S): Previous 100- or 200-level art history course or permission of instructor.

HAA 302 AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA
Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 310 TOPICS IN ART AND ARCHAEOLOGY (FORMERLY ART 346)
This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. This course is based in the Department of Anthropology and is the equivalent of a 300-level Art History course. Formerly ART 346. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

HAA 311 LATER JAPANESE PAINTINGS AND PRINTS
This course examines two main pictorial forms of Japan from the seventeenth century to the early twentieth century (the Edo, Meiji, and Taisho periods). Special attention is given to large-scale painting on folding screens and sliding doors for major temples, castles, and palaces, as well as the development of ukiyo-e (pictures of the floating world) in woodblock prints. In addition, we consider the transformation of painting and prints in the late nineteenth century with the opening of Japan and the introduction of Western influences. art history and related disciplines. PREREQUISITE(S): Previous 100- or 200-level art history course or permission of instructor.

HAA 331 ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE
This course will consider the Crusades from multiple perspectives (Byzantine, Latin, Muslim) and explore how politics, religion, and culture influenced the art of the medieval Mediterranean. The Crusades are analyzed in the broader context of pilgrimage, the search for the divine, and the desire to seize control of and purify holy sites. The course will focus on works of art created when the cultures of the Mediterranean came into both contact and conflict. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 332 ROMANESQUE ART AND ARCHITECTURE
Scholars in the nineteenth century designated Western European monuments, especially architecture and sculpture, created between the eleventh and twelfth centuries, as "Roman-like" in character or "Romanesque," in order to acknowledge certain linkages they perceived between the characteristics of this era's architectural and visual language and that of the distant Roman past. Recent scholarship has emphasized not only large-scale works of art, architecture and sculpture, crucial in an age of Pilgrimage and Crusades, but also small-scale works, such as illuminated manuscripts, metalwork, and coins and seals, as essential for an understanding of medieval visual culture. This class considers the broad spectrum of significant works of art produced during this period from shifting points of view, aesthetic or formalist toward function, agency, presentation and reception. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 333 GOTHIC ART AND ARCHITECTURE
This course examines the art, architecture, history and culture of the so-called Gothic era (12th-15th centuries), the age of the great European cathedrals. Reigning supreme in most of Europe in the 13th and 14th centuries, the Gothic style marks an era of unparalleled building activity and one of the most fertile and
productive periods in the history of Western art. Special emphasis will be given to the aesthetic, structural, and spiritual aspects of cathedrals and other great churches and their contents, primarily in France and England, as reflections and embodiments of the sacred aspirations and devout character of the era. The artistic and architectural production (buildings, sculpture, illuminated manuscripts, paintings, sacred or liturgical objects, stained glass, etc.) of the period will be studied in its original context, with close attention paid to questions of social and political function, cultural meaning, and historical circumstance.

PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 334 ENGLISH ART AND ARCHITECTURE (FORMERLY ART 365)
This course considers painting, sculpture and architecture in England from Stonehenge to the modern period. It explores national identity, the monarchy, contested notions of church and state, colonization, and the influence of other nations' art. Until a few decades ago, Britain oversaw the largest empire the world had ever known (America itself was a colony, and speaks the language of the British). The oldest continuous monarchy in the world also witnessed the birth of a parliamentary system of government. The Industrial Revolution was born there. Throughout its history, though, the arts have had a complex existence. Reformation iconoclasts destroyed churches and sacred art, and native masters such as Hogarth, Turner, and Barbara Hepworth, stand beside emigre artists such as Holbein, Rubens, Van Dyck, and Whistler. Critical reading and writing lead to a substantial final research project. Formerly ART 365. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 335 MICHELANGELO (FORMERLY ART 308)
This course examines the extraordinary life, times and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the Italian Renaissance, an age that witnessed a flourishing artistic, scientific and humanistic culture. During a career that spanned over seven decades, Michelangelo created famous lasting masterpieces, including the Vatican Pieta, David, Moses, the Sistine Chapel ceiling, and the papal church of St. Peter's. Who is this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and fashioned works that profoundly influenced Western civilization? How do his brilliant achievements define, express and illuminate the time, place and culture in which he lived? Drawing on a variety of primary and secondary sources, this course seeks to understand an eccentric artist whose dazzling aesthetic productivity left a lasting mark on the art of future generations up to the modern period. Formerly ART 308. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 340 PRINCIPAL THEMES IN 18TH-CENTURY ART (FORMERLY ART 352)
This course is intended to enrich the student's understanding of a fascinating and cosmopolitan period that tends to slip through the cracks of traditional Art History - namely, the transition zone between the Late Baroque and the emergent modernism of the 19th century, which takes place just before and after the "Great Divide" of the French Revolution of 1789. Building from a platform of European traditions that flowered in the 18th century, the course material explores an impressive body of painting & printmaking, sculpture & industrial arts, and architecture & planning, that was produced from the British Isles to imperial Russia, even, by way of addressing cross-disciplinary issues, for example: the diverse stylistic developments that start with the Rococo & Neoclassicism; artistic regionalism vis-a-vis internationalism; and the larger social & political arenas for which visual culture was produced in the Ages of Enlightenment and Revolution. Formerly ART 352. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 360 DUCHAMP AND DADAISM
With Picasso and Matisse, Marcel Duchamp (1887-1968) was among the most important artists of the modern era. Certainly, no other artist influenced contemporary art so significantly, and this class will examine his art, biography, and influence. Another focus will be the cultural movement known as Dadaism (1916-24), a delirious anti-art movement begun in Zurich, Switzerland, during the absurd, bloody First World War. After contextualizing Dada in relation to modern art, we will examine its manifestations in various world centers. Along the way, we will encounter the works of many of its most important figures. Besides the inherent value of looking closely at cultural moment of an important historical figure, the study of Dadaism has special relevance because of its timeless iconoclasm and spirit of creative experimentation. Close readings of primary and secondary texts, as well as trips to area museums, culminate in a significant research project.

PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 363 ART & THE HOLOCAUST (FORMERLY ART 356)
This course explores the relationship of art and architecture to the development of National Socialist Germany and Nazi policies of genocide towards the European Jews. It deals with artists that resisted the Nazi rise to power, those that supported it, and those that were persecuted by the new state. In addition, we will look at a wide range of art, architecture and film produced from 1933-1945 which were mobilized as part of the radicalizing anti-Semitic policy. The central questions will be how does art intersect with one of the most criminal regimes in the modern period and what can we learn from an understanding of the political history of art during the period? The course will be lecture/discussion format and include a research paper. Formerly ART 356. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 365 ART SINCE 1975
This course will address visual art production of a global context from the end of the Vietnam War to the present. Taking postmodernism as its starting point, the nature of contemporary art practice will be examined as it is redefined by new technologies and media (such as video, installation, performance, and digital art), and through an investigation of critical theoretical models. Traditional media, such as painting and sculpture, will also be assessed as a crucial part of this shifting terrain. Major themes to be considered include questions of identity and subject formation, the relationship between art and its audience, changing notions of artistic value, and the impact of globalization. Throughout, students will be exposed to the issues and ideas relevant to cultural production today, while simultaneously developing the visual and conceptual tools for critically analyzing contemporary art. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

HAA 366 TOPICS ON WOMEN AND ART
This class considers both the history of women artists and representations of women from cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies, such as problems of biography for women artists, depictions of sexual violence in art, performing gender in visual images, feminist activist collaborations and gendered spaces (the museum, cyberspace, architecture, etc.) Topics may vary term to term, depending on the instructor's area of expertise. Formerly ART 381. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 367 FEMINISM & VISUAL CULTURE
This course addresses how gender is inscribed in visual culture, whether in “fine art” or popular representations. Students will be introduced to a broad range of feminist methodologies, such as Marxism, Post-Colonial, Queer and Transnational theories, as well as semiotics, in order to interrogate representations of gender and investigate strategies of intervention. PREREQUISITE(S): Previous 100 or 200 level art history course of permission of instructor.

HAA 370 CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE (FORMERLY ART 372)
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. Formerly ART 372. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 371 HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO (FORMERLY ART 374)
This course covers a selection of the jewels among the city's architecturally significant Catholic churches and related sites of interest that date up to circa 1920. The class meets in a non-traditional time slot (in 3-hour afternoon sessions) in order to undertake the necessary field work, which is administered through the Catholic Studies Program and in partnership with CTH 201: Catholicism in Chicago. This approach encourages us to think about the sacred buildings as extensions of the city's history, while emphasizing the contributions of its various immigrant groups. By thus using architecture & architectural history as the armature of this course, the student is able to explore the fascinating interplays between art, history, religion & society, and come to terms with what culture does and signifies in one's own milieu. (Offered jointly with Catholic Studies). Formerly ART 374. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 373 KYOTO (WORLD CITIES)
Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period. (Cities Minor)

HAA 375 MEXICO CITY
From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceroyal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 376 ROME
Few cities in the world match Rome for its antiquity, imperial heritage, historic, religious and cultural importance, spectacular art and architecture, and rich urban landscape. Traditionally believed to have been founded by Romulus and Remus, descendents of Aeneas, in 753 BCE, and subsequently ruled by Etruscan kings, Rome's public buildings, communal baths, and fortifications suggest that Rome was urbanized as early as the 6C BCE. After the expulsion of their Etruscan monarchs, Romans established the Republic, which evolved into the Roman Empire when Octavian, grand nephew of Julius Caesar, became Augustus, Rome's first emperor, princeps or first citizen. Along with subsequent emperors determined to turn Rome into a magnificent city worthy to be the capital of a great empire, Augustus used architecture and the built environment as massive symbols of power, authority, and legitimacy, a lesson in public education embraced
by the Catholic Church when the imperial pagan capital became the capital of Western Christendom and the seat of the papacy. This class explores the city of Rome from its ancient origins through the 17th century and focuses on the major art and architectural developments that define this unique urban space.

**HAA 378 HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)**

This class focuses on the city of Jerusalem. The uniqueness of Jerusalem stems from its status as a sacred place in Judaism, Christianity, and Islam. In this class we will explore the physical city of Jerusalem with its monuments, contested holy sites, and changing architecture. We will also analyze representations of the imagined heavenly Jerusalem, for which many believers intensely yearned. The class will focus on Jerusalem from the 2nd through the 16th centuries: from its destruction by Roman armies to its last pre-modern construction phase during the Ottoman period. We will discuss how different religious groups mapped meaning and marked holiness in the urban fabric of Jerusalem. This class will consider some of the following issues: art and architecture, politics, religion, urban planning, and patronage. (Cities Minor) PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 379 PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES) (FORMERLY ART 366)**

This course is designed to explore the arts & architecture, and urban planning of Paris & vicinity, from the period of the Old Regime to ca. 1870. This span more or less coincides with the art historical periods from the Renaissance to early Impressionism. The course material weaves artistic works and projects into the greater cultural, political, and social fabric of the realm --- and includes, among other outstanding personalities, the towering impact of Vincent de Paul --- in order to expose the student to a variety of cross-disciplinary perspectives. Several class sessions are scheduled at the Art Institute of Chicago. (Cities Minor) Formerly ART 366. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 380 CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES) (FORMERLY ART 339)**

This course investigates contemporary historiographic debates and new archival evidence surrounding research on Chicago architecture and urbanism. In addition to participating in lectures/discussions of HAA 380, students also meet separately to discuss scholarly debates as well as their individual research proposals, as appropriate for graduate level work. (Cities Minor) Formerly ART 339. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 384 BERLIN: UNIFICATION/REUNIFICATION (WORLD CITIES) (FORMERLY ART 367)**

The influence of art and architecture on the development of Berlin from 1871 to the present. How major figures (from Bismarck to Kohl) and major events (from World Wars to the fall of the Berlin Wall) affected the city and its culture. (Cities Minor) Formerly ART 367. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 385 LONDON (WORLD CITIES) (FORMERLY HAA 368)**

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. (Cities Minor) Formerly ART 368. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 388 SPECIAL TOPICS IN GEOGRAPHY AND URBANISM (FORMERLY ART 349)**

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. This course is based in the Geography Department and is the equivalent of a 300-level Art History course. Formerly ART 349. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 391 MUSEUM STUDIES (FORMERLY ART 382)**

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. Formerly ART 382. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 395 INTERNSHIP**

To be arranged with the Career Center and in consultation with advisory. PREREQUISITE(S): Junior or senior standing in History of Art & Architecture.

**HAA 396 RESEARCH SEMINAR IN THE HISTORY OF ART & ARCHITECTURE (FORMERLY ART 398)**

Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills. Formerly ART 398. PREREQUISITE(S): Junior or senior standing in History of Art & Architecture.

**HAA 397 SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE**

Focused study on a specific topic from the history of World art. Formerly ART 397. PREREQUISITE(S): 100- or 200-level Art History Course or Instructor's Consent.
**HAA 398 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. PREREQUISITE(S): Permission.

**HAA 399 SENIOR CAPSTONE: ART HISTORICAL THEORY & METHODOLOGY**
An overview of theory and methods preparing advanced students for graduate work. The course addresses iconography, psychological theories, the image's relation to its documentation, feminist and social history and other currently debated issues. PREREQUISITE(S): Senior standing in History of Art and Architecture major. Juniors with instructor's permission may also enroll.

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Honors

Undergraduate Course Descriptions - Current

**HON 100 RHETORIC AND CRITICAL INQUIRY**
This course covers the fundamentals of research and leads students through a sequence of writing assignments which require them to take positions and persuade audiences about issues of public concern. Students will create effective academic discourse, develop critical thinking skills, explore issues of form and style, and examine arguments. HON 100 is required for all Honors students. Open only to students in the University Honors Program.

**HON 101 WORLD LITERATURE**
The focus of Honors 101 is the way writers use language to construct their worlds. Reading, writing, and informed discussion are at the heart of this course, which uses texts from a range of cultures and historical periods to explore how literary works represent issues of human importance. PREREQUISITE(S): Open only to students in the University Honors Program.

**HON 102 HISTORY IN GLOBAL CONTEXTS**
With the goal of enhancing historical literacy and critical thinking, this course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with the multicultural past through study of a particular society or societies. Students discover how historians extract meaning from primary and secondary sources while exploring the problems and issues involved in analyzing and using a variety of sources. Topics of this course vary and are set by the faculty. Each section of HON 102 will be subtitled to indicate its topic; please see the schedule for current offerings. PREREQUISITE(S): Open only to students in the University Honors Program.

**HON 104 RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES**
This course focuses on the collective construction of cultural reality and examines people's confrontation with the sacred as a formative instrument in this process. The overriding concern of Honors 104 is with the meaning and function of culture as a system or world that we inhabit. This world with its distinctive concepts of ultimacy, time, space, cosmos, and life passages is created and enacted through myths, narratives, and ritual performances. Students will develop analytical skills necessary 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 their own experience. PREREQUISITE(S): Open only to students in the University Honors Program.

**HON 105 PHILOSOPHICAL INQUIRY**
Providing an introduction to philosophy as a mode of inquiry, this course explores, from a variety of perspectives, the questions central to the human condition, placing philosophical positions within the context of human values. Students will address the themes of knowledge, action, and human identity, considering how one thinks critically about such questions 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. PREREQUISITE(S): Open only to students in the University Honors Program.

**HON 110 HONORS EXPLORE CHICAGO**
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. Students will select a particular Honors Explore 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. Students entering the Honors Program after completing LSP 110 or LSP 111 should not take Honors 110. Honors Explore Chicago courses are offered during autumn.
HON 111 HONORS DISCOVER CHICAGO
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. The course begins with an immersion week one week before the start of the autumn quarter; classes continue to meet through the autumn quarter, ending on the same date that LSP 110 courses are completed. Students will select a particular Honors Discover course from the available offerings. All Honors students must take either HON 110 or HON 111. Students entering the Honors Program after completing LSP 110 or LSP 111 should not take Honors 111. Honors Discover Chicago courses are offered during autumn quarter and are available only to first-year students in the University Honors Program.

HON 180 DATA ANALYSIS AND STATISTICS
Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning skills to focus on outcomes of analysis. Students will explore the nature and description of data, probability theory, sampling, variability, estimation, analysis of correlation, hypothesis testing, and experiment design to become critical users of quantitative information. Prerequisites: LSP 120 or MAT 130 or placement into Calculus. Open only to students in the University Honors Program.

HON 201 STATES, MARKETS, AND SOCIETIES
This course focuses on the organization of economic, political and social relationships within the global system, including analysis of how these relationships affect the distribution of power, resources, well-being and cultural capital in different societies. It covers such topics as phases in the growth of global trade and investment; the role of economic incentives; the historical and conceptual relationship between markets; social stratification, culture, and forms of popular participation; and the development challenges posed by international inequality and social marginality. PREREQUISITE(S): Open only to students in the University Honors Program.

HON 205 INTERDISCIPLINARY ARTS
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, classroom exercises, visits to relevant performances or exhibits, and papers. Variable topics; please see the schedule for current offerings. PREREQUISITE(S): Open only to students in the University Honors Program.

HON 207 INTRODUCTION TO COGNITIVE SCIENCE
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 and discuss articles describing cognitive models, experiment with computer programs that purport to be models or simulations of some aspect of human cognition, and debate whether certain models serve as viable scientific theories. Assignments include written work as well as computer projects. PREREQUISITE(S): HON 180 or equivalent. Open only to students in the University Honors Program.

HON 220 HONORS BIOLOGY
Through reading, lecture, discussion and laboratory work on a topic in biology, students will learn scientific methods of inquiry and gain a biological perspective on the world. By examining a specific topic, the course will introduce students to some approaches used in investigating and understanding biological systems. Students will consider examples of how biological knowledge can inform discussions of socially important issues. Course work will include papers and examinations as well as laboratory investigation, with some assignments requiring students to work in teams. Variable topics; please see the schedule for current offerings. PREREQUISITE(S): HON 180 or equivalent. Open only to students in the University Honors Program.

HON 221 HONORS CHEMISTRY
This course introduces students to scientific knowledge and inquiry through a particular topic in chemistry. The laboratory component allows students to have first-hand knowledge of the course content and also provides opportunities for student-directed investigations that model scientific inquiry as a problem-solving method. Students will develop their curiosity about the world as well as the skills to answer their own questions and evaluate the research of others; they will complete written assignments as well as laboratory work. Variable topics; please see the schedule for current offerings. PREREQUISITE(S): HON 180 or equivalent. Open only to students in the University Honors Program.

HON 222 HONORS ENVIRONMENTAL SCIENCE
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. PREREQUISITE(S): Open only to students in the University Honors Program.

HON 223 HONORS PHYSICS
This course introduces students to scientific knowledge and inquiry through a particular topic in physics. The laboratory component allows students to have first-hand knowledge of the course content and also provides opportunities for student-directed investigations that model scientific inquiry as a problem-solving method. Students will develop their curiosity about the world as well as the skills to answer their own questions and evaluate the research of others; they will complete written assignments as well as laboratory work. Variable topics; please see the schedule for current offerings. PREREQUISITE(S): HON 180 or equivalent. Open only to students in the University Honors Program.

HON 225 HONORS SCIENCE TOPICS
Students in Honors 225 will investigate a particular scientific topic or issue using readings, discussions, papers, and laboratory work. In the process of investigation they will learn about the nature and processes of science and will be able to describe and explain their work in writing; some projects may be done in teams. All sections of Honors 225 include a laboratory component. PREREQUISITE(S): Open only to students in the University Honors Program. Please see the Schedule of Classes for current offerings.

HON 300 HONORS JUNIOR SEMINAR
This course, offered occasionally, invites students to enhance their skills in conducting research on issues of interest to a broad audience. Please see the schedule for current offerings. Open only to students in the University Honors Program.

HON 301 HONORS JUNIOR SEMINAR IN MULTICULTURALISM
This seminar asks students to conduct research on complex issues related to multiculturalism. Topics may cover various dimensions of identity including 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. All students prepare research projects and participate in seminar discussions. Variable topics; please see the schedule for current offerings. This course meets the university’s requirement in multiculturalism and the Honors Program Junior Seminar requirement. PREREQUISITE(S): Open only to students in the University Honors Program.

HON 350 HONORS SENIOR SEMINAR
This course, which meets the capstone requirement for the Honors Program, fosters preparation for life-long learning. In a seminar setting, students explore a designated topic, develop related projects, and pursue work in an area defined by the Honors faculty member who designed the particular course. Seminars will be offered in broad interdisciplinary areas, allowing seniors to choose from diverse topics; please see the schedule for current offerings. Open only to students in the University Honors Program.

HON 351 HONORS SENIOR SEMINAR IN SERVICE LEARNING
This senior seminar, which meets the capstone requirement for the Honors Program, brings students into the community as they develop skills for lifelong learning. Students in this course explore theories of service and the relationship between altruism and activism as they consider the role that service will play in their lives after DePaul. Outside of class, students will devote a minimum of three hours each week to service work at one of the sites offered through the course. This course also meets the university’s Experiential Learning requirement for students who have not yet fulfilled this requirement. Open only to students in the University Honors Program.

HON 395 HONORS SENIOR THESIS
Honors students are encouraged to undertake a senior thesis, an independent interdisciplinary research project proposed by the student and carried out under the supervision of a faculty advisor. Students electing to complete a senior thesis must submit an application signed by a faculty director 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. Completion of the thesis project meets the capstone requirement for the Honors Program. Open only to students in the University Honors Program.

HON 397 HONORS STUDY TOUR I
Study tours with faculty leaders. Research, reflection, and writing on site-specific topics and issues. Variable topics. See the Schedule for current offerings. Open only to students in the University Honors Program.

HON 398 HONORS STUDY TOUR II
This course surveys the art of the ancient Americas (circa 1000 BCE-1520 AD), 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. Since most of these cultures did not use the written word, the class will also regularly raise questions of methodology in pre-Columbian scholarship. Cross-listed with LST 247.

**HAA 246 ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED WITH CTH 250 & LST 248, FORMERLY ART 248)**
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the 'New World' landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with CTH 250 and LST 248. Formerly ART 248.

**HAA 247 MODERN LATIN AMERICAN ART (CROSS-LISTED W/LST 249, FORMERLY 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 consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with LST 249. Formerly ART 249.

**HAA 260 AMERICAN ART (FORMERLY ART 335)**
This course examines American art (the British colonies and United States) from the colonial period to the mid-twentieth century. Works of art are examined both in relation to American social and cultural history and also as aesthetic objects. The overarching themes of the class include the "American-ness" of American art, the relationship between American and European art, the function and production of art, and the expanding definition of American expression through multicultural diversity. Formerly ART 335.

**HAA 263 HISTORY OF DESIGN (FORMERLY ART 373)**
A survey of the history of modern design (1500-present) as expressed in graphic, industrial, and the decorative arts. The aim of this class is to understand why designed objects look the way they do considering their history, function, style, use, and materials. Of special interest will be design's relationship to culture, to art history, and to media. Students will learn to identify historic styles and the work of important designers and illustrators and to a certain extent, the history of material culture. Readings and the first-hand examination of objects lead toward a final research project. Formerly ART 373.

**HAA 265 HISTORY OF PHOTOGRAPHY (FORMERLY ART 376)**
A survey of the major works, artists, and movements of photo history from photography's invention to the present day. Emphasis is placed on the major artists, subjects, and technical applications of the medium, as well as on the modernity of photography and its unique aesthetic qualities. This course will also consider the myriad purposes and social contexts for photography. The course examines a large range of techniques from the camera obscura to recent developments in printing. Actual photographs are studied in class, on campus, and in field trips to regional collections. The course involves major readings that ask students to consider the role of photography in relations to race, gender, and politics. Many of the photographs under consideration are American. Formerly ART 376.

**HAA 277 HISTORY OF CINEMA I, 1890 - 1945 (CROSS-LISTED WITH MCS 207 & DC 207)**
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. Cross-listed with MCS 207 & DC 207.
HAA 278 HISTORY OF CINEMA II, 1945 - 1975 (CROSS-LISTED WITH/MCS 208 & DC 208)
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. 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. Lab for film viewing required. Cross-listed with MCS
208 and DC 208.

HAA 279 HISTORY OF CINEMA III, 1975 - PRESENT (CROSS-LISTED W/MCS 209 & DC 209)
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. Cross-listed with MCS 209 & DC
209.

HAA 280 HISTORY OF PREMODERN ARCHITECTURE (FORMERLY ART 370)
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. Formerly ART 370.

HAA 281 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.
Formerly ART 371.

HAA 288 COMPARATIVE URBANISM (CROSS-LISTED W/GEO 233, FORMERLY ART 362)
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. This course is based in the Geography Department and is the equivalent of 200-level Art
History course. Cross-listed with GEO 233. Formerly ART 362.

HAA 297 SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE
This class focuses study on a specific topic from the history of world art.

HAA 299 INTRODUCTION TO ART HISTORICAL RESEARCH AND WRITING
The major must also take an introduction to research and writing in the field. This course will focus on one
specific area of art history, as determined by the faculty member teaching. The faculty member will introduce
the students to the methodological debates relevant to that research in the past and in the present. The focus
of the course will be to introduce students to the theoretical language of art history and to work on the
development of advanced critical thinking skills. This course prepares them for the advanced research work
required at the 200- and 300-levels. PREREQUISITE(S): For majors only

HAA 301 AFRICAN ARCHITECTURE (FORMERLY ART 347)
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 history and related disciplines. Formerly ART 347. PREREQUISITE(S):
Previous 100- or 200-level art history course or permission of instructor.

HAA 302 AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA
Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily
replacing previous art forms, this course investigates in what circumstances preexisting visual culture might
be integrated with the requirements and needs of Islam. This approach necessitates an understanding that
neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 310 TOPICS IN ART AND ARCHAEOLOGY (FORMERLY ART 346)
This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. This course is based in the Department of Anthropology and is the equivalent of a 300-level Art History course. Formerly ART 346. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

HAA 311 LATER JAPANESE PAINTINGS AND PRINTS
This course examines two main pictorial forms of Japan from the seventeenth century to the early twentieth century (the Edo, Meiji, and Taisho periods). Special attention is given to large-scale painting on folding screens and sliding doors for major temples, castles, and palaces, as well as the development of ukiyo-e (pictures of the floating world) in woodblock prints. In addition, we consider the transformation of painting and prints in the late nineteenth century with the opening of Japan and the introduction of Western influences. art history and related disciplines. PREREQUISITE(S): Previous 100- or 200-level art history course or permission of instructor.

HAA 331 ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE
This course will consider the Crusades from multiple perspectives (Byzantine, Latin, Muslim) and explore how politics, religion, and culture influenced the art of the medieval Mediterranean. The Crusades are analyzed in the broader context of pilgrimage, the search for the divine, and the desire to seize control of and purify holy sites. The course will focus on works of art created when the cultures of the Mediterranean came into both contact and conflict. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 332 ROMANESQUE ART AND ARCHITECTURE
Scholars in the nineteenth century designated Western European monuments, especially architecture and sculpture, created between the eleventh and twelfth centuries, as "Roman-like" in character or "Romanesque," in order to acknowledge certain linkages they perceived between the characteristics of this era's architectural and visual language and that of the distant Roman past. Recent scholarship has emphasized not only large-scale works of art, architecture and sculpture, crucial in an age of Pilgrimage and Crusades, but also small-scale works, such as illuminated manuscripts, metalwork, and coins and seals, as essential for an understanding of medieval visual culture. This class considers the broad spectrum of significant works of art produced during this period from shifting points of view, aesthetic or formalist toward function, agency, presentation and reception. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 333 GOTHIC ART AND ARCHITECTURE
This course examines the art, architecture, history and culture of the so-called Gothic era (12th-15th centuries), the age of the great European cathedrals. Reigning supreme in most of Europe in the 13th and 14th centuries, the Gothic style marks an era of unparalleled building activity and one of the most fertile and productive periods in the history of Western art. Special emphasis will be given to the aesthetic, structural, and spiritual aspects of cathedrals and other great churches and their contents, primarily in France and England, as reflections and embodiments of the sacred aspirations and devout character of the era. The artistic and architectural production (buildings, sculptures, illuminated manuscripts, paintings, sacred or liturgical objects, stained glass, etc.) of the period will be studied in its original context, with close attention paid to questions of social and political function, cultural meaning, and historical circumstance. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 334 ENGLISH ART AND ARCHITECTURE (FORMERLY ART 365)
This course considers painting, sculpture and architecture in England from Stonehenge to the modern period. It explores national identity, the monarchy, contested notions of church and state, colonization, and the influence of other nations' art. Until a few decades ago, Britain oversaw the largest empire the world had ever known (America itself was a colony, and speaks the language of the British). The oldest continuous monarchy in the world also witnessed the birth of a parliamentary system of government. The Industrial Revolution was born there. Throughout its history, though, the arts have had a complex existence. Reformation iconoclasts destroyed churches and sacred art, and native masters such as Hogarth, Turner, and Barbara Hepworth, stand beside emigre artists such as Holbein, Rubens, Van Dyck, and Whistler. Critical reading and writing lead to a substantial final research project. Formerly ART 365. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.
HAA 335 MICHELANGELO (FORMERLY ART 308)
This course examines the extraordinary life, times and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the Italian Renaissance, an age that witnessed a flourishing artistic, scientific and humanistic culture. During a career that spanned over seven decades, Michelangelo created famous lasting masterpieces, including the Vatican Pieta, David, Moses, the Sistine Chapel ceiling, and the papal church of St. Peter's. Who is this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and fashioned works that profoundly influenced Western civilization? How do his brilliant achievements define, express and illuminate the time, place and culture in which he lived? Drawing on a variety of primary and secondary sources, this course seeks to understand an eccentric artist whose dazzling aesthetic productivity left a lasting mark on the art of future generations up to the modern period. Formerly ART 308. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 340 PRINCIPAL THEMES IN 18TH-CENTURY ART (FORMERLY ART 352)
This course is intended to enrich the student's understanding of a fascinating and cosmopolitan period that tends to slip through the cracks of traditional Art History - namely, the transition zone between the Late Baroque and the emergent modernism of the 19th century, which takes place just before and after the "Great Divide" of the French Revolution of 1789. Building from a platform of European traditions that flowered in the 17th century, the course material explores an impressive body of painting & printmaking, sculpture & industrial arts, and architecture & planning, that was produced from the British Isles to imperial Russia, even, by way of addressing cross-disciplinary issues, for example: the diverse stylistic developments that start with the Rococo & Neoclassicism; artistic regionalism vis-a-vis internationalism; and the larger social & political arenas for which visual culture was produced in the Ages of Enlightenment and Revolution. Formerly ART 352. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 360 DUCHAMP AND DADAISM
With Picasso and Matisse, Marcel Duchamp (1887-1968) was among the most important artists of the modern era. Certainly, no other artist influenced contemporary art so significantly, and this class will examine his art, biography, and influence. Another focus will be the cultural movement known as Dadaism (1916-24), a delirious anti-art movement begun in Zurich, Switzerland, during the absurd, bloody First World War. After contextualizing Dada in relation to modern art, we will examine its manifestations in various world centers. Along the way, we will encounter the works of many of its most important figures. Besides the inherent value of looking closely at a cultural moment of an important historical figure, the study of Dadaism has special relevance because of its timeless iconoclasm and spirit of creative experimentation. Close readings of primary and secondary texts, as well as trips to area museums, culminate in a significant research project. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 363 ART & THE HOLOCAUST (FORMERLY ART 356)
This course explores the relationship of art and architecture to the development of National Socialist Germany and Nazi policies of genocide towards the European Jews. It deals with artists that resisted the Nazi rise to power, those that supported it, and those that were persecuted by the new state. In addition, we will look at a wide range of art, architecture and film produced from 1933-1945 which were mobilized as part of the radicalizing anti-Semitic policy. The central questions will be how does art intersect with one of the most criminal regimes in the modern period and what can we learn from an understanding of the political history of art during the period? The course will be lecture/discussion format and include a research paper. Formerly ART 356. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 365 ART SINCE 1975
This course will address visual art production of a global context from the end of the Vietnam War to the present. Taking postmodernism as its starting point, the nature of contemporary art practice will be examined as it is redefined by new technologies and media (such as video, installation, performance, and digital art), and through an investigation of critical theoretical models. Traditional media, such as painting and sculpture, will also be assessed as a crucial part of this shifting terrain. Major themes to be considered include questions of identity and subject formation, the relationship between art and its audience, changing notions of artistic value, and the impact of globalization. Throughout, students will be exposed to the issues and ideas relevant to cultural production today, while simultaneously developing the visual and conceptual tools for critically analyzing contemporary art. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

HAA 366 TOPICS ON WOMEN AND ART
This class considers both the history of women artists and representations of women from cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies, such as problems of biography for women artists, depictions of sexual violence in art, performing gender in visual images, feminist activist collaborations and gendered spaces (the
violence in art, performing gender in visual images, feminist activist collaborations and gendered spaces (the museum, cyberspace, architecture, etc.) Topics may vary term to term, depending on the instructor’s area of expertise. Formerly ART 381. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 367 FEMINISM & VISUAL CULTURE**
This course addresses how gender is inscribed in visual culture, whether in “fine art” or popular representations. Students will be introduced to a broad range of feminist methodologies, such as Marxism, Post-Colonial, Queer and Transnational theories, as well as semiotics, in order to interrogate representations of gender and investigate strategies of intervention. PREREQUISITE(S): Previous 100 or 200 level art history course of permission of instructor.

**HAA 370 CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE (FORMERLY ART 372)**
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. Formerly ART 372. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 371 HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO (FORMERLY ART 374)**
This course covers a selection of the jewels among the city’s architecturally significant Catholic churches and related sites of interest that date up to circa 1920. The class meets in a non-traditional time slot (in 3-hour afternoon sessions) in order to undertake the necessary field work, which is administered through the Catholic Studies Program and in partnership with CTH 201: Catholicism in Chicago.? This approach encourages us to think about the sacred buildings as extensions of the city’s history, while emphasizing the contributions of its various immigrant groups. By thus using architecture & architectural history as the armature of this course, the student is able to explore the fascinating interplays between art, history, religion & society, and come to terms with what culture does and signifies in one’s own milieu. (Offered jointly with Catholic Studies.) Formerly ART 374. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 373 KYOTO (WORLD CITIES)**
Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period. (Cities Minor)

**HAA 375 MEXICO CITY**
From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a “new Rome” dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 376 ROME**
Few cities in the world match Rome for its antiquity, imperial heritage, historic, religious and cultural importance, spectacular art and architecture, and rich urban landscape. Traditionally believed to have been founded by Romulus and Remus, descendents of Aeneas, in 753 BCE, and subsequently ruled by Etruscan kings, Rome's public buildings, communal baths, and fortifications suggest that Rome was urbanized as early as the 6C BCE. After the expulsion of their Etruscan monarchs, Romans established the Republic, which evolved into the Roman Empire when Octavian, grand nephew of Julius Caesar, became Augustus, Rome's first emperor, princeps or first citizen. Along with subsequent emperors determined to turn Rome into a magnificent city worthy to be the capital of a great empire, Augustus used architecture and the built environment as massive symbols of power, authority, and legitimacy, a lesson in public education embraced by the Catholic Church when the imperial pagan capital became the capital of Western Christendom and the seat of the papacy. This class explores the city of Rome from its ancient origins through the 17th century and focuses on the major art and architectural developments that define this unique urban space. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 378 HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)**
This class focuses on the city of Jerusalem. The uniqueness of Jerusalem stems from its status as a sacred place in Judaism, Christianity, and Islam. In this class we will explore the physical city of Jerusalem with its monuments, contested holy sites, and changing architecture. We will also analyze representations of the imagined heavenly Jerusalem, for which many believers intensely yearned. The class will focus on Jerusalem
from the 2nd through the 16th centuries: from its destruction by Roman armies to its last pre-modern construction phase during the Ottoman period. We will discuss how different religious groups mapped meaning and marked holiness in the urban fabric of Jerusalem. This class will consider some of the following issues: art and architecture, politics, religion, urban planning, and patronage. (Cities Minor) PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 379 PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES) (FORMERLY ART 366)**
This course is designed to explore the arts & architecture, and urban planning of Paris & vicinity, from the period of the Old Regime to ca. 1870. This span more or less coincides with the art historical periods from the Renaissance to early Impressionism. The course material weaves artistic works and projects into the greater cultural, political, and social fabric of the realm --- and includes, among other outstanding personalities, the towering impact of Vincent de Paul --- in order to expose the student to a variety of cross-disciplinary perspectives. Several class sessions are scheduled at the Art Institute of Chicago. (Cities Minor) Formerly ART 366. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 380 CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES) (FORMERLY ART 339)**
This course investigates contemporary historiographic debates and new archival evidence surrounding research on Chicago architecture and urbanism. In addition to participating in lectures/discussions of HAA 380, students also meet separately to discuss scholarly debates as well as their individual research proposals, as appropriate for graduate level work. (Cities Minor) Formerly ART 339. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 384 BERLIN: UNIFICATION/REUNIFICATION (WORLD CITIES) (FORMERLY ART 367)**
The influence of art and architecture on the development of Berlin from 1871 to the present. How major figures (from Bismarck to Kohl) and major events (from World Wars to the fall of the Berlin Wall) affected the city and its culture. (Cities Minor) Formerly ART 367. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 385 LONDON (WORLD CITIES) (FORMERLY HAA 368)**
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. (Cities Minor) Formerly ART 368. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 388 SPECIAL TOPICS IN GEOGRAPHY AND URBANISM (FORMERLY ART 349)**
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. This course is based in the Geography Department and is the equivalent of a 300-level Art History course. Formerly ART 349. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 391 MUSEUM STUDIES (FORMERLY ART 382)**
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. Formerly ART 382. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 395 INTERNSHIP**
To be arranged with the Career Center and in consultation with advisory. PREREQUISITE(S): Junior or senior standing in History of Art & Architecture.

**HAA 396 RESEARCH SEMINAR IN THE HISTORY OF ART & ARCHITECTURE (FORMERLY ART 398)**
Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills. Formerly ART 398. PREREQUISITE(S): Junior or senior standing in History of Art & Architecture.

**HAA 397 SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE**
Focused study on a specific topic from the history of World art. Formerly ART 397. PREREQUISITE(S): 100- or 200-level Art History Course or Instructor's Consent.

**HAA 398 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. PREREQUISITE(S): Permission.

**HAA 399 SENIOR CAPSTONE: ART HISTORICAL THEORY & METHODOLOGY**
An overview of theory and methods preparing advanced students for graduate work. The course addresses iconography, psychological theories, the image's relation to its documentation, feminist and social history and other currently debated issues. PREREQUISITE(S): Senior standing in History of Art and Architecture major. Juniors with instructor's permission may also enroll.

Hospitality Leadership

Undergraduate Course Descriptions - Current

**HSP 1 ETIQUETTE DINNER**
Learning appropriate behavior as an industry professional in a social or dining environment is a skill important to successful business interaction. Instructional sessions are used to convey expected behaviors in professional settings, culminating in a formal business dinner where students can practice learned skills. PREREQUISITE(S): SHL Major or Permission.

**HSP 2 DELIVERING GLOBAL HOSPITALITY SERVICE LEVELS**
Hospitality service is delivered differently in various cultures and levels, from quick service to fine dining, budget hotels to luxury suites, and basic meeting rooms to deluxe conventions and expositions. American, Asian and European service styles are explored. An emphasis is placed upon service styles of international cuisines and personal services. PREREQUISITE(S): HSP 1 or INTENDED OR DECLARED HSP MINOR

**HSP 3 HOSPITALITY COMMUNITY SERVICE**
To support the Vincentian mission of DePaul and to demonstrate mastery of hospitality concepts, students are to engage in one (1) community service event during his or her senior year on a voluntary basis. The event must be sponsored by a non-profit organization and the student is to contribute his or her hospitality knowledge and skills toward the production of the event. The event or organization sponsoring it does not have to be in the hospitality industry, but the activity must be hospitality in nature. (PREREQUISITE(S): Senior Standing or By Permission

**HSP 100 INTRODUCTION TO HOSPITALITY**
This course takes a survey perspective in introducing students to the global hospitality industry, its associations, organizations and businesses. This course provides an overview of the historical evolution and development of modern, lodging, food & beverage, private club, meetings & events, and other hospitality related industries. Current and future career opportunities are explored.

**HSP 101 INTRODUCTION TO GLOBAL TOURISM**
This course takes a cross-disciplinary approach to examine the many facets of tourism. Specific analysis of world travel destinations, customs and traditions, visitor attractions, political, religious and other cultural differences as these relate to the tourism industry will be over-viewed. This course evaluates tourism globally while identifying economic, socio-cultural, and environmental impacts on host destinations from the perspectives of the local communities as well as the traveler. The basic dimensions of sustainability, civic engagement, ethics, service and the historical perspective that are integral to the tourism industry will be covered from a social science perspective, in order to provide students with the kind of practical knowledge that can be applied in many fields of study. This course is intended for non-Commerce students and cannot be counted toward a major or minor in Hospitality Leadership.

**HSP 201 INTERNATIONAL HOSPITALITY SERVICE & EXPERIENCE MANAGEMENT**
The concepts of service, service delivery and service recovery in different cultural and geographic contexts are explored, including the full range from limited service through deluxe, the intentional decisions of management about what and how much service to offer, the quality of service, delivering service for rather than to someone, and how to transform a service event into a repeatable, memorable experience.

**HSP 202 HOSPITALITY BUSINESS OPERATIONS**
This course details key hospitality industry organizations and their business structures. Exploring the operations specific to hotels, restaurants, private clubs and the meeting & events segments will be the focus of this course. Current issues, trends and technologies within hospitality business operations specific to these segments will be evaluated and detailed.

**HSP 203 HOSPITALITY LEADERSHIP FORUM I**
The primary goal of the course is to move students towards the development and understanding of the foundations of leadership, differentiating leadership from management, and emphasizing the core traits and
other personal qualities required of successful hospitality leaders. The course further focuses on the importance of a leader's character, values and professionalism as the basis for ethical decision-making in an organizational context.

**HSP 204 HOSPITALITY LEADERSHIP FORUM II**
This course focuses on leadership skills needed to develop and promote effective teamwork. This course will cover concepts and theories regarding the leadership of teams while providing a backdrop of continuous increased self-knowledge and supportive development. The practical application of the theories covered in the course will be addressed and students will have the opportunity to develop hands-on team facilitation skills. **PREREQUISITE(S): HSP 203**

**HSP 206 HOSPITALITY RATIO & DATA ANALYSIS**
This course is designed to encourage and enable students to think creatively and critically about ratio data analysis as a tool in hospitality decision-making. Today many hospitality organizations are overwhelmed 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 hospitality decision-making. **PREREQUISITE(S): ACC 102**

**HSP 207 HOSPITALITY LAW & ETHICS**
Legal and ethical concepts in the hospitality industry are explored, including the structure of the American legal system, contract law, discrimination, product and property liability, and torts. Laws specific to the hospitality industry are introduced. Ethical perspectives are identified and applied to hospitality operations. Administrative law and government regulation of hospitality is also discussed.

**HSP 301 SERVICE LEADERSHIP SPEAKER SERIES I**
Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's junior year. **PREREQUISITE(S): Junior Standing**

**HSP 302 SERVICE LEADERSHIP SPEAKER SERIES II**
Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's senior year. **PREREQUISITE(S): Senior Standing**

**HSP 303 HOSPITALITY INTERNSHIP I**
This course is a supervised and structured industry learning experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, private clubs, convention centers, tourism offices, airports, airlines, spas or restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter. **PREREQUISITE(S): HSP 100, HSP 204 & Instructor Consent**

**HSP 304 HOSPITALITY INTERNSHIP II**
This course is a supervised and structured industry experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. This course reflects the importance of providing additional real-world job experience within a unique sector other than that experienced from the student's completion of their first internship. This course is designed to advance and contrast students experiences within both practica. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, clubs, convention centers, tourism offices, airports, airlines, spas and restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter. **PREREQUISITE: HSP 303 & Instructor Consent**

**HSP 320 CLUB MANAGEMENT**
This course explores the management of, and leadership roles within, private city, country, and athletic clubs. Topics include: the general manager function; organizational structure of clubs; the role of the board of directors; membership requirements; equity and non-equity clubs; tax-exempt clubs and nontax-exempt clubs; duties and leadership responsibilities of department heads in private clubs; governmental regulations; the future of clubs; and the relationship of private clubs to the hospitality industry. **PREREQUISITE(S): HSP 100 & HSP 202**

**HSP 321 FOOD PRODUCTION MANAGEMENT**
This laboratory-based course is an introduction to the basic principles of food production. Topics include culinary terminology, theory and application of food preparation techniques, food product identification and fabrication. **PREREQUISITE(S): ServSafe Manager Certification, Declared Club Management Concentration & Instructor Consent**
HSP 322 QUANTITY FOODSERVICE MANAGEMENT
Analysis of factors affecting quantity food production and service in the foodservice industry, emphasizing adherence to food quality and service, ethical evaluation of food products and commercial equipment, planning and coordinating food production activities for large groups, and the impact of operations upon environmental sustainability. PREREQUISITE(S): HSP 321, ServSafe Manager milestone, and declared in Club Management Concentration.

HSP 323 ADVANCED CLUB MANAGEMENT
An in-depth, international, comprehensive study and analysis of the senior club manager's role in operating a successful private club. Focused on advanced methods and issues including: career planning, club bylaws and rules, legal and ethical concerns, facility design and management, special enterprises within the club, break even and financial analysis, club feasibility and marketing, research interests, membership services, CCM certification and promotion/public relations. Case studies and a comparison of international approaches to managing clubs will be used to augment lectures and discussions. PREREQUISITE(S): HSP 320

HSP 330 FOODSERVICE MANAGEMENT
This course is designed to introduce the major components of food and beverage service management and to differentiate those components from management in other hospitality segments. The course focuses on management procedures, service styles and safety in food service operations. The course examines the basics of several types of restaurants, including independents and chains. Catering operations will also be addressed. PREREQUISITE(S): HSP 100 & HSP 202

HSP 331 FOODSERVICE PURCHASING
Details the standards of quality as applied to food, supplies and related products used in the foods industry. Provides methods and criteria for recognizing quality, evaluating, specifying, purchasing and inspecting these products. The use of technology in the purchasing component of the foodservice industry is detailed. PREREQUISITE(S): HSP 330 or HSP 339

HSP 332 BEVERAGE MANAGEMENT
This course is an overview of the commercial beverage industry. Emphasis is on management's role and responsibility in operating a facility serving alcoholic beverages. Principles and practices regarding the production, selection, purchasing, storage and service of beverage alcohol in the hospitality industry are detailed. PREREQUISITE(S): HSP 100 and HSP 202, ServSafe Alcohol Certification or TIPS milestone and legal drinking age by start of course.

HSP 333 INTERNATIONAL WINE EDUCATION & MANAGEMENT
The purpose of this course is to introduce students to the world of wine. The course emphasizes export shares and trends for significant producing counties and regions. The course further will focus on the processes of grape growing and the science that underlies the practical issues. The implications for wine-style, quality and costs of decisions taken at each stage of wine production will be covered. PREREQUISITE(S): Legal drinking age by start of course.

HSP 334 CONTRACT FOODSERVICE MANAGEMENT
This course focuses on the field of professional contract food management. Major corporations will be evaluated. The course will emphasize: contractor activities, types of management contracts, contracts versus commercial foodservice operations and the client liaison. PREREQUISITE(S): HSP 330 or HSP 339

HSP 339 NON-PROFIT FOODSERVICE MANAGEMENT
This course is designed to introduce the major components of food and beverage service management in non-profit foodservice operations such as at schools, soup kitchens, homeless shelters, disaster relief agencies, missions, etc., and to differentiate those components from for-profit organizations. The course focuses on management procedures, service styles and safety in non-profit food service operations.

HSP 340 LODGING PROPERTY MANAGEMENT
Practices and systems utilized in the operational management of the hotel, including front office, reservations, uniform service, and housekeeping areas. Coordination with F&B, catering, sales & marketing, and other departments are explored. Computer systems used as property management systems are introduced and discussed. PREREQUISITE(S): HSP 100 & HSP 202

HSP 341 RESORT & SPA MANAGEMENT
The range of resort and spa operations are explored and analyzed. Key topics unique to these geographic and programmatic settings are discussed, including issues in guest relations, the design of programs and amenities, the role of golf courses, tennis facilities, swimming pools and water sports, spas, the impact of operations upon environmental sustainability, and the importance of conference/meeting events in the resort industry. PREREQUISITE(S): HSP 100 and HSP 202.

HSP 342 TIME SHARE MANAGEMENT
The course focus is upon the concepts of timeshare management. Topics include historical background, development process, market analysis, exchange systems, ownership and calendar issues, ethical obligations, budgeting, and customer relations. PREREQUISITE(S): HSP 100 and HSP 202

HSP 343 CASINO MANAGEMENT
Explore the history and development of gaming, casino operations including slots, table games, sports and Internet betting, credit and casino accounting, casino hotels and casino foodservice, and the marketing of the core gaming products. A central focus will be on current trends as well as the primary management and financial elements unique to operating a casino.
PREREQUISITE(S): HSP 100 & HSP 202

HSP 349 NON-PROFIT ACCOMMODATION, SAFETY & SECURITY
This course is designed to introduce the major components of lodging management in non-profit operations such as at homeless shelters, battered women and children shelters, disaster relief agencies, missions, etc., and to differentiate those components from for-profit lodging organizations. Safety and security concerns of patrons, employees and volunteers in non-profit settings are also explored. The course focuses on management procedures, service styles, and safety in non-profit lodging operations.

HSP 350 MEETING MANAGEMENT
This course focuses on the fundamentals and core issues of meeting management. Development of meeting time-lines, checklists and request for proposals are covered. The course emphasizes meeting planning, budgeting, marketing, public relations, food and beverage and contract and lease negotiations.
PREREQUISITE(S): HSP 100 & HSP 202

HSP 351 DESTINATION MANAGEMENT
Provides a comprehensive coverage of worldwide tourism destinations, examining the basic principles of underlying the development of tourist demand, supply and transportation, together with a broad survey of world tourism by generating regions and by destination regions. The convention and visitors bureau (CVB) or local governmental tourism agency is discussed as an integral part of destination marketing and addresses its place and importance in the local hospitality industry and larger, general business community. Issues explored include organizational structure, financing, ethical decision-making, numerous audiences, impact upon environmental sustainability, and its sales and service missions. PREREQUISITE(S): HSP 100 and HSP 202.

HSP 352 SPECIAL EVENTS MANAGEMENT
This course examines the planning and execution of special events. It is designed to help hospitality leadership students learn the theories of event management with exposure to actual events and event planners. The student will learn how to formulate event strategies for destinations. The course will focus on planning, developing, managing, and implementing all types of events, such as entertainment events, corporate events, cultural events, sporting events and festivals. PREREQUISITE(S): HSP 100 and HSP 202

HSP 353 EXHIBITION MANAGEMENT
In this course students will concentrate on organizing, arranging and operating conventions, trade shows, and expositions. The course focuses on the modes and methods of sales used in booking conventions and trade shows, as well as the division of administrative responsibility in their operation. PREREQUISITE(S): HSP 100 and HSP 202

HSP 354 MEETING & EVENT RISK MANAGEMENT
This course introduces procedures to manage facilities and risk specific to the events industry. This knowledge is needed to protect guests from safety hazards and firms from loss of profits specific to this unique sector of hospitality. Topics covered include: health and safety, loss prevention and security, emergency preparedness and safeguards, program design and site management. PREREQUISITE(S): HSP 100 and HSP 202

HSP 355 ADVANCED MEETING MANAGEMENT
This course introduces advanced management and decision making specific to the events industry. Analysis of current issues and future trends in meeting, exhibition and event management and their impact on other sectors within the hospitality industry will be explored. PREREQUISITE(S): HSP 350

HSP 360 HOSPITALITY PRICING
Principles and practices involved in hospitality industry pricing strategies from economic, systems, marketing, distribution, and brand perspectives are explored. Topics include an introduction to yield management, technological trends, pricing theory, benchmarking and reporting matrices, transparency in group and transient market pricing, ethical pricing decisions and the impact upon environmental sustainability, hurdle rates, pricing fences, and the process of competitive analysis. Simulation hotel software is used.
PREREQUISITE(S): Concentration Completed and FIN 310
HSP 361 YIELD MANAGEMENT
Identify, exploit and secure opportunities for hotel revenue maximization. Current methodologies are explored along with the many ethical and legal issues associated with different pricing strategies. Particular emphasis is on optimization of pricing and capacity allocation decisions, impact upon environmental sustainability, constrained optimization, quantitative models of consumer behavior, demand forecasts, and market uncertainty. PREREQUISITE(S): HSP 360

HSP 362 GLOBAL DISTRIBUTION SYSTEMS
The evolution of the distribution of global hospitality and tourism products is explored. Distribution systems have become increasing complex and sophisticated, increasing the need for successful channel management. Topics include the integration of channels, the role of intermediaries, channel optimization, pricing integrity, product packaging the impact upon environmental sustainability, and the integration of marketing efforts in distribution outlets. PREREQUISITE(S): HSP 360

HSP 371 CUSTOMER RELATIONSHIP MANAGEMENT
Developing effective strategies for managing customer relationships is the focus of this course, including the active management of relationships through data analysis of customer demands, expectations, and needs. Topics include customer behaviors, expectations, creation and positioning of value, guest satisfaction, ethical service delivery, service quality and sustainable continuous improvement processes, technological applications and loyalty/reward programs. PREREQUISITE(S): Concentration Completed and MKT 310

HSP 372 GLOBAL HOSPITALITY BRAND MANAGEMENT
Learn to identify strategies and tactics in hospitality brand management, including brand concepts, brand equity, brand mapping, and differentiation. The focus is to explore and understand the importance of brands in hospitality, what brands mean to customers, and how brands should be managed. Students will develop an understanding of hospitality brand design, packaging, naming, profit and loss statements, and product strategies, including legal and global issues. Explore how marketing decisions regarding product policy, pricing, advertising or distribution are made when taking into account the impact on brand equity in the hospitality industry, plus information about how to build and maximize strong hospitality brands. PREREQUISITE(S): HSP 100, 202 and MKT 301

HSP 373 INTERNATIONAL HOSPITALITY FRANCHISING
This course examines franchising in the hospitality industry from both the franchiser and franchisee’s point of view. Students examine start-up, organization, franchiser/franchisee relations, cooperative marketing, legal issues, and daily operations in a variety of hospitality and tourism businesses. PREREQUISITE(S): HSP 100, HSP 202 and MKT 301

HSP 381 HOSPITALITY RISK MANAGEMENT
Introduces procedures to manage facilities and risk in the hospitality industries. This knowledge is needed to protect guests from safety hazards and firms from loss of profits. Examines risk management processes commonly used in the hospitality industry and their potential to protect physical, non-physical, financial and human assets, including the coverage of such issues as insurance, handling losses, safety, security, ethical decision-making, environmental sustainability, crisis management, and emergency procedures. PPREQUISITE(S): HSP 100 and HSP 202

HSP 382 MANAGING WITH HOSPITALITY UNIONS
Labor relations and collective bargaining relative to the hospitality industry and their uniqueness in the various segments are explored in this course. The course will focus on labor relation information specific to approaches used by unions to organize as well as methods used by management to combat organization. PREREQUISITE(S): MGT 300

HSP 398 SPECIAL TOPICS IN HOSPITALITY
Special Topics. Content and format of this course are variable. An in-depth study of current issues in hospitality. Subject matter will be indicated in class schedule. PREREQUISITE(S): As listed in class schedule.

HSP 399 INDEPENDENT STUDY
Available to students of demonstrated capability for intensive independent work in Hospitality Leadership. ent a y a ‘2 Hsk negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 310 TOPICS IN ART AND ARCHAEOLOGY (FORMERLY ART 346)
This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. This course is based in the Department of Anthropology and is the equivalent of a 300-level Art History course. Formerly ART 346. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.
HAA 311 LATER JAPANESE PAINTINGS AND PRINTS
This course examines two main pictorial forms of Japan from the seventeenth century to the early twentieth century (the Edo, Meiji, and Taisho periods). Special attention is given to large-scale painting on folding screens and sliding doors for major temples, castles, and palaces, as well as the development of ukiyo-e (pictures of the floating world) in woodblock prints. In addition, we consider the transformation of painting and prints in the late nineteenth century with the opening of Japan and the introduction of Western influences. Art history and related disciplines. PREREQUISITE(S): Previous 100- or 200-level art history course or permission of instructor.

HAA 331 ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE
This course will consider the Crusades from multiple perspectives (Byzantine, Latin, Muslim) and explore how politics, religion, and culture influenced the art of the medieval Mediterranean. The Crusades are analyzed in the broader context of pilgrimage, the search for the divine, and the desire to seize control of and purify holy sites. The course will focus on works of art created when the cultures of the Mediterranean came into both contact and conflict. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 332 ROMANESQUE ART AND ARCHITECTURE
Scholars in the nineteenth century designated Western European monuments, especially architecture and sculpture, created between the eleventh and twelfth centuries, as "Roman-like" in character or "Romanesque," in order to acknowledge certain linkages they perceived between the characteristics of this era's architectural and visual language and that of the distant Roman past. Recent scholarship has emphasized not only large-scale works of art, architecture and sculpture, crucial in an age of Pilgrimage and Crusades, but also small-scale works, such as illuminated manuscripts, metalwork, and coins and seals, as essential for an understanding of medieval visual culture. This class considers the broad spectrum of significant works of art produced during this period from shifting points of view, aesthetic or formalist toward function, agency, presentation and reception. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 333 GOTHIC ART AND ARCHITECTURE
This course examines the art, architecture, history and culture of the so-called Gothic era (12th-15th centuries), the age of the great European cathedrals. Reigning supreme in most of Europe in the 13th and 14th centuries, the Gothic style marks an era of unparalleled building activity and one of the most fertile and productive periods in the history of Western art. Special emphasis will be given to the aesthetic, structural, and spiritual aspects of cathedrals and other great churches and their contents, primarily in France and England, as reflections and embodiments of the sacred aspirations and devout character of the era. The artistic and architectural production (buildings, sculptures, illuminated manuscripts, paintings, sacred or liturgical objects, stained glass, etc.) of the period will be studied in its original context, with close attention paid to questions of social and political function, cultural meaning, and historical circumstance. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 334 ENGLISH ART AND ARCHITECTURE (FORMERLY ART 365)
This course considers painting, sculpture and architecture in England from Stonehenge to the modern period. It explores national identity, the monarchy, contested notions of church and state, colonization, and the influence of other nations' art. Until a few decades ago, Britain oversaw the largest empire the world had ever known (America itself was a colony, and speaks the language of the British). The oldest continuous monarchy in the world also witnessed the birth of a parliamentary system of government. The Industrial Revolution was born there. Throughout its history, though, the arts have had a complex existence. Reformation iconoclasts destroyed churches and sacred art, and native masters such as Hogarth, Turner, and Barbara Hepworth, stand beside emigre artists such as Holbein, Rubens, Van Dyck, and Whistler. Critical reading and writing lead to a substantial final research project. Formerly ART 365. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 335 MICHELANGELO (FORMERLY ART 308)
This course examines the extraordinary life, times and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the Italian Renaissance, an age that witnessed a flourishing artistic, scientific and humanistic culture. During a career that spanned over seven decades, Michelangelo created famous lasting masterpieces, including the Vatican Pieta, David, Moses, the Sistine Chapel ceiling, and the papal church of St. Peter's. Who is this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and fashioned works that profoundly influenced Western civilization? How do his brilliant achievements define, express and illuminate the time, place and culture in which he lived? Drawing on a variety of primary and secondary sources, this course seeks to understand an eccentric artist whose dazzling aesthetic productivity left a lasting mark on the art of future generations up to the modern period.
HAA 340 PRINCIPAL THEMES IN 18TH-CENTURY ART (FORMERLY ART 352)
This course is intended to enrich the student's understanding of a fascinating and cosmopolitan period that tends to slip through the cracks of traditional Art History - namely, the transition zone between the Late Baroque and the emergent modernism of the 19th century, which takes place just before and after the "Great Divide" of the French Revolution of 1789. Building from a platform of European traditions that flowered in the 17th century, the course material explores an impressive body of painting & printmaking, sculpture & industrial arts, and architecture & planning, that was produced from the British Isles to imperial Russia, even, by way of addressing cross-disciplinary issues, for example: the diverse stylistic developments that start with the Rococo & Neoclassicism; artistic regionalism vis-a-vis internationalism; and the larger social & political arenas for which visual culture was produced in the Ages of Enlightenment and Revolution. Formerly ART 352. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 360 DUCHAMP AND DADAISM
With Picasso and Matisse, Marcel Duchamp (1887-1968) was among the most important artists of the modern era. Certainly, no other artist influenced contemporary art so significantly, and this class will examine his art, biography, and influence. Another focus will be the cultural movement known as Dadaism (1916-24), a delirious anti-art movement begun in Zurich, Switzerland, during the absurd, bloody First World War. After contextualizing Dada in relation to modern art, we will examine its manifestations in various world centers. Along the way, we will encounter the works of many of its most important figures. Besides the inherent value of looking closely at cultural moment of an important historical figure, the study of Dadaism has special relevance because of its timeless iconoclasm and spirit of creative experimentation. Close readings of primary and secondary texts, as well as trips to area museums, culminate in a significant research project. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 363 ART & THE HOLOCAUST (FORMERLY ART 356)
This course explores the relationship of art and architecture to the development of National Socialist Germany and Nazi policies of genocide towards the European Jews. It deals with artists that resisted the Nazi rise to power, those that supported it, and those that were persecuted by the new state. In addition, we will look at a wide range of art, architecture and film produced from 1933-1945 which were mobilized as part of the radicalizing anti-Semitic policy. The central questions will be how does art intersect with one of the most criminal regimes in the modern period and what can we learn from an understanding of the political history of art during the period? The course will be lecture/discussion format and include a research paper. Formerly ART 356. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 365 ART SINCE 1975
This course will address visual art production of a global context from the end of the Vietnam War to the present. Taking postmodernism as its starting point, the nature of contemporary art practice will be examined as it is redefined by new technologies and media (such as video, installation, performance, and digital art), and through an investigation of critical theoretical models. Traditional media, such as painting and sculpture, will also be assessed as a crucial part of this shifting terrain. Major themes to be considered include questions of identity and subject formation, the relationship between art and its audience, changing notions of artistic value, and the impact of globalization. Throughout, students will be exposed to the issues and ideas relevant to cultural production today, while simultaneously developing the visual and conceptual tools for critically analyzing contemporary art. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

HAA 366 TOPICS ON WOMEN AND ART
This class considers both the history of women artists and representations of women from cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies, such as problems of biography for women artists, depictions of sexual violence in art, performing gender in visual images, feminist activist collaborations and gendered spaces (the museum, cyberspace, architecture, etc.) Topics may vary term to term, depending on the instructor's area of expertise. Formerly ART 381. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 367 FEMINISM & VISUAL CULTURE
This course addresses how gender is inscribed in visual culture, whether in “fine art” or popular representations. Students will be introduced to a broad range of feminist methodologies, such as Marxism, Post-Colonial, queer and Transnational theories, as well as semiotics, in order to interrogate representations of gender and investigate strategies of intervention. PREREQUISITE(S): Previous 100 or 200 level art history course of permission of instructor.
HAA 370 CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE (FORMERLY ART 372)
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. Formerly ART 372. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 371 HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO (FORMERLY ART 374)
This course covers a selection of the jewels among the city’s architecturally significant Catholic churches and related sites of interest that date up to circa 1920. The class meets in a non-traditional time slot (in 3-hour afternoon sessions) in order to undertake the necessary field work, which is administered through the Catholic Studies Program and in partnership with CTH 201: ?Catholicism in Chicago.? This approach encourages us to think about the sacred buildings as extensions of the city’s history, while emphasizing the contributions of its various immigrant groups. By thus using architecture & architectural history as the armature of this course, the student is able to explore the fascinating interplays between art, history, religion & society, and come to terms with what culture does and signifies in one’s own milieu. (Offered jointly with Catholic Studies). Formerly ART 374. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 373 KYOTO (WORLD CITIES)
Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period. (Cities Minor)

HAA 375 MEXICO CITY
From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 376 ROME
Few cities in the world match Rome for its antiquity, imperial heritage, historic, religious and cultural importance, spectacular art and architecture, and rich urban landscape. Traditionally believed to have been founded by Romulus and Remus, descendents of Aeneas, in 753 BCE, and subsequently ruled by Etruscan kings, Rome’s public buildings, communal baths, and fortifications suggest that Rome was urbanized as early as the 6C BCE. After the expulsion of their Etruscan monarchs, Romans established the Republic, which evolved into the Roman Empire when Octavian, grand nephew of Julius Caesar, became Augustus, Rome’s first emperor, princeps or first citizen. Along with subsequent emperors determined to turn Rome into a magnificent city worthy to be the capital of a great empire, Augustus used architecture and the built environment as massive symbols of power, authority, and legitimacy, a lesson in public education embraced by the Catholic Church when the imperial pagan capital became the capital of Western Christendom and the seat of the papacy. This class explores the city of Rome from its ancient origins through the 17th century and focuses on the major art and architectural developments that define this unique urban space. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 378 HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)
This class focuses on the city of Jerusalem. The uniqueness of Jerusalem stems from its status as a sacred place in Judaism, Christianity, and Islam. In this class we will explore the physical city of Jerusalem with its monuments, contested holy sites, and changing architecture. We will also analyze representations of the imagined heavenly Jerusalem, for which many believers intensely yearned. The class will focus on Jerusalem from the 2nd through the 16th centuries: from its destruction by Roman armies to its last pre-modern construction phase during the Ottoman period. We will discuss how different religious groups mapped meaning and marked holiness in the urban fabric of Jerusalem. This class will consider some of the following issues: art and architecture, politics, religion, urban planning, and patronage. (Cities Minor) PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

HAA 379 PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES) (FORMERLY ART 366)
This course is designed to explore the arts & architecture, and urban planning of Paris & vicinity, from the period of the Old Regime to ca. 1870. This span more or less coincides with the art historical periods from the Renaissance to early Impressionism. The course material weaves artistic works and projects into the greater cultural, political, and social fabric of the realm --- and includes, among other outstanding personalities, the
towering impact of Vincent de Paul --- in order to expose the student to a variety of cross-disciplinary perspectives. Several class sessions are scheduled at the Art Institute of Chicago. (Cities Minor) Formerly ART 366. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 380 CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES) (FORMERLY ART 339)**
This course investigates contemporary historiographic debates and new archival evidence surrounding research on Chicago architecture and urbanism. In addition to participating in lectures/discussions of HAA 380, students also meet separately to discuss scholarly debates as well as their individual research proposals, as appropriate for graduate level work. (Cities Minor) Formerly ART 339. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 384 BERLIN: UNIFICATION/REUNIFICATION (WORLD CITIES) (FORMERLY ART 367)**
The influence of art and architecture on the development of Berlin from 1871 to the present. How major figures (from Bismarck to Kohl) and major events (from World Wars to the fall of the Berlin Wall) affected the city and its culture. (Cities Minor) Formerly ART 367. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 385 LONDON (WORLD CITIES) (FORMERLY HAA 368)**
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. (Cities Minor) Formerly ART 368. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 388 SPECIAL TOPICS IN GEOGRAPHY AND URBANISM (FORMERLY ART 349)**
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. This course is based in the Geography Department and is the equivalent of a 300-level Art History course. Formerly ART 349. PREREQUISITE(S): Previous 100 or 200 level art history course or permission of instructor.

**HAA 391 MUSEUM STUDIES (FORMERLY ART 382)**
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. Formerly ART 382. PREREQUISITE(S): 100 or 200 level art history course or permission of instructor.

**HAA 395 INTERNSHIP**
To be arranged with the Career Center and in consultation with advisory. PREREQUISITE(S): Junior or senior standing in History of Art & Architecture.

**HAA 396 RESEARCH SEMINAR IN THE HISTORY OF ART & ARCHITECTURE (FORMERLY ART 398)**
Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills. Formerly ART 398. PREREQUISITE(S): Junior or senior standing in History of Art & Architecture.

**HAA 397 SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE**
Focused study on a specific topic from the history of World art. Formerly ART 397. PREREQUISITE(S): 100- or 200-level Art History Course or Instructor's Consent.

**HAA 398 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. PREREQUISITE(S): Permission.

**HAA 399 SENIOR CAPSTONE: ART HISTORICAL THEORY & METHODOLOGY**
An overview of theory and methods preparing advanced students for graduate work. The course addresses iconography, psychological theories, the image's relation to its documentation, feminist and social history and other currently debated issues. PREREQUISITE(S): Senior standing in History of Art and Architecture major. Juniors with instructor's permission may also enroll.

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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 comps). Faculty: Miriam Ben-Yoseph

HC 104 UNDERSTANDING AND MANAGING EMPLOYEE RIGHTS
Management has become increasingly complex as the employment relationship has evolved over the past several decades. With the proliferation of alternative work arrangements such as flextime and telecommuting combined with increased employee diversity, understanding the regulatory underpinnings of the employment relationship has become essential in managing employee rights in the workplace. This class will explore the cultural, historic, legislative, and judicial development of employee rights in the workplace, closely examine several of the core laws, discuss the consequences of noncompliance, and identify key compliance strategies that are essential to managers as well as to human resources professionals. Competences: H4, H1X, H2X, FX. Faculty: Bob Breving & Gary Miller

HC 105 ALL ABOUT ME: UNDERSTANDING ONESELF THROUGH JOURNALING
It is said that keeping a journal can be good for your health. James W. Pennebaker, chair of the department of Psychology at the University of Texas, has discovered the link between expressive writing and health benefits. He states that "Research suggests that when people journal, improvements in physical and psychological health can be a result."

The goal of this class is to teach students the elements of journal writing, allow them to acknowledge and react to personal experiences and enable them to think clearly about these experiences. Students will be engaged in individual as well as group activities to accomplish this goal. Journaling on a continued basis might help students reduce stress and improve social relationships as they write and analyze certain experiences in their lives. Competences: H3C, FX, A1X. Faculty: Tranita Jackson

HC 106 LEADERSHIP AND MANAGEMENT IN A GLOBAL ENVIRONMENT
Global systems, structures, and movements impact every aspect of life in Africa and in the Church. Effective leaders and managers are able to take a global perspective on their local work. This course will build the students' competencies in analyzing various aspects of globalization (e.g., economic and cultural globalization) and their impact on Africa. They will also examine how globalization will affect their future ministries. Each student will design and complete an independent learning project for their Focus Area in which they will create strategies to address some aspect of the impact of globalization on their future ministry. Through this course, therefore, students will develop and demonstrate their competence to analyze issues and problems from a global perspective and to create strategies to address the impact of globalization on ministry. (2 competencies) Competences: H5, FX

HC 107 MANAGING EMOTIONS IN DIFFICULT TIMES
Though we look forward to holidays and special occasions, they often present challenges in managing our emotions. The occasions for stress and disappointment, as well as peace and joy, abound, requiring us to practice self-awareness, self-management, and relationship management at home and at work. This course will introduce a framework of emotional intelligence and provide opportunities for participants to assess their emotional intelligence and improve it through reading, discussion, role-play, and film analysis. Competences: FX, H3X, H2X, A3X. Faculty: Donna Younger

HC 108 BREATHING WITH TWO LUNGS: AN INTRODUCTION TO THE EASTERN CATHOLIC
**MIDWINTER RITUALS**

This course uses methods of comparative religion and cultural anthropology to explore the specific manifestation of religious, ethnic and family traditions during the winter season of the northern hemisphere. The similarities between the winter celebrations of Christmas, Hanukkah, Hogmanay, Diwali, Soyal, Las Posadas, Zagmuk, Loi Krathong, Santa Lucia’s Day, Saturnalia, Yule and (more recently) Kwanzaa have been noted by scholars and laypersons alike. In some way, all these ritually based festivals relate to the common astronomical fact of the winter solstice - the shortest day and longest night of the year and the slow "return of the light" to the world. Can only be taken for one competence. Competences:H1E, H2X, A3X . Faculty: Rebecca Armstrong

**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 121 THE US ROLE IN A CHANGING WORLD**
The Post-Cold War international structure, shifting economic alliances and power, and the emergence of nationalistic movements throughout the world are among the issues confronting the United States at the beginning of the 21st Century. This course will examine America’s strategic role in this changing world environment and the attitudes that underlie American foreign policy decisions and will help students reflect on the global changes, assess national priorities, and decide for themselves the role the United States should play in the world today. Competences: H1X, H2E, H5, FX. Faculty: Kevin Kirberg

**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**
Because of the roles they play in influencing the lives of individuals and organizations, leaders bear a greater obligation to manage themselves and their relationships with insight and sensitivity. This course will examine the attributes of effective leaders in various settings and how they have drawn on skills of emotional intelligence to support their success. In addition, participants will identify their leadership qualities and strategies for developing them at work and beyond. Course readings and activities are drawn primarily from texts by Richard Boyatzis and colleagues that illuminate the relationship between emotional intelligence and leadership. The course is designed to address (1) the theory and practice of leadership and (2) the attributes and aspirations of course participants in their roles as leaders. Beyond the close examination of the Boyatzis leadership model, other primary models of leadership will be reviewed. Course activities will include discussion, presentations by participant leaders, film excerpts, and exercises. Competences: A3X, H2X, H3X, FX. Faculty: Donna Younger

**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 CIVIL WAR AND CIVIL RIGHTS: A COMPLEX LEGACY
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. Among the key issues we will address are (1) the ongoing debate regarding states' rights (2) the impact of southern regionalism on American culture (3) contemporary civil rights and their links to the past. Competencies: H1E, H1F, H2A, H4. 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, H1X, H2X. Faculty: Jean Richine

HC 135 TOOLS FOR TOMORROW'S LEADERS
Effective leadership in the 21st century requires knowledge of a variety of concepts and practices. Theories and principles from past and present leaders influence how leaders of tomorrow will succeed. Business, political, and religious settings require solid leaders with great awareness of knowledge and practices that have created proven results. These settings require perspectives that will contribute to the success of the organization. Aspiring leaders draw inspiration from lessons learned in the past; these leaders then need to translate those lessons into solid contemporary practices for their organization. This course provides a critical analysis of historic writers and thinkers. Examining leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through discussion, reflection, and exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Plato, Sophocles, Aristotle and Aeschylus will allow students to bring the works of these early thinkers to their current leadership situations. Competencies: A1X, H1X, H3X, FX. Faculty: Lori Neblung

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 A LIVING MOVEMENT: TOWARD A WORLD OF PEACE, SOLIDARITY AND JUSTICE
How can we make sense of the enormous changes taking place in our world? From the Egyptian victory to overthrow a dictator to the struggle of Wisconsin union members, non-violent actions are spurring more peace, solidarity and justice. How do we take part in building a movement of peace, solidarity and justice? Join the Living Movement course and travel to Memphis, TN for a joint conference of the Peace and Justice Studies Association and the Gandhi-King Conference. Over 1,000 people will attend to share stories from the front lines of the struggles for peace and justice and listen to evidence from scholars on the victories of non-violent action. Meet national leaders and network with activists from all over the country. Space limited so
register early. Besides DePaul registration, additional expenses include: hotel for 2 nights, food, travel, conference registration. See peacejusticestudies.org or gandhi/king.org for more information. This is a one competence course: A3X, H1X, or H4. Faculty: Maureen Dolan, mdolan1@depaul.edu

**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. Competencies: H1C, H1F, H2F, H4. Pre-1999 Competencies: A3X, H1X, or H4. Faculty: Maureen Dolan, mdolan1@depaul.edu

**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 COACHING FOR PERSONAL DEVELOPMENT AND PROFESSIONAL EFFECTIVENESS**
Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has 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. 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 concepts of coaching for personal development and professional effectiveness. Competencies: H3X, FX, L7 Students may register for only one competency in this five week course. Faculty: Peggy St. John

**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: H2A, H3X, FX.

**HC 143 AMERICAN WARS: ILLUSIONS AND REALITIES**
This course will examine the myths and realities of American wars from a number of different perspectives, and will evaluate the means by which misconceptions about war enhance or threaten American values.
Specific areas of study will include the benefits and risks of foreign intervention, the impact of war on aggressor and victim, the role of the media, environmental effects, and rationalizations for and against war. The emphasis for each study area will be the contrast between generally accepted beliefs and the consensus of reputable, diverse sources. Readings from pro- and anti-war and centrist sources will be considered. Students in this course will be required to participate through selected readings, brief reports on those readings, and class discussions. Each student will choose a specific topic of interest for individualized study, which will entail research and writing, a multimedia class presentation, and an effort to publish the work on one of a number of selected websites. Competences: A3C, H1F, H5, FX. Faculty: Paul Buchheit

HC 144 DEMOCRACY IN EVERYDAY LIFE
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 AMERICAN CULTURE IN 2010
Is there an American cultural identity that is distinct, or is the notion of “American culture” obsolete? There are more than 100 scholarly definitions of culture and most agree that culture depends on shared beliefs, values, and symbols and provides a means for people to both adapt to and manage the world within which they live. In an increasingly diverse United States, what beliefs and values do its inhabitants share? Have these attributes changed significantly in the past several years so that “American culture” is being redefined? This course will examine the ways that American Culture is perceived and shaped by its inhabitants and how changes in technology, global relationships, and immigration challenge us to clarify it for ourselves and others. Competences: A3X, H1X, S3F, H4. Faculty: Robert Mills

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: Donna Younger & Wendy Yanow

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 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 PROJECT MANAGEMENT: TOOLS AND TECHNIQUES
This course seeks the following learning goals: project definition and task organization, project risk management, project task estimation and schedules, and potential cultural issues when working with project members from other cultures. Competences: H3D, H3B, FX. Faculty: David Lash

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 ETHNIC 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 155 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 156 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 fiscality,
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 FACILITATION SKILLS FOR ORGANIZATIONAL LEARNING
Good facilitators know that really connecting with other people is the secret to powerful and effective meetings and training. In this course, we will examine the nature of engagement and the skills and strategies that facilitators use to involve other people meaningfully in these events. Specific topics will include: matching facilitation skills to event purpose and context, creating learning environments conducive to facilitation, application of a variety of facilitation skills in small and large group settings, using technology to complement facilitation. Class sessions will be devoted to examining and critiquing facilitation scenarios, practicing facilitation skills, and applying principles and strategies of facilitation to class participants' real life situations. 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 CHINA: VOICES OF A SOCIAL REVOLUTION
The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. Competences: A3F,
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 CHINA: MONEY, POWER AND THE 21ST CENTURY
The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. These changes are having a worldwide impact upon economics, trade and the new world order. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. Competencies: H5, A3F, H1C, H3I. Faculty: Mark Enebach

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 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 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 THE PSYCHOLOGY OF CYBERSPACE
The primary focus of this course will be the examination of the cultural and psychological elements of cyberspace communication, with a specific focus on the internet. Students taking this course will be able to reflect on and engage in informed discourse regarding the cultural and psychological elements of the internet as well as gender specific differences in cyberspace behavior. Students should expect to use the internet themselves to gather information for this hybrid course. Competences: H2X, H3X, H3A, H2G. Faculty: Michael McMillan

HC 171 ORGANIZATIONAL CULTURE IN ACTION
What is organizational culture? Culture is the way things are done in the organization, and is a system of shared symbols and is a variable that focuses on causality. In this course, you will examine what organizational culture is and how knowledge of culture provides a way for gathering information to help leaders/managers improve organizational performances. This course provides a hands-on approach to learning to "read" organizational cultures and using that cultural knowledge in symbolic management, training, organizational change, building effective teams, supporting diversity, and unleashing creativity. In terms of cultural analysis, through this course, you will be introduced to qualitative research methods, field observation, interviewing, qualitative surveys, content analysis, and other methods of textual analysis. The textbook is an applied workbook to supplement and apply organizational theory. It answers two central
questions: How to understand the intangible culture that is so important to working in an organization; and how to use this cultural information once understand it. Finally, you will have a chance to transform theories into practice. Competences: L7, H1B, A3X, H4, FX. Faculty: Kumiko Watanuki

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 HUMAN RIGHTS IN BUSINESS AND SOCIETY
Students study the history of human rights development as they emerged from religious belief, philosophical visions of natural law, social structures and legal systems. Students will also examine opposition to human rights over the centuries when rights threatened traditional patterns of authority, prejudices, vested interests, customs and claims of national sovereignty. Study then shifts to recent human rights documents beginning with the Universal Declaration of Human Rights in 1948. The racism convention is studied as the case study with focus on its application and lack of in the U.S. and Chicago. Students then apply knowledge from the case study to examine human rights work performed by a local NGO, by a local company or by their community. The course concludes with current human rights advances in corporations, governments and NGOs. Competences: H5, H2B, FX. Faculty: Patricia Szczzerba

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 PEOPLE, PROCESS AND ORGANIZATIONAL DEVELOPMENT
Healthy, successful organizations, like healthy, successful people, continue to grow and develop across the life span. This course will examine ways organizations can design processes and cultivate human potential to ensure that they renew themselves and remain ready to embrace opportunity and respond to change. Participants will work with case studies and scenarios from their own work contexts to develop competence. Competences: FX, H2X, H3X, L7. Faculty: David Steiger

HC 177 PRACTICAL CONSULTING: THEORY, SKILLS AND APPLICATION
If you were to look for the definition of “consultant,” chances are good that it would suggest that a consultant is an individual who provides professional services. What does this mean? To whom does one provide professional services? What kind of services? In this course, students will learn the definition of consultant, the various models and theories behind the profession, as well as the practical skills necessary to engage in a consulting relationship. Students will work individually and collaboratively in practicing how to “contract,” gather data, diagnose, give feedback and close the consulting relationship, all while learning the theories and underlying assumption behind consulting, no matter what type of “professional service” you are providing or for whom. By the end of this course you will have gained a greater understanding of organizational life, collaborative learning, yourself as a professional service provider, and be able to not only practice, but be a consumer of consulting services. L7, H2X, H3X, FX

HC 178 GENDER AT WORK
From the days of hunters and gatherers our world has been organized by gender expectations. While these
gender roles have evolved over time, women and men today still struggle to meet these expectations and they have largely defined who we are for centuries. We have more choices and freedom to renegotiate and transcend these roles now than at any other time in history, and yet they still impact every aspect of our lives. This course will explore how gender can influence communication patterns, leadership styles, negotiation skills, conflict styles, work/life balance expectations, relationships and a multitude of other aspects of our life at work and at home. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience. Competences: FX, H3B, H4, L7. Faculty: Elisabeth Lindsay-Ryan

**HC 179 ECONOMIC INEQUALITY: THE ROLE AND RESPONSIBILITY OF BUSINESS**
This course will examine the role of corporations in the growth of economic inequality in the United States and the world. Inequality changes in the U.S. and various other countries will be correlated with the economic, political, educational, geographical, and historical trends that may have affected incomes and standards of living since the beginning of the 20th century. Likely causes relevant to corporate strategies, especially over the past quarter-century, will be investigated, and possible solutions will be considered. Competences: A3C, FX, H4, H5. Faculty: Paul Buchheit.

**HC 180 MEANINGFUL WORK MEANINGFUL LIFE**
Our lives and our work are inextricably linked - regardless of how we define work. "Work" may be defined as a paid job, volunteer activities, family and home occupations, educational ventures or other productive endeavors. In addition, over time our lives and work activities inevitably change, develop and take on meaning and relevance in ways that are not always intentional or foreseeable. These changes can and do influence our identity and how we "do" our work. In this course we will explore some elements of social psychology and how and why we derive identity and meaning from the varieties of work in which we are engaged. The genesis of learning in this course will be an examination of stages of development of individuals, workers in diverse settings and organizations. From these origins we will explore how we make and derive meaning from all of these sources of identity. Competences: A3D, H2X, H3C, FX. Faculty: Peggy St. John and Christine Hayda

**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 veryday 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 HUMAN RIGHTS AROUND THE WORLD AND IN CHICAGO**
This course begins with a study of the evolution of human rights from religious belief and includes the opposition to human rights when they threaten traditional authority, vested interests, etc. Major human rights conventions will be studied and the Convention against All Forms of Racial Discrimination (ICERD) is utilized as the case study for current human rights work. Students will study how this convention to eliminate racial discrimination is being implemented in the US and in Chicago today, explore how NGOs are working for human rights, and assess how corporations are implementing human rights within their workforce. Competencies: H5, H2B, FX written by student. Faculty: Patricia Szczerba

**HC 183 BEAUTY POLITICS IN CULTURAL CONTEXT**
How can we celebrate our different skin tones, body sizes, hair textures, and cultures, and yet still acknowledge our similarities? How can hair/body stories help us better to understand each other and ourselves? Are hair and body stories cultural legacies or scholarship? This course exposes students to the complex ways the body is portrayed, (mis)understood, and celebrated worldwide and will focus on constructions of Black hair and the Black body in media of the 20th and 21st century. Ever wonder why we are still talking about ?good hair,? if Black people tan or what is up with that white girl/guy with dreads? The course combines readings, personal anecdotes, media (including movies, videos, advertisements, music, poems, and online media), and applied research about the body and its extremities (such as hair). Here we will also analyze the body and its performance of sexualities and identities in the context of the production of culture and social relation. A critique of the readings and media representations will afford students the opportunity to explore alternatives to conventional materialist, consumerist, and constructed binary approaches to the body. By exploring their own hair/body stories students encounter dynamic resolutions and celebrations at the individual level. Competencies: A1I, H2G, H3B, H4. Faculty: Regina Spellers-Sims

**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: H1F, H4, H5, A3C. Faculty: Lourdes 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: H1F, H1X, H5, A3E. Instructor: 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: H2A, H3B, H4, A1D

**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. Competences: S3X, H5, H3X, FX, A3C. Faculty: Staff

**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, Cuban and Central and South Americans that have become a vital part of Chicago? economic, political and cultural life. This class will explore these Latinos? diverse histories and experiences of migration, as well as their journey in establishing a sense of place and home in Chicago. We will also study the social, economic and political history of Latino Chicago as well as current issues relevant to the community, such as housing, education and health care. Some of the questions we will pursue in this course include, but are not limited to the following. 1) What are the historical roots of Latino migration to the U.S. and Chicago? 2) Have Latinos been able to maintain their culture and identity while living in Chicago? 3) How have Latinos fared with respect to issues concerning housing, education, employment and health? In this course, we will learn about the concepts of race, class and gender and how these intersect to shape Chicago Latinos? experiences. While we will learn about the inequities that Latinos have experienced, we will also explore this community? struggles for social justice and its efforts to create a voice for itself in Chicago. We will conclude this course by exploring how Latinos/as are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness and justice. For example, we will explore some of the cultural and political projects of this community and the many groups that comprise it. We will learn about these themes and address questions through readings, class lectures and discussions, guest lectures, documentary films and field trips. Field trips to Latino Chicago communities such as Pilsen and Humboldt Park will take place during class time. Competences: H1F, H4, H5, FX. Faculty: Lourdes Rocha
HC 190 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. Competences: H4, H-1-F, H-2-F, H-2-G. Faculty: R. Craig Sautter

HC 192 HOW, WHAT AND WHY WE EAT: THE ART, SCIENCE AND PSYCHOLOGY OF FOOD
We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one's cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment. Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, obesity and eating disorders. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat. This experiential class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills. Competences: A1F, H2G, H3F, S3B, FX (should have Faculty Mentor approval to register for this competence). Faculty: Joan Cantwell

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 ORGANIZATIONAL COMMUNICATION: PERSPECTIVES AND TRENDS
The study of organizational communication can be important to you for it can improve your understanding or organizational life, provides you with an awareness of important communication skills in organizations, and perhaps starts you on a path to a career in the field. Organizational communication is a complex and continuous process through which organizational members create, maintain, and change the organization.
HC 195 GRANDPARENTING: AN INTERGENERATIONAL DEVELOPMENTAL PROCESS
In this course, we will explore how generations of a family interact with one another, how these relationships affect the different generations, and how cultural factors and public policy influences the interactions. We will explore intergenerational relationships from the perspective of developmental psychology, public policy, finances, public health, cross cultural studies, literature and the arts. At the same time as more grandparents are becoming the primary caretaker for their grandchildren and the number of great-grandparents is at a record high, the traditional roles of each generation is under great change. Some of the questions to be addressed through concise lectures, readings, group project, interviews, and individual project are: How can intergenerational interactions stimulate development throughout the life span? How can the nurturing across generations be balanced with the independence of the individual? What are the implications for workplace policies, public policy, and community health? How do different cultures respond to intergenerational interactions? How do the arts (literature, fine arts, music, and cinema) reflect the value of intergenerational relationships? How can we learn from this inquiry help us understand our own relationships across generations? Competences: A1X, H2X, H3X. Faculty: Roberta Liebler

HC 196 ECONOMICS BY EXAMPLE
This course utilizes a novel pedagogical approach to introduce concepts and theories that form the core of the principles of economics. Instead of relying on graphs and mathematics, "Economics by Example" follows the text by the same name to frame hot topics such as globalization, outsourcing, immigration, environmental policy, big-box retailing, and internet piracy in a way that provides an inviting and accessible understanding of economic theory. The same refreshing treatment is given to more traditional topics such as efficiency, the maximization principle, the concepts of tradeoffs and incentives, and consumer choice in the context of the market mechanism. The learning experience is based on the analysis and discussion of real-life applications that show students the pervasive impact of economics on everyday life while familiarizing them with important concepts. Competences: A1X, H2X, H3X. Faculty: Ludovic Comeau

HC 198 JUVENILE JUSTICE: IS IT WORKING?
This course will explore juvenile justice through a sociological lens that encompasses legal, ethical, institutional, racial, gender and economic perspectives. The course will address the foundation and origin of the juvenile justice system in Illinois and its role as pioneer in juvenile justice throughout the United States. We will examine the various entities responsible for the implementation of juvenile justice including the challenges and obstacles encountered in pursuit of intervention and prevention of juvenile delinquency. A network of professionals dedicated to working with and supporting juveniles involved in the system will speak to how the key institutions interact, combat and collaborate with each other and the impact those dynamics have on the juveniles, their families and communities. The methodologies and efficacy of responses to delinquency such as punishment, incarceration, rehabilitation, substance treatment and re-entry will also be considered. The class will take on such questions as what contributes to juvenile delinquency, how is juvenile delinquency defined, how does it differ amongst communities, how did we get here and what does the future of juvenile delinquency look like in Illinois? Competences: H1C, H5, S3C, FX. Faculty: Ludovic Comeau

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 201 NEGOTIATING CONTRACTS WITH INTEGRITY
In this course, we will examine the processes of managing perceptions and communicating. We will delve into the realm of analyzing our world as we perceive it and the art of entering into the realm of another's perception. We will utilize four agreements as a method of managing our perceptions and the perceptions of others, and as an approach for communication. In learning to communicate with others we will utilize a technique called matching.

We will examine the development of contract law. We will cover the basics of contract formation: offer, acceptance and consideration. We will identify which contracts require to be in writing. We will examine the remedies available when a contract is breached. We will review various examples of contracts to evaluate the practical application of what we learned.

We will put our basic understanding of contract law and our acquired negotiation skills to use by participating in a contract negotiation as a final class project. Competences: A3X, H1D, H3D, FX. Faculty: Patricia Rocco

HC 202 MANAGING A CONSULTING PRACTICE
This course presents the fundamentals of management as applied to the consulting profession. It introduces consulting in the following disciplines: strategic management, information technology, financial management, marketing and distribution, E-Commerce, operational management, human resources, knowledge management, change process management, production and performance improvement, total quality management, companies in transition, small business development and the public sector. This course is divided into five parts: (1) Management Consulting in Perspective; (2) The Consulting Process; (3) Consulting in Various Areas of Management; (4) Managing a Consulting Firm and (5) Developing Consultants and the Consulting Profession. Students will closely examine the consulting industry by looking at associated costs and fees, barriers to entry, implementation of projects, assignment management, action planning, marketing, quality management, how to expand internationally, the issues facing international expansion and how to structure a consulting firm. A total of 20 cases including Harvard and Stanford cases will be reviewed which will provide a broad range of topics and critical thinking pertinent to current management consulting. These cases will illustrate major practice areas of consulting and afford new insights into change processes and other management issues facing consulting firms. Competencies: H1X, H2C, H5, S3F, FX. Faculty: Elmer (Pete) Lewis

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: E1, E2, FX, H5 Faculty: Miriam Ben-Yoseph

HC 204 CULTURE AND GENDER
Oftentimes we make decisions without giving the process much thought. We often do not ask ourselves why we decided to do A? rather than B?? If we did, we would probably discover that culture and gender has a lot to do with the choices we make. Like an iceberg, nine-tenths of our culture is submerged from our conscious awareness.? This hidden part of culture is made up of the forces that influence our understanding of the world, our place in it, our identity, our experiences and our values. The same can be said about gender.

Culture and gender affects our family, the way it is structured; as well as social and political institutions such as schools and courts; the economic systems that govern the way we feed, clothe and care for our community and ourselves. Culture and gender informs our understanding of right and wrong, the way we understand power and how it is assigned, used and expressed.

In this course students will gain knowledge on how culture and gender is defined; how we view men and women and our assumptions, expectations, of them; and explore how our cultural make up influences these assumptions and expectations. Finally, students will consider the role culture and gender has played in their own lives, as well as, the importance it has had thus far.

Students will gain this knowledge about these themes through in-class activities, journaling, assigned group activities, readings, class lectures, guest presenters, documentary films and field trips (TBA). Competences: H4, H1B, A3X, FX. Faculty: Lu Rocha

HC 205 HISTORY OF MEXICO: FROM AZTLAN TO CHIAPAS
Mexico is the world's most populated Spanish speaking country as well as one of the United States' largest trade partners. This course will explore Mexico's varied geography from the deserts of Sonora to the rain forests of the Yucatan Peninsula, survey the rich history of Mexico's pre-Columbian civilizations, 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. Students will also examine the socio-cultural icons Frida
Khali, Diego Rivera, Sor Juana Ines de la Cruz, and the Virgin of Guadalupe. Readings for the course will include newspaper and magazine articles, essays, historical documents, and one book. In addition to the readings, a weekly and structured learning journal of relevant topics will be required as well as one final research paper of approximately ten pages. The research paper will have a theme germane to the course and must involve one of the competencies for which the student has enrolled. In preparation for the research paper, all students must make a ten minute presentation to the class illuminating the topics they choose. The instructor will distribute a list of possible themes for the research paper. Competencies: H5, A-1-D, A-1-E, H1-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--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, H2G, H4, A2X. 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**

This course introduces the student to the principles of financial theory and the world of finance. The course covers several concepts and surveys the roles of relevant institutions. In the conceptual part, students will learn about financial instruments and techniques used in financial decision making (time value of money, cost of capital, capital structure). In the survey of relevant institutions' roles, the students will form a basis for understanding causes and effects in the changing global environment. The interrelationships between decisions of business, financial institutions and individuals will become evident, enabling the student to better understand current events in finance. Competencies: H1C, H2X, H5, FX. Faculty: Ramiro Atristain

**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
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, H4. 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 SOCIETY AND THE FAMILY, PLOTTING THE FUTURE
In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1960s. In this course, learners will pursue the following questions: What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? Competences: H4, FX, A3A, H2F, H3B. Faculty: Kenya Jackson

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 anteellbem 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 WORLD RELIGIONS & INTERFAITH DIALOGUE
This course is an introduction to world religions and interfaith dialogue in theory and in practice. It has three broad themes moving from the general to the specific: 1) a comparative study of the five, historical religions - Hinduism, Buddhism, Judaism, Christianity and Islam; 2) a survey of interfaith dialogue ? its history, objectives and methods; and 3) an exploration of the interfaith movement in Chicago beginning with the Parliament of World's Religions in 1893 and ending with a close look at the practice of ?interspiritual dialogue? pioneered by the late Brother Wayne Teasdale. Competences: A3X, H3X, L7, H5. Faculty: Rebecca Armstrong

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 223 MONEY, FINANCE, AND CRISES
Money has become such an integral part of our everyday life that we take its everyday use, whether physically or electronically, for granted. Yet the reach of money goes far beyond what we experience. Money is much more involved in the inner workings of the economy through the interaction of financial markets (bond markets, stock markets, foreign exchange markets, etc.) and financial institutions (banks, mutual funds, insurance companies, pension funds, etc.). Financial markets and institutions everywhere, and particularly in the U.S., influence the trillions of dollars that flow daily worldwide. Their impact on the welfare of nations and on the capacity of the economy to produce goods and services becomes evident when one looks at the Great Recession, which started in 2008. The goal of this course is to provide a working understanding of many issues through the study of money, banking, and financial markets. Competencies: H1X, H2X, H5, S3X, FX. Faculty: Ludovic Comeau, Jr.

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 DEVELOPING AND APPLYING EFFECTIVE LEADERSHIP SKILLS
This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communication, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and case studies. Competences: A3X, H2F, H3X, FX. Faculty: Mary Lou Lockerby

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 FROM WORKSPACE TO PLAYSPACE
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. The focus of this court will be on how modern society should handle civil rights issues which involve race, gender, disability, education, employment and privacy in the 21st Century. Competencies: A-1-D, H-1-F, H-2-A, F-X. Faculty: Geri Yanow

HC 230 MINISTERING IN A WORLD OF CONFLICT AND INJUSTICE
The service of faith is inseparable from the promotion of justice. In this course, students will learn about social justice issues in contemporary Africa, with particular attention to various types of conflict. Each student will also identify a social justice issue that is associated with their future ministry. They will explore that issue and examine how their ministry might address it. Particular attention will be given to specific strategies that they can put into practice. Since the process of addressing fundamental social injustices is often a lengthy and complex one, the students will learn about long-range strategic planning and the organization and management of resources. Each student will design and complete an independent learning project in this course related to their Focus Area. Through this course, therefore, students will develop and demonstrate their competence to analyze power relations among racial, social, cultural, or economic groups in Africa and to create strategies that could address those issues in their ministry. Competences: H4, FX

HC 231 ORGANIZATIONAL PROBLEM SOLVING
This course will integrate theories of organizations at different levels of analysis (micro/intra- and interpersonal, and macro/organizational), and a problem-solving process that managers and executives can use to identify and resolve organizational problems. Students will work through multiple cases of organizational problems at all levels in small groups and the entire class. They will learn to apply a 4-step process to diagnose and resolve organizational problems (1) identify the problem; 2) diagnose root causes using the ?Five Whys? technique; 3) identify possible solutions; 4) evaluate solutions and choose optimal one(s), taking into consideration likelihood of success and difficulty of implementation. Students will apply basic theories of Organizational Behavior (OB), including individual (motivation, satisfaction); interpersonal (group processes) and organizational (structure, process) to the situations. Competences: H2X, H3A, H5, FX. Faculty: Beth Rubin

HC 232 LEADERSHIP ACROSS THE GLOBE
What makes a good leader? Are leaders influenced and formed by time and place or are great business, humanitarian and political leaders born to their destiny? What characterizes a good leader in our interconnected world and what leadership lessons can we learn from the past? Globalization has become the buzzword of the early 21st century. To some, it is a curse manifested in economic outsourcing, destruction of the rain forest, exploitation of low-wage workers by multi-national corporations, human rights violations, and environmental degradation. Proponents, however, would argue that globalization, a phenomenon that has been going on since recorded history, has produced great benefits to many around the world. Why has a word that has been in our English vocabulary for little more than the past 40 years recently become such a polarizing term, often a focal point of hostile passions that have erupted in violent protests? What exactly is globalization? Where did it come from and who led us here? Why is it seemingly everywhere? What do we need to learn and do to thrive as citizens and leaders in the global community? These are just a few of the questions we will address in Contextual Leadership. Students in this course will examine the phenomenon of globalization, the special challenges that globalization poses to each of us, and identify and demonstrate the lessons you have learned that are relevant to the creation of your own leadership development plan. Competences: FX, H5, H1X. Faculty: Greg Gilmore

HC 233 CHRISTIANITIES: ANCIENT, MODERN, GLOBAL
A close reading of the New Testament reveals a diversity of beliefs and practices that developed when people of different cultures accepted the preaching of early Christian missionaries. The engagement of later Christian communities with an even greater variety of cultures has contributed to the spread of various ideas, practices, and institutions—religious and secular—to many parts of the world. Meanwhile, local and regional expressions of Christianity reflect the influence of the cultures with which they have interacted. This course will identify some of these varied expressions of Christianity and will explore the development of “modern” culture both as a consequence of, and a reaction to, the dominant role of Christian beliefs and practices in many European cultures. We will also consider the impact of the rejection of modern values by some believers, which has led to profound divisions within many Christian denominations. The course will investigate how Western Christianity may have contributed to the various cultural phenomena that are associated with globalization. At the same time, we will also address the criticisms of globalization by many Christians and communities of Christians throughout the world. Competences: A3X, H2X, H3G, H5. Faculty: Kevin Buckley

HC 234 GREAT MILITARY ENGAGEMENTS OF THE 19TH & 20TH CENTURIES: STRATEGIES, PERSPECTIVES & IMPLICATIONS
This course covers and brings into focus the strategies, perspectives, and implications of key American military engagements of the nineteenth and twentieth centuries. The specific engagements covered are the Texas War for Independence, the Mexican-American War, the American Civil War, World War I, World War II, and the Korean War. Landmark battles from the above mentioned conflicts will also be covered. These battles include the Alamo, Veracruz, Gettysburg, Meuse-Argonne, Pearl Harbor, the Battle of the Atlantic, Midway, Ploesti, Leyte Gulf, and Inchon. These engagements will be discussed and analyzed in the context of their
impact on the course of American and world history, as well as in relation to their political and social ramifications. The course also explores aspects of military thought and theory, along with strategic principles of warfare. Competences: H1F, H2E, H2X, H5. Faculty: Thomas Bottum

**HC 235 CHILD, FAMILY AND COMMUNITY RELATIONS**
This course addresses the work of caring for children from a variety of perspectives. It is designed for students currently employed or planning to work in childcare settings, and for those who want to learn more about the social, cultural, and economic dimensions of (paid or unpaid) caring work. We will therefore examine how cultural differences influence child-raising patterns, and how positive and productive working relationships with families within the context of the urban community need to take these differences into consideration. We will also discuss the many different skills and responsibilities that comprise all types of caring work, and examine why caring work receives very little public or corporate support. We will identify the values and ethical beliefs that would make it a shared social responsibility, and that would productively acknowledge the interdependence of state policies, markets, communities, and families. Competencies: A3X, H2X, H3X, H4, FX. Faculty: Mechthild Hart

**HC 236 US BUSINESS AND THE POLITICS OF TRADE**
Understanding the relationship between U.S. business and government in the creation and execution of trade policy is more important than ever. In a period of intense economic change, financial instability and changing power structures, we should have a greater appreciation for how interest group politics affect decision-making in the United States and abroad and how policy choices are made. With the rise of emerging markets such as Brazil, Russia, India and China (BRIC), the United States and Europe no longer fully control global institutions like the World Trade Organization. The traditional key players in the international marketplace - and the businesses originating in those countries - must adapt to new challenges, opportunities and commercial flows in order to ensure successful global business. In this class, we will examine why individuals and countries engage in international trade and what are the benefits and challenges created by import and export flows. We will determine how business and government in the United States have interacted over time to create policy and adapt to changing economic realities. We will look at the challenges U.S. businesses have confronted in marketing products and investment abroad. And we will explore the programs and policies the U.S. government has adopted to address those overseas challenges, taking into consideration the priorities and ideologies of a range of domestic and overseas stakeholders. We will compare the U.S. public-private partnership model and interplay with those of selected foreign countries. Competences: H5, H2X, A3X, FX. Faculty: Marian Barell

**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 carves 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. 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
HC 239 GLOBALIZATION: WINNERS, LOSERS AND SOCIAL JUSTICE
This course begins by exploring several definitions of globalization as a contemporary system that defines and names our current world. It then focuses on major beneficial and harmful affects of globalization in four areas: societies around the world, developing nations, the United States and social justice. Topics include the role of globalization in trade, culture, local economies and multinational corporations. Students will research and discuss the beneficial and harmful aspects of globalization and examine statistics, then formulate their own informed opinions. Each module is addressed during two weeks of BlackBoard discussions: in the first week of each theme, half the class presents the beneficial aspects of globalization and the other half presents the harmful aspects of globalization. In the second week's discussion on each theme, after students read arguments from the opposite perspective, they will express and support their own analysis. The course concludes with an analysis of the affect of social justice and corporate social responsibility on globalization. Competences: H5, H1C, FX. Faculty: Patricia Szczzerba

HC 240 SOCIALEY ENGAGED SPIRITUALITY
(*NOTE: This course will be required for alumni of the ISMM alumni of the ISMM diploma program.)
Transformative ministry requires that ministers develop and sustain a holistic spiritual practice that is personally meaningful. An effective personal spirituality deepens one's engagement in society and collaboration with others. In this course students will explore holistic models of spirituality for personal and social transformation. They will develop the skills necessary for collaborative ministry and for cooperation with others for the sake of integral human development. Through this course, therefore, students will develop and demonstrate their competence to explore a model of spiritual development and apply it to oneself or others and to learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. (2 competencies) L7, A3B

HC 241 MINDFUL EATING, CONSCIOUS LIVING
Obesity, eating disorders, and a range of psychological distress and dissatisfaction related to physical appearance and body image are approaching epidemic proportions in our culture. Despite having more knowledge and easily accessible information about how to eat, what to eat, and when to eat, the problem is not going away. While the greatest impact of these problems is on the individual, they also affect family members, friends, co-workers, and our society at large. The obsessive search for perfection has spawned a plethora of new products and procedures in the fields of medicine, pharmaceuticals, nutrition, holistic healing, cosmetics, fitness, and food marketing, which inundate and overwhelm consumers who are eager for quick fixes at any cost. At a time when medical costs are sky-rocketing, our society is losing the battle with obesity, the number one (and most controllable) underlying cause of costly and life-threatening illnesses. The first part of this course will examine the role cultural beliefs, norms and social institutions play in this ever-increasing problem. Specifically, we will study how marketing, mass media and the advertising industry influence our beliefs and behavior and undermine our ability to make thoughtful conscious choices in general, but particularly when it comes to food choices and eating behavior. The second half of this course will be devoted to studying and utilizing mindfulness practices (meditation, imagery, relaxation, mindful eating, etc.) specifically designed to enhance awareness, provide insight, and transform our beliefs, attitudes and relationship with food. Becoming fully conscious of the decisions and choices we make about food and eating opens the door to conscious living in all areas of our lives. Competences: H2G, H3X, A3X. Faculty: Carol Friedman

HC 242 ACTING UP - USING THEATER & TECHNOLOGY FOR SOCIAL CHANGE
Theater and political protest. Media activists and anti-globalization. Online Flash movies for sustainable development. Hip Hop and voter registration. These are just a few of the ways art and social change are coming together. Technologists, artists and activists are blending their approaches, strategies and tools in a creative stew for progressive social change. This class will examine how social change activists are using theater and technology to achieve their change agendas. The class will: (1) Give students a foundational understanding of the principles and practices of direct action organizing, (2) Expose students to innovative and non-traditional strategies and tactics for mobilizing for social change, (3) Investigate organizations who are engaged in creative social change, and (4) Give students experience in using online features such as YouTube, SlideShare, wikis and uploading tools. Proficiency in PowerPoint and ability to learn Internet-based tools required. Competences: A3X, H1I, H2X, FX. Faculty: Thomas Tresser

HC 243 STRESS MANAGEMENT AND BEYOND: WELLNESS AS A WAY OF LIFE
This course begins with an examination of the role stress plays in our lives, but is primarily focused on creating wellness in human systems. In addition to exploring causes and effects of stress, students will study the connection between stress (illness)/wellness and a variety of human needs, conditions, functions, faculties, behaviors, and modes of expression. The course provides students with the opportunity to assess their placement on the illness-wellness continuum and to investigate the beliefs, behaviors, and habits that prevent them from expressing their highest potential and realizing optimal health. Classes are highly experiential and designed to introduce students to a variety of practices and techniques for enhancing
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 COMMUNITY-BASED, FAITH-BASED AND NON-GOVERNMENTAL ORGANIZATIONS
(*NOTE: This course will be required for alumni of the ISRF diploma program.) During their professional ministries, students will work with or for many different types of community-based, faith-based, non-governmental and international organizations. The more students understand about how such organizations are structured and function, the more effectively they will be able to collaborate with them and carry out their own ministries. In this course, students explore different models for organizing, managing, and leading such organizations. They will examine topics related to mission, governance, accountability, and resource development. They will investigate particular opportunities and challenges that such organizations face in Africa today. Through this course, therefore, students will develop and demonstrate their competence to identify an organizational problem and design a plan for change based on an understanding of change theories or models and to use two or more organizational theories in the analysis of one's experiences in an organization. (2 competencies) H2C, H2D.

HC 246 LANGUAGE AND LANDSCAPE
What is language and how do we use it? How do our languages help shape our worldview? How does language construct our landscape and how we understand it, and, in turn, how does landscape influence language? Why do we ?forget? or ?lose? languages? What is lost when a language ?disappears? or ceases to be spoken? What are the relationships between globalization and language? How are language and thought connected? How does language contribute to power? How are names and things and power connected? What is ?natural? in the world? How much have migration, colonization, and globalization changed the landscapes of the world? Why do we have the gardens we have?

This class explores questions about language and its interconnection with the world; how language shapes culture; how intercultural miscommunications occur; how landscapes and unique environments have changed through immigration, migration, colonization, and globalization. In the first part of the class, we will examine living languages, as well as some of the world's threatened and dying languages, which, if trends continue, will likely decline from 6,000 still spoken today to approximately 500 by the end of the 21st century. We will examine how language shapes our understanding of the world, and how this can vary as a result of landscape. We will explore how language interacts with landscapes in the evolution of unique and varied worldviews. In the second part of the class, we will widen our scope and consider the changes in the landscape and our linguistic understanding of the landscape. Competences: A1C, A5, H1A, H5, H1X. Can be taken for up to 3 competences. Faculty: Michael Reynolds.

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. Competencies: A5, A1X, H1X, H4. 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 examine various ethical issues that have arisen in American government over time, what legislative and administrative responses were enacted to deal with these issues and to evaluate the practical effectiveness of the solutions adopted. Students will also consider whether further reform is needed and if so, what form it should take. Students will chart the historical development of the ethical framework for U.S. governmental employees from the observations of the Founding Fathers through to those of modern commentators. Topics for discussion will include the extent to which expansion of government necessitated more stringent ethical and legal standards, the extent to which ethical regulation is used more as an attempt to shape public perceptions of government than to actually shape behavior and the extent to which ethics regulation has set up a scandal generating mechanism that used as a political weapon actually lessons good governance. Competencies: A3C, A4, H1X. 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.
HC 255 DIMENSIONS AND IMPACTS OF CULTURAL DIVERSITY
This course offers the opportunity to question the meaning of individual and group differences, and to assess and diagnose related social problems while investigating ways to address and, hopefully, consider solutions for them. Students will review critical issues such as those of social power, privilege, and aggressions impacting diversity. Students will develop and apply leadership skills along with multicultural competences in career development as well as counseling and advocacy in difficult social situations. They will have the opportunity to share their experience or knowledge in one or more key areas of diversity. The emphasis is also on assessing the implications of one’s cultural origination, gender issues, sexual orientation and more. Students will gain and demonstrate the competences through classroom projects and activities, weekly written assignments, and discussions. Competences: H1-D, H1-F, H2-X, F-X. Faculty: Jack Moran.

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: H1-X, H2-X, H3-X, F-X. Faculty: Joseph Janvier.

HC 257 PARTICIPATION AND DEMOCRACY IN AMERICA
This course studies a famous question of American democratic theory: why don’t more Americans participate in the political process? Different forms of participation will be discussed, with a primary focus on voter turnout. We will investigate some famous proposed answers including individual scarce resources, social-psychological factors and legal-institutional barriers. Special attention will be paid to inequalities in participation and the ongoing 2008 elections. Students will have the option of participating in the latter as one of the course competencies. Competencies: A3A, H3A, H4, S1A. Faculty: Zachary Cook.

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;” and 4) Defining the dominant culture and discussing how it handles new, or minority values. Competences: H4, H1X, H3X, S2X. Faculty: Jean Richine.

HC 259 CHICAGO POLITICS: IT “AIN'T BEAN BAG!”
Forget the Cubs. Forget the Sox. Forget the Bears, the Bulls, the Blackhawks. Politics is Chicago’s number one spectator sport. That’s because politics in Chicago touches almost all aspects of city life from trash collection and parking to social services, taxes and cultural festivals. Chicago’s politicians are often flamboyant and entertaining, although sometimes corruptible figures. (Since 1972, 28 aldermen have gone to prison.) Chicago politicians both delight and enrage voters and are constant front page news. This course will introduce Explore Chicago students to Chicago’s political institutions: City Hall, the city’s system of 50 wards, its current aldermen and women, its city council, its mayor, its elections, and its raucous history of scandals and reform movements. Students also will debate contemporary political/social issues which come before the Mayor and City Council during the Autumn Quarter.

Students also will explore the history and exploits of some of Chicago’s most memorable mayors and political bosses from Long John Wentworth, who guided the city during the civil war; Carter Harrison I, who presided over the 1893 Columbian Exposition; Big Bill Thompson, who encouraged and protected bootleggers; reformer Anton Cermak who stood as a reformer against the mob, only to be assassinated; and Ed Kelly who rebuilt the Democrat machine during the 1930s Depression and 1940s War Years, and built the subways; Boss, Richard J. Daley, who directed Chicago’s post-war building and highway boom that made Chicago into a national urban model; Jane Byrne, the city’s first and only female mayor, who beat the machine of which she was once a prominent member; Harold Washington, Chicago’s first and only African-American mayor, who brought a sense of racial justice to the city after decades of discrimination; Richard M. Daley, whose public works and education reform agenda elevated Chicago to world-class city status; and Chicago’s newest mayor, elected in the spring of 2011. Competences: A3X, H1X, H3X, S2X. Faculty: Jean Richine.

HC 260 THE CHRONIC ILLNESS EXPERIENCE: PERSONAL, MEDICAL AND PUBLIC PERSPECTIVES
Through readings, observation and analysis, interviews, and reflection, students examine the internal experience of chronic illness as well as the challenges patients with chronic illness face in the workplace, the community, and within institutional health care settings. Students are asked to examine ethical issues involving class, socioeconomics, and social justice as they pertain to biological understanding of chronic illness, and are also asked to evaluate organizational and community responses to chronic illness in an effort to promote respect and tolerance for patients with chronic illness. Competences: H4, H2X, FX, S3B. Faculty: Laurie Edwards & Lynn Royster.
HC 261 THE JOURNEY OF LEADERSHIP THROUGH ANCIENT GREEK LITERATURE
Leadership is a journey. Odysseus, a well respected leader in the ancient Greek literary world, portrays leadership in the Trojan War that can be used today. To read Homer's Odyssey as a high school student is to read an adventure story; to read it as an adult student is an opportunity to read it as a story of a personal journey of leadership. Reading ancient epic literature such as Homer's Odyssey in a leadership course allows the student to read through the lens of leadership, pulling contemporary lessons and ideas from this classic epic.

This course provides an opportunity to read, reflect and discuss the many lessons that can be found in classic literature. A close reading of Homer's Odyssey, along with other articles on myth, archetypes, and leadership theories and practices, will allow the student to align their current leadership practices to ideas formed by Homer and expand their thinking in the arena of leadership. Reflecting on these readings, along with some structured journal exercises, will create alignment between what is often thought to be "old" text, generating new ideas on how leadership lessons can be applied to contemporary issues. The student will be able to apply these ideas to various leadership roles at work, at home or in their communities. Competences: A1X, H1X, H3X, FX. Faculty: Polly Neblung

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: A1-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. Competencies: H4, H1F, H2A, H3B. Faculty: Cynthia R. Milsap

HC 266 PACS, CHADS AND PRECINCTS: A FOCUS ON THE 2008 ELECTIONS
Our course examines the election process from the inside out: what really goes on during an election year and what are the ramifications of those behind-the-scenes activities. Topics include: voter registration, corruption and reform, the federal bench, the rationality of voters, television and propaganda, heroes and myths in government, and news and the internet in an election year. We expect students to participate in some political race this fall, and we will compare what the pundits say about the election process with our own experiences. We have also lined up a number of speakers, among them, the alderman for Wright College's district, Judge James P. Flannery, and some precinct captains. This course will be lively, informative, and relevant. Can be taken for up to 3 competences. Competences: H1B, H1C, H1X, H2G, H2H, H4. Faculty: Polly Hoover (SNL) and Linda Murphy (Wright) Wright Bridge course.

HC 267 WORKPLACE LAW: HARASSMENT, DISCRIMINATION AND CIVIL RIGHTS
This course focuses on laws affecting relationships between employers and employees and within the workplace. Students will study the historical and societal aspects of laws on harassment and discrimination within the workplace, with particular focus on the Civil Rights Act and various other legislation regulating harassment and discrimination in the workplace. Students will analyze the case law, the legislation and the
legal systems that have evolved to combat social injustice in the workplace and will learn "best methods" for preventing and resolving harassing and discriminatory practices in the workplace. Competences: FX, H4, H1D. Faculty: Jana Berger

**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 PARENTS: PARTNERS IN EDUCATION**
What's up with schools? The statistics speak for themselves: Fully one half of big city high school students do not graduate. For a good number of those who do finish high school, their reading and math skills are well below grade level. They are not prepared for college; nor are they prepared for the work world. Teachers have also come under a great deal of scrutiny and criticism. Students are tested and evaluated, but how is the work of teachers assessed? Parents, for the most part, have been ignored. In this course, students will consider the current state of the US K through 12 education system, and will confront the three elements of student success: learners, teachers, and parents. This is a service learning course. Students will work with schools to learn how parents might contribute, and why they have become silent partners in the educational process. Students in this course will employ interviewing and questionnaires to research questions in educational success. Competences: H2H, H2B, H1X, A3C. Faculty: JoAnn Gesiakowska

**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**
Recently, the continent of Africa created a special attention and a rapidly growing interest among Americans and around the world. This course provides a great opportunity to study Modern Africa. It is a study designed to provide a clear and objective understanding about Africa's recent political past: the coming and growth of European colonialism and its impact on Africa's political, economic, cultural, and social development. It covers the partition of Africa, Africa's early resistance against foreign occupation and the independence movement. This course will examine the post-colonial nature of governance, civil wars, human rights abuses, refugee-ism, politics of international aid and Africa's role in global political events and US foreign policy on Africa. This course will briefly discuss the historical contributions of nationalist leaders like Jomo Kenyatta, Julius Nyerre, Kwame Nkrumah, Sedar Senghor, Ahmed Ben Bella, Nelson Mandela, Samora Machel, and Patrice Lumumba. It is a few weeks voyage of discovery and lifetime knowledge to treasure. Students will be actively involved in group projects and individual research assignments. In addition to required and suggested readings, students will learn from documentary films and guest speakers. Truman Bridge Course. Can be taken for up to 3 competences. Competencies: A1H, H1F, S2X, H5, H1C. Faculty: Anghesom Atsbaha

**HC 273 REFRAMING ORGANIZATIONS**
We are surrounded by organizations of varying size and purpose. The workplace from large corporations to small-entrepreneurial companies, non-profit organizations, the spiritual community, and academic institutions all provide ample opportunities for failure in communication, effective management, and a thriving workforce. This course identifies the various strategies, tactics, and solutions that have been successfully employed to understand and resolve organizational problems at the levels of both theory and practice. Each of the solutions offers a particular perspective on organizational life with a focus on organizational structures, human relationships, political processes, and organizational symbols. Competences: H2C, A3D, FX, H3X. Faculty: Michael Shapiro
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, H-5. Faculty: Fred A. Welisch

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 Dunbar, 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. Competencies: 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 INTERNATIONAL PROJECT MANAGEMENT: BEST PRACTICES
This course is designed to increase your knowledge of the concepts and strategies of project management through the introduction and discussion of factors specific to the international environment. Topics will include cross-cultural collaboration, coaching across borders, global communication, global project leadership and integration of traditional project management techniques with global dimensions and issues. The format will include opportunities for class discussion and application of principles, lessons learned and best practices. Competencies: H2X, H5, L7, FX. Faculty: Mary Lou Lockerby

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
WOMEN'S VOICES IN PEACEMAKING

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-Ç, 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 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 EXPERIENCING SUSTAINABLE SOCIETIES THROUGH THE UNITED NATIONS AND IN GERMANY

This program takes students to the United Nations three-day conference for NGOs? Sustainable Societies: Responsible Citizens ? in Bonn, Germany and then the group will travel to Berlin, the capital of Germany and a major center for environmental innovation. More than 2,000 people representing some 500 NGOs from more than 100 countries are expected to attend the Sustainable Societies conference. Students will attend lectures and dialog with world experts in sustainability from governments, United Nations agencies and NGOs. By exploring Berlin through guided walking and bus tours, meetings with government experts and visiting historical institutions, students will gain insights into Berlin's leading efforts in creating a sustainable city. This Fall Quarter course will begin with online readings and discussions and some on site lectures in the Summer Quarter 2011. After the travel to Germany, students will have two classroom follow-up sessions in September and conclude with peer and faculty edited assignments posted online. SNL students may choose from the following competences: H5, H2A, H2B, H3A, A1B, FX; advanced students have the option of taking this study abroad course for Externship and/or Advanced Electives (pre-requisite: Research Seminar and mentor approval), for a total of 3 or up to 4 (if Externship is 2) competencies. Please contact Faculty directors, Pat Szczzerba at pszczzerb@depaul.edu or Susan McGury, smcgury@depaul.edu for more information.

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.
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 coming 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 DISABLED IN THE COMMUNITY
In this course the student will define and analyze disabled populations in several categories including, physical disabilities, learning/cognitive disabilities and emotional/mental disabilities. Social and Behavioral disabilities including Addictions, HIV/AIDS, and Domestic Violence will be considered for review. The basis for consideration of these populations is to assess effect(s) that the disability has on the ability of said persons to acquire and maintain productivity in the community and to determine what interventions and services those persons need to be healthy and empowered to the greatest extent possible. Initial class sessions will consist of descriptions of disabilities within several categories, role play and evaluations of selected case studies and a (CIP) Community Integration Plan for these cases.

A professional disability advocate will address the 6th class session. Class sessions 7 and 8 and 9 will consist of individual reports to be determined based on students' interests and competencies. All students will be required to produce a journal. 70% of the journal is prompted with a weekly worksheet and 30% is student customized. Occasionally the instructor will impose a (pseudo) disability on students for the purpose of enhancing empathy. Participation is voluntary. Competencies: A3X, H4, FX, S3X. Faculty: Andrea Sanders

HC 291 PARTNERSHIP POWER: HOW TO BE A HUMAN BEING
How can we contribute to a culture change from violence to non-violence? How can we partner better with family members, work colleagues, and as planetary citizens? How can we be at peace with ourselves and be active for positive social change? Where are partnerships working in the world? How have dominator practices affected our lives? in gender, color, ethnic origin, sexual orientation or other types of oppression? How can...
partnership practices lead to fuller humanness? This course is about learning the tools, values, structures, inspiration and scientific basis for partnership and integrating them into our lives. In our personal and planetary lives we face many crises. Today many important thinkers believe we have reached a bifurcation point for human evolution - do we continue down paths of destruction or do we take hold of ourselves with cooperation and peace? This course offers collaborative ways to examine the joys, skills, values, and knowledge of partnership development. Being a human being with good partnership skills can be productive and fun! We will explore the Cultural Transformation Theory put forward by macrohistorian and social scientist, Riane Eisler, to compare the dominator and partnership paradigms in several aspects of our lives - self, family, work, national community, international relations, nature, and spiritual reality. Using the Partnership/ Domination template in theory and practice, we will investigate the concepts, functions, and expressions of cultures based on cooperation and peace versus those based on control and violence on a continuum. We will look at the dominator aspects of gender, color, ethnic origin and sexual orientation and other cultural oppressions and compare with the partnership model. This course provides a way to understand the large transformations taking place on our planet and in our lives. Competences: L7, A3F, H1E, H2H. Faculty: Maureen Dolan

**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 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-
HC 298 CONNECTING WITH AFRICA: CULTURAL AND SOCIAL ISSUES IN EAST AFRICA
This travel course will introduce students to two East African countries, Kenya and Tanzania, where they will have the opportunity to get first hand information on Cultural and Social Issues in accordance with their selected competencies. This is a new course which is being developed in response to SNL students' interest and requests expressed over the years to have an option to visit and study in Eastern Africa. This course fits well in DePaul University’s Vision 2012, GOAL ONE in section 1c, which states that there is a need to educate all students for an increasingly globalized world. Students will have the opportunity to study issues of cultural/economic/social/political interest as they manifest themselves in the USA, in Kenya and in Tanzania, and in comparison to the USA. Intensive study in Chicago and onsite in Kenya and Tanzania will give students a unique opportunity to reflect on and then compare and contrast what goes on in their own country and in these two East Africa countries. This program can help the students and faculty as they seek to become more informed, responsible and effective global citizens. Again DePaul’s Vision 2012 states in Goal Two: Prepare students to be socially responsible future leaders and engaged alumni. One of the main aims of this course therefore is to give students the opportunity to engage in passionate conversation with Kenyans and Tanzanians on issues of justice and peace, politics and social services in order to raise their consciousness on these global issues that face humanity in East Africa and in so many other parts of the globe today, in similar ways but also in different ways. Competences: A1D, A1H, A3E, H5, H3B, H1H, E1, E2, L10,11 (LEX), FX.

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.

HC 301 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 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
compared to 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/AMERICAN INDIAN 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. Competences: 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 332CHANGING 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 ethnicities. 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 AN INTRODUCTION TO 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: Arleahn 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 IDENTITY AND OTHERNESS IN CULTURAL CONTEXTS**

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. Competencies: H1X, H3H, H3I, FX, A3X. 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. Competencies: 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'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 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: Phillippe 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 357 THE FUTURE OF RACE**

Race is often misrepresented; being only defined in biological terms. The social, ethical, political, financial
This short course will introduce the student to the pleasures and enrichment of jazz. Students will learn what HC will address these issues in class through small group work, presentations, other in-class exercises and the specific forms it has taken in Chicago. The class will feature an interactive learning strategy. Students semester-long course will be organized into discrete units to focus on different aspects of urban development elsewhere. Issues to be examined will include economic growth, community formation, demographic change, 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: H-1X, H-2X, H4, FX, H2H. Faculty: Mark Ennenbach

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, FX, H-3-G. 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 SOCIAL MOVEMENTS
What's in a Movement? How do they happen? How have social movements in the US changed our experiences today? How do these movements impact our workplace? 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, pluralism and separatism, exclusivity versus inclusivity, gradual change versus radical change, 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 our communities and our workplace. 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, journal entries and other assignments that will allow them to apply course readings, 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. Competencies: F-X, H-1-F, H-2-A. Faculty: Emily Rosenberg

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 everyday 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 be 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 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. Competencies: H-1-F, H-2-A, A-3-E, H-4. 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. Competencies: A3A, A4, H1B, H1F, H4. Faculty: Nancy Davis

**HC 383 PROMOTING HEALTHY COMMUNITIES**

How can we organize our communities and design programs to improve rates of asthma, HIV and obesity? This course will explore a variety of methods that organizations in Chicago use including the identification of community assets that can mobilize to improve health. Students will read about and analyze the reasons that health inequality is linked to income, race, national origin and age; and learn experientially by developing our
own project with an organization in Humboldt Park called the Community of Wellness that was launched as a community wide effort to promote a healthier community. Competencies: 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 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.

Competencies: H1X, H5, A2X, FX. Faculty: Staff

**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: 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
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 all 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 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.


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 2008: THE WHOLE WORD IS WATCHING
With the 2008 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 superpower. In the exciting and historic primary season we witnessed how an African American man and a Caucasian woman could run for the highest office and garner millions of votes. For the general election - How are the candidates speaking to the main issues like the war in Iraq, the economy, healthcare, global warming/climate crisis? What are the trends in voter registration and turnout? How does the electoral count get figured? What problems have come up in counting the votes in the past? Who decided the 2000 and 2004 elections? How are other countries viewing American elections? This course examines the who, what, where, when, and why of the present election process. We will read the book, Choosing the President 2008: Citizens Guide to the Electoral Process by the League of Women Voters, The Constitution and Bill of Rights of the U.S., and one other book along with websites and articles. Other experiential learning will enhance the readings, including watching the debates. Competences: H1C, H2F, H4. Faculty: Maureen Dolan

Human-Computer Interaction

Undergraduate Course Descriptions - Current

HCI 201 MULTIMEDIA AND THE WORLD WIDE WEB
An introduction to the World Wide Web and web development for non-technical majors. Students will create web pages using a WYSIWYG editor. Students will evaluate web sites using a variety of analytical and empirical methods. Students will conduct technology-related experiments following the principles of the scientific method and use technology to analyze their results. Topics include web-based technology, creating content for distribution on the web, and design principles for web sites. Students will develop an appreciation for the connections among science, mathematics, and technology in modern society, as well as for the principles guiding advances in science and technology. 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 302 FOUNDATIONS OF DIGITAL DESIGN
Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None

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): HCI210 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.
Subjects beginning with the letter I are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

IIT Chemical Engineering
Illinois Institute Technology
Information Systems
Information Technology
Interdisciplinary Studies Prog
Institute for Professional Dev
Integrative Learning
Interactive Media
Intercultural Communication
Interdisciplinary Comm Studies
International Studies
Irish Studies
Islamic World Studies
Italian

IIT Chemical Engineering

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
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. (Taught at Illinois Institute of Technology as CHE 302) PREREQUISITE(S): ICE 301

ICE 317 CHEMICAL ENGINEERING LABORATORY I
Laboratory work in the unit operations of chemical engineering, fluid flow, heat transfer, and other selected topics. (Taught at Illinois Institute of Technology as CHE 317) PREREQUISITE(S): ICE 301
ICE 320 TRANSPORTATION PHENOMENA
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. (Taught at Illinois Institute of Technology as CHE 406) PREREQUISITE(S): ICE 301, ICE 302 & ICE 252

ICE 322 CHEMICAL ENGINEERING LABORATORY II
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
Introduction to the fundamentals of chemical kinetics. The design, comparison, and economic evaluation of chemical reactors. Emphasis on homogeneous systems. Taught at Illinois Institute of Technology as CHE 423. PREREQUISITE(S): ICE 302, ICE 351, ICE 326

ICE 326 PROCESS MODELING AND SYSTEM THEORY

ICE 328 PROCESS CONTROL
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. (Taught at Illinois Institute of Technology as CHE 435) PREREQUISITE(S): ICE 302, ICE 326

ICE 330 NUMERICAL AND DATA ANALYSIS
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
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
Introduction to design techniques and economic aspects of chemical processes. The technical and economic aspects of equipment selection and design, alternative methods of operation. (Taught at Illinois Institute of Technology as CHE 494) PREREQUISITE(S): ICE 302, ICE 351, ICE 326

ICE 351 CHEMICAL ENGINEERING THERMODYNAMICS
Laws of thermodynamics and their application to chemical engineering operations. (Taught at IIT as CHE 351) PREREQUISITE(S): ICE 343

ICE 383 ELECTRIC AND ELECTRONIC CIRCUITS
Circuit concepts, Ohm’s Law, Kirchhoff’s Laws, network theorems. Circuit elements, DC and AC network analysis. Diodes, transistors, and electronic amplifiers. Digital electronics circuits and instrumentation. (Taught at IIT as ECE 383) PREREQUISITE(S): PHY 172

ICE 397 INTERPROFESSIONAL PROJECT
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
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
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
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(S): Experience using another programming language (Pascal, BASIC, etc.) (Taught at Illinois Institute of Technology as CS 200).

IIT 201 MECHANICS OF SOLIDS I
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
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 203 INTRODUCTION TO MECHANICS

IIT 210 CIRCUIT ANALYSIS I
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, Thévenin’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
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 ECE 211)

IIT 212 ANALOG AND DIGITAL LABORATORY
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 MS 201.)

IIT 213 CIRCUIT ANALYSIS II
Circuit Analysis II 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) PREREQUISITE(S): Grade of C better in ECE 211

IIT 214 ANALOG & DIGITAL LAB II
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 214 ANALOG & DIGITAL LAB II**
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 218 DIGITAL SYSTEMS**
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**
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) PREREQUISITE(S): CS 116, ECE 218.

**IIT 252 INTRODUCTION TO DIFFERENTIAL EQUATIONS**

**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**
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 301 COMMUNICATION ELECTRONICS**
Radio frequency AM, FM, and PM transmitter and receiver principles. Design of mixers, oscillators, impedance matching networks, filters, phase-locked loops, tuned amplifiers, power amplifiers, and crystal circuits. Nonlinear effects, intermodulation distortion, and noise. Transmitter and receiver design specification. Credit will be given for either ECE 401 or ECE 409, but not for both. (Taught at IIT as ECE 401)

**IIT 303 MECHANICS OF SOLIDS III**

**IIT 304 MECHANICS OF AEROSTRUCTURES**
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**

**IIT 307 ELECTRODYNAMICS**
Analysis of circuits using distributed network elements. Response of transmission lines to transient signals. AC steady-state analysis of lossless and lossy lines. The Smith Chart as an analysis and design tool. Impedance matching methods. Vector analysis applied to static and time-varying electric and magnetic fields. Coulomb's Law, electric field intensity, flux density and Gauss's Law. Energy and potential. Biot-Savart and
Ampere's Law. Maxwell's equations with applications including uniform-plane wave propagation. (Taught at IIT as ECE 307)

**IIT 308 SIGNALS AND SYSTEMS**
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. (Taught at Illinois Institute of Technology as ECE 308) PREREQUISITE(S): IIT 213. COREQUISITE(S): IIT 334

**IIT 310 FLUID MECHANICS WITH LABORATORY**
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**

**IIT 312 AERODYNAMICS OF AEROSPACE VEHICLES**
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**
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**
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. (Taught at Illinois Institute of Technology as ECE 312) PREREQUISITE(S): ECE 311

**IIT 315 FLUID MECHANICS**
Basic properties of fluids in motion. Langrangian and Eulerian viewpoints, materials derivative, streamlines, etc. Continuity, energy, and linear and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional forms 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 (Taught at IIT as MMAE 313).

**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 323 MICROWAVE CIRCUITS AND SYSTEMS WITH LABORATORY
Maxwell's equations, waves in free space, metallic and dielectric waveguides, microstrips, microwave cavity resonators and components, ultra-high frequency generation and amplification. Analysis and design of microwave circuits and systems. (Taught at IIT as ECE 423)

IIT 325 ANALYSIS AND DESIGN OF INTEGRATED CIRCUITS
Contemporary analog and digital integrated circuit analysis and design techniques. Bipolar, CMOS and BICMOS IC fabrication technologies, IC Devices and Modeling, Analog ICs including multiple-transistor amplifiers, biasing circuits, active loads, reference circuits, output buffers; their frequency response, stability and feedback consideration. Digital ICs covering inverters, combinational logic gates, high-performance logic gates, sequential logics, memory and array structures. Team design projects. (Taught at IIT as ECE 425)

IIT 329 INTRODUCTION TO VLSI DESIGN
Processing, fabrication, and design of Very Large Scale Integration (VLSI) circuits. MOS transistor theory, VLSI processing, circuit layout, layout design rules, layout analysis, and performance estimation. The use of computer-aided design (CAD) tools for layout design, system design in VLSI, and application-specific integrated circuits (ASICs). In the laboratory, students create, analyze, and simulate a number of circuit layouts as design projects, culminating in a term design project. (Taught at IIT as ECE 429)

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
Small-group design projects drawn from industry. (Taught at Illinois Institute of Technology as MMAE 432)

IIT 333 DESIGN OF THERMAL SYSTEM
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
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. (Taught at Illinois Institute of Technology as MATH 333) PREREQUISITE(S): MATH 251

IIT 336 DESIGN OF AEROSPACE VEHICLES I
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 337 DIGITAL SIGNAL PROCESSING I
Discrete-time system analysis, discrete convolution and correlation, Z-transforms. Realization and frequency response of discrete-time systems, properties of analog filters, IIR filter design, FIR filter design. Discrete Fourier Transforms. Applications of digital signal processing. Credit will be given for either ECE 436 or ECE 437, but not for both. (Taught at IIT as ECE 437) PREREQUISITE(S): ECE 308.

IIT 338 CONTROL SYSTEMS
domain analysis and design using Bode and Nyquist methods. Introduction to state-variable descriptions. Credit will be given for either ECE 438 or ECE 434, but not for both. (Taught at IIT as ECE 438)

PREREQUISITE(S): ECE 308.

IIT 339 DESIGN OF AEROSPACE VEHICLES II
Spacecraft systems design including mission analysis and astrodynamics, launch vehicle requirements, attitude determination and control, propulsion, structural design, power systems thermal management, and telecommunications. Semester-long project is focused on the integration of multiple systems into a coherent spacecraft design to achieve specific mission requirements. (Taught at IIT as MMAE 437).

IIT 341 SPACECRAFT AND AIRCRAFT DYNAMICS
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

IIT 350 COMPUTATIONAL MECHANICS II
Taught at IIT as MMAE 450.

IIT 352 AEROSPACE PROPULSION
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 355 CARDIOVASCULAR FLUID MECHANICS
Anatomy of the cardiovascular system. Scaling principles. Lumped parameter, one-dimensional linear and nonlinear wave propagation, and three-dimensional modeling techniques applied to simulate blood flow in the cardiovascular system. Steady and pulsatile flow in rigid and elastic tubes. Form and function of blood, blood vessels, and the heart from an engineering perspective. Sensing, feedback, and control of the circulation. Possible project using custom software to run blood flow simulations (Taught at IIT as MMAE 455).

IIT 371 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 371) PREREQUISITE(S): IIT 201, IIT 201, IIT 202.

IIT 372 HEALTH PHYSICS
This course covers topics in Radiation Physics, including general aspects of radioactivity, radioactive series decay, alpha particle energies, beta decays, electron capture, gamma ray emission, interaction of radiation with matter, two-particle collisions, elastic scattering, interaction of heavy charged particles with matter, Coulomb force interactions, radiative stopping power, collision stopping power for heavy charged particles, interaction of light charged particles with matter, and bremsstrahlung radiation (Taught at IIT as PHYS 571)

IIT 373 HEALTH PHYSICS II
Continuation of the basic health physics sequence, including neutron production and interaction with matter; methods of radiation detection; radiation dosimetry; chemical and biological effects of radiation; radiation protection standards; shielding; dosimetric models; accelerator, reactor and medical health physics. (Taught at IIT as PHYS 572)

IIT 374 PROBABILITY AND STATISTICS
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. (Taught at Illinois Institute of Technology as MATH 474) PREREQUISITE(S): MATH 251

IIT 375 AEROSPACE MATERIALS LAB
Taught at IIT as MMAE 372.

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
variáveis. Design for manufacturing. Factors influencing choice of manufacturing process. (Taught at Illinois Institute of Technology as MMAE 485.)

**IIT 391 IIT CO-OP**
The student will participate in on-site or off-site activity (including, but not limited to, production or research activity). The student will be responsible for, e.g., designing, testing and deploying hardware or software, and may be involved in production level issues. Typically, this position will be a coop at some institution designated by IIT.

**IIT 397 INTER-PROFESSIONAL PROJECT (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**
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. IPRP 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)

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**Information Systems**

**Undergraduate Course Descriptions - Current Information Systems**

**IS 208 INFORMATION TECHNOLOGY, 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 344 IT AUDITING
Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam.
PREREQUISITE(S): None

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 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 IT 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): IT 215.

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.

IS 398 INTRODUCTION TO IS MANAGEMENT SEMINAR
This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS
master's students are required to take this seminar as the first course. PREREQUISITE(S): None

**IS 399 INDEPENDENT STUDY**
Independent study form and consent of instructor required. PREREQUISITE(S): Consent of dean.

Information Technology

**Undergraduate Course Descriptions - Current**

**IT 120 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 130 THE INTERNET AND THE WEB**
An introduction to the Internet, the World Wide Web, and web development for students with a strong interest in technology. Students will create interactive web pages by writing HTML and CSS and by programming in JavaScript. Topics include the origins of the web, the roles and operations of web browsers and web servers, interacting with web applications through forms, and using style sheets to separate document structure and document formatting. 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 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 231 WEB DEVELOPMENT I**
Introduction to framework-based web development. Students create interactive, dynamic web sites using a common web architecture and object-based database access. Programming for web development includes control structures, objects, functions, and use of composite data types. Prerequisite: IT 130

**IT 232 WEB DEVELOPMENT II**
Intermediate framework-based web development. Students design and develop web applications supporting social-networking, content-sharing and functionality for business and organizational needs. Web concepts include AJAX, server-side caching, security threats. Application of object-oriented concepts. Prerequisite: IT 231

**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 320 CONTENT MANAGEMENT SYSTEMS**
Design and use of Content Management Systems (CMSs) to manage unstructured digital media throughout the enterprise, simplify the publication of Web content, and locate and link content at any level of an organization. Discussion will focus on key users, their roles and responsibilities, collaborative workflow, and versioning. Students will become familiar with available CMSs, design a database-driven Website focusing on separation of the content’s semantic layer from its layout, and implement a system using a variety of open-source software. Prerequisite(s): IT 130

**IT 330 USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS**
Graphical user interface development for web and desktop applications. Event-driven user controls. Development involves use of a visual integrated development environment (IDE). Prerequisite: IT 232

**IT 390 TOPICS IN INFORMATION TECHNOLOGY**
Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): Consent of the Instructor
**IT 398 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).

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**Interdisciplinary Studies Prog**

Undergraduate Course Descriptions - Current

**ISP 100 THE NATURE OF SCIENCE**
The Nature Of Science (Cross-listed As PHY 100)

**ISP 210 GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I**
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I

**ISP 211 GREAT IDEAS, THE INDIVIDUAL & SOCIETY II: RENAISSANCE THROUGH ENLIGHTENMENT**
GREAT IDEAS, THE INDIVIDUAL & SOCIETY II: FROM THE RENAISSANCE THROUGH THE ENLIGHTENMENT

**ISP 212 GREAT IDEAS, THE INDIVIDUAL & SOCIETY III**
GREAT IDEAS, THE INDIVIDUAL & SOCIETY III

**ISP 220 INTERACTIONS OF SCIENCE & TECHNOLOGY**
INTERACTIONS OF SCIENCE & TECHNOLOGY

**ISP 245 LIFE IN THE UNIVERSE**
Life In The Universe

**ISP 300 SELECTED SEMINAR TOPICS (CROSSTLISTED AS HON 300)**
Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project. Cross-listed as HON 300. Variable credit.

**ISP 330 PEER EDUCATION SERVICE LEADERS I**
This course is designed to prepare service immersion trip leaders and to promote their development as socially responsible leaders. The focus is on foundational theory and developing transferable life skills related to reflective theory and practice, Vincentian concepts of service, and peer education. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

**ISP 331 PEER EDUCATION SERVICE LEADERS II**
Students will apply the theories and practices learned in ISP 330 to their service immersion groups. Through experiential, interactive, academic and reflective activities students will continue reflection on Vincentian service and their leadership roles. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

**ISP 390 SPECIAL TOPICS**
Variable credit.

**ISP 392 INTERNSHIP**
Internship

**ISP 399 INDEPENDENT STUDY**
Variable credit. PREREQUISIT(S): Consent of Dean's office.

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Institute for Professional Dev
IPD 352 IPV6 PROGRAM
A 10-week online program providing comprehensive coverage of IPv6 technologies and strategies for transitioning enterprise networks to IPv6

IPD 353 CLOUD COMPUTING WITH AMAZON WEB SERVICES PROGRAM
A 10-week program in cloud computing using the Amazon Web Services platform

IPD 354 CLOUD COMPUTING INFRASTRUCTURE AND OPERATIONS PROGRAM
A 6-week program in the architectures, infrastructure, and operations of Cloud Computing

IPD 355 CLOUD COMPUTING FUNDAMENTALS PROGRAM
An 11-week program in the principles, methods, and technologies of Cloud Computing

IPD 356 WEB DEVELOPMENT WITH AJAX TECHNOLOGIES PROGRAM
A 7-week program covering Web development with Ajax technologies

IPD 357 WIRELESS LAN SECURITY PROGRAM
An 8-week program covering the latest solutions to wireless LAN security issues.

IPD 358 SHAREPOINT DEVELOPER PROGRAM
A 10-week program covering Microsoft SharePoint development.

IPD 359 WEB DEVELOPMENT WITH PYTHON PROGRAM
A 6-week program covering Web development with the Python programming language.

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 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 370 ADVANCED SQL PROGRAM
A two-week program covering advanced SQL.

IPD 380 IT PROJECT MANAGEMENT PROGRAM
A 10-week comprehensive program covering best practices in IT project management

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

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 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, pantoom 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 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 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
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, F-X. Faculty: Nancy Davis

IN 249 NEW YORK: AN HISTORICAL OVERVIEW
This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities, that of New York City which includes that of its five boroughs: Manhattan, Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provides a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises. Competencies offered: H-1-F, H-1-H, H-1-B, A-3-G, FX. Please contact the instructor to request a syllabus.

IN 250 YOU, YOUR WORK AND THE WORLD
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. Competences: FX-Can identify and understand specific societal and world issues that affect one's current workplace environment.; FX - Can develop a comprehensive career portfolio that successfully summarizes one's educational, workplace, and volunteer activities, for the purpose of highlighting one's accomplishments for prospective employers.

IN 251 VALUES-BASED LEADERSHIP: MAKING A DIFFERENCE WHILE MAKING A PROFIT
The primary focus of IN 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. Competences: FX - Can identify and articulate common characteristics of successful values-conscious corporate leaders who have achieved financial success while simultaneously recognizing the importance of social responsibility; FX - Can apply one's understanding of successful values-based corporate leadership to determine one's personal and professional goals and strengthen one's leadership skills.

IN 252 CREATIVITY AS A CHANGE AGENT IN 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. Competences: FX - Can recount and reflect upon
the history of creative innovations within the workplace as these innovations relate to invention, leadership, advertising and marketing concepts, teaming and collaborative tools, and entrepreneurship.; FX - Can apply one's understanding of these creative innovations in an analysis and plan for change in one's current workplace.

IN 253 PUBLIC SERVICE CAREERS
This course will provide an opportunity to students to familiarize themselves with career opportunities in the public service sector by focusing on (a) the types of problems that public service organizations attempt to address; (b) the different strategies used by different types of public service organizations; and (c) the range of available public service jobs. The course will promote the life-long process of integrating work and learning, enable students to view their internship within a broad perspective, assist career decision-making, promote individual success through on-the-job experience, and provide students with valuable networking opportunities - all with a focus on public service careers. Competences: FX - Can analyze the types of problems that public service organizations attempt to address; the different strategies used by different types of public service organizations; and the range of available public service jobs.; FX - Can apply one's understanding of public service organizations to develop strategies for one's own organization and to develop one's own professional career goals.

IN 254 CORPORATE SOCIAL RESPONSIBILITY
Corporate Social Responsibility analyzes the mutually dependent relationship between businesses and society, focusing on how organizations can contribute their resources, expertise, and innovations to the benefit of our local, national, and global communities. By examining their own internship experiences, along with real world case studies, research, and commentary, students will examine the critical decision-making processes organizations address as they balance competitive advantages against the weight of social progress. Students are expected to wrestle with the variable issues confronting corporate social responsibility in relation to their own fields of interest. Throughout the course, students will analyze how their current workplaces determine a competitive edge while staying attentive to the social, public, and environmental consequences of their actions. Competences: FX - Can analyze the critical decision-making processes one's organization needs in order to balance competitive advantages against the weight of social progress.; FX - On the basis of the analysis of one's current organization, can develop a plan to achieve a competitive advantage, while staying attentive to the social, public, and environmental consequences of their actions.

IN 261 THE PARENT ROLE
What does society expect of parents? How have theorists and researchers defined who the parent is and what the parental role involves? How do these descriptions change as children grow? How do parents communicate and nurture their infants and young children? How do their communication skills change as children become older? What attitudes, information and skills do parents need to have to fulfill their role? Students draw from their readings, videos and exercises, to answer these questions. They follow the parent role as it evolves as children grow. Students learn alternative methods of relating to children and discuss the pros and cons of each. They work out ways of dealing with common childhood situations, using a process for dealing with any parenting issue. Students are encouraged to reflect on and discuss their own parenting experiences as a child and, if relevant, as a parent. Competences: E1 & E2. Faculty: Harriet Heath. Can be taken for one or both competences.

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 Hemingway 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 272 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 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 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
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: Dana McDermott

IN 346 NATURE - NURTURE: IT'S ABOUT THE HYPHEN!
One of the themes of contemporary investigations 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. This question has both stimulated and restricted our understanding of 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 role of environment on health using a framework that puts environmental factors in relation to non-environmental factors (e.g., biology) 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 that is generalizable to many areas of interest and concern. There will be several steps - activities - of the study designed to progressively develop your facility with these ideas. You will develop this facility through research activities in pursuit of various questions that will require the use of library and
internet database searches, your own observations, 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 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 and gathering information, completion of Research Seminar is a prerequisite. Competencies: E1, E2. Faculty: Morry Fiddler

IN 350 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. Competences: FX - Can analyze the strengths and weaknesses of one's current organization in relation to competing organizations, and determine strategies to augment strengths and reduce weaknesses.; FX - On the basis of the analysis of one's current organization's effectiveness, can develop and defend a comprehensive plan to move one's organization in a new direction.

IN 351 ONE BOOK/ONE CHICAGO
Every fall and spring the city of Chicago announces its One Book-One Chicago reading selection. In this FDIS, you'll be able to join in the fun of exploration of the book and its many topics, which may be approached from a variety of disciplinary stances (literary, historical, sociological, religious, political, medical, scientific, etc.). You'll be able to explore thematic issues raised by the selected book and you will attend at least two Chicago events associated with the book-readings, panel discussions, library round tables, lectures, and the like. You'll have the opportunity to sharpen your research skills by reading critical articles related to the particular lenses you apply to the thematic issues in the book. Competences: E1, E2. Faculty: Ann Stanford

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 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 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. Faculty: Timothy Hill

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
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

In 1999, the course, "Comparative Theology," was taught by Suzanne Ryan. The course focused on the study of Islam, Hinduism, and Christianity, and was intended to provide a structured paradigm for understanding the diversity of spiritual belief systems. The course was designed to encourage students to think critically about the role of religion in different cultures, and to develop an understanding of the ways in which spirituality intersects with other aspects of modern life such as gender and work. The course was taught using a variety of methods, including lectures, small group discussions, and individual projects. The course was intended to help students develop an understanding of the diversity of spiritual belief systems, and to prepare them for careers in fields such as religious studies, ministry, and counseling.

In 2000, the course, "Psychology of Sex and Gender," was taught by Kevin Buckley. The course focused on the study of sex and gender in psychology, and was designed to provide students with a comprehensive understanding of the ways in which sex and gender are related to psychological processes. The course was taught using a variety of methods, including lectures, small group discussions, and individual projects. The course was intended to help students develop an understanding of the ways in which sex and gender are related to psychological processes, and to prepare them for careers in fields such as psychology, counseling, and social work.

In 2001, the course, "Learning History at the Museum," was taught by Nancy Davis. The course focused on the study of history at museums, and was designed to provide students with a comprehensive understanding of the ways in which museums are used to transmit information about the past. The course was taught using a variety of methods, including lectures, small group discussions, and individual projects. The course was intended to help students develop an understanding of the ways in which museums are used to transmit information about the past, and to prepare them for careers in fields such as museum studies, history, and education.
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 EINSTEIN'S WAYS OF KNOWING**

While reading Walter Isaacson's 2007 biography, Einstein: His Life and Universe, students will: - explore how Albert Einstein learned and compare those methods to their own. - explain the external and internal factors affecting Einstein's work and, again, compare them to similar factors in their lives. - examine the concept of moral and immoral knowledge in both Einstein's life and their own. Students will participate in cumulative chapter discussions (via Blackboard) that result in a final project addressing each of the described issues. The default project is an essay/short paper, but students are encouraged to consider other options (e.g. concept map, PowerPoint presentation) and discuss with the instructor. Competence: S3X. Faculty: Jennifer Holtz

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**Interactive Media**

Undergraduate Course Descriptions - Current

**IM 208 VIRTUAL WORLDS AND ONLINE COMMUNITIES**

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. **PREREQUISITE(S)** WRD 104

**IM 210 INTRODUCTION TO HUMAN-COMPUTER INTERACTION**

This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation, Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture and usability testing. Students provide written analysis of their research and process. **PREREQUISITE(S):** None

**IM 220 INTERACTIVE MEDIA I**

This course applies interactive media principles for a variety of contexts with a goal of exploring relative merits among common interaction paradigms. Based on assessed needs and intended functionality, students create working prototypes that demonstrate a range of design patterns, particularly those with a high level of interactivity such as rich internet applications, games, and visual simulations. Emphasis is given to visual design principles and aesthetics for creating interesting and engaging interactive experiences. **PREREQUISITE(S):** ANI 105

**IM 222 INFORMATION VISUALIZATION**

This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software **PREREQUISITES:** LSP 120
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: IT 130 or HCI 201

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 or GD 105)

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 336 INTERACTIVE MEDIA SCRIPTING FOR PROGRAMMERS
Object-oriented programming in ActionScript for students who already know how to program. Students will design, code and test interactive media using standard and custom designed classes. PREREQUISITE(S): Experience in at least one high-level programming language.

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.

Intercultural Communication
INTC 205 COMMUNICATION, CULTURE AND COMMUNITY (Formerly CMNS 205)
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. (Formerly CMNS 205)

INTC 206 COMMUNICATING MULTICULTURAL IDENTITIES (Formerly CMNS 206)
This course examines identity from a critical/poststructuralist position, approaching the notion of identity as a performative and discursive production within complex systems of power, privilege, and oppression. Together, the class will examine the ways in which discourse influences our performances of personal identity as well as the ways that it constructs our ideas about other identities (gender, race, sexuality, etc.). Through reading, discussion, and reflection, we will interrogate how individual and group identities are theorized, constructed, negotiated, and transformed; how identity is shaped by rhetorical discursive and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. (Formerly CMNS 206)

INTC 220 PUBLIC SPEAKING (Formerly CMNS 220)
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. (Formerly CMNS 220)

INTC 230 PERFORMANCE OF LITERATURE (Formerly CMNS 230)
Introduction to the communication of literature through oral interpretation. Involves critical analyses of selected literary works and preparation for and delivery of short performances. (Formerly CMNS 230)

INTC 290 COMMUNICATION WORKSHOP (VARIABLE TOPICS) (Formerly CMNS 290)
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (Formerly CMNS 290)

INTC 304 MULTICULTURAL COMMUNICATION IN THE U.S.A. (Formerly CMN 304)
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. (Formerly CMN 304)

INTC 307 TOPICS IN POLITICAL AND SOCIAL COMMUNICATION (Formerly CMNS 307)
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. (Formerly CMNS 307)

INTC 308 TOPICS IN INTERCULTURAL COMMUNICATION (Formerly CMNS 308)
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. (Formerly CMNS 308)

INTC 309 INTERNATIONAL/GLOBAL COMMUNICATION (Formerly CMNS 309)
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. (Formerly CMNS 309)

INTC 310 DISCOURSE ANALYSIS (Formerly CMNS 310)
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. (Formerly CMNS 310)

INTC 321 CULTURAL AND SYMBOLIC CRITICISM (Formerly CMNS 321)
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. (Formerly CMNS 321)
**INTC 322 ADVANCED PUBLIC SPEAKING (Formerly CMNS 322)**
Analyzes theories and develops skills required in persuasive speaking situations. This course is an extension of the public speaking class (INTC 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): INTC 220 or equivalent. (Formerly CMNS 322)

**INTC 323 SOCIAL MOVEMENTS (Formerly CMN 323)**
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. (Formerly CMN 323)

**INTC 324 CULTURE OF CONSUMPTION (Formerly CMNS 324)**
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. (Formerly CMNS 324)

**INTC 325 PROMOTING SUSTAINABLE PRACTICES (Formerly CMNS 325 - ENVIRONMENTAL COMMUNICATION WORKSHOP)**
Provides a foundation in the communication skills necessary for achieving conservation goals. Introduces communication approaches such as social marketing, citizen participation, public campaigns, and environmental interpretation that have proven effective in the work of conservation professionals. (Formerly CMNS 325 - ENVIRONMENTAL COMMUNICATION WORKSHOP)

**INTC 326 ENVIRONMENTAL POLITICS AND RHETORIC (Formerly CMNS 326)**
Rhetorical perspective on environmental public discourse. Course also explores the relationship between rhetorically constituted ideas about nature and the development of political and social ideas, institutions, and practices that inform our understanding of the human place in the environment. (Formerly CMNS 326)

**INTC 328 HISTORY OF RHETORIC AND COMMUNICATION (Formerly CMNS 328)**
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. (Formerly CMNS 328)

**INTC 330 TOPICS IN PERFORMANCE (Formerly CMNS 330)**
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. (Formerly CMNS 330)

**INTC 331 COMMUNICATION FIELDWORK (Formerly CMNS 331)**
Provides students with experience conducting qualitative research, including data collection techniques, data coding and analysis, as well as interpretation of data and writing ethnographic reports. In addition to providing practical hands-on training in ethnographic research, this course serves to explore the theory, ethics, and politics behind various research methodologies. (Formerly CMNS 331)

**INTC 332 TOPICS IN INTERCULTURAL COMMUNICATION METHODOLOGY**
Courses explore a range of qualitative and quantitative research strategies. Topics may include more specialized modes of gathering and assessing data, using new data technologies and software programs, and conducting communication studies.

**INTC 333 CULTURAL WAYS OF SPEAKING (Formerly CMNS 333)**
Explores how speakers reveal culture through their everyday interactions. This course focuses on speaking as an activity through which individuals identify themselves with communities of discourse, within the United States as well as across cultural groups. It provides students with experience in discovering diverse "ways of speaking" and "codes" concerning what it means to be a person, how people relate to each other, and how they view the world. (Formerly CMNS 333)

**INTC 334 URBAN COMMUNICATION (Formerly CMNS 334)**
Examines relationships between material features of the city and symbolic representations of urban life (e.g., photography, film, songs, public discourse) with the goal of understanding the city as a site of communication.
Special attention is paid to expressions of hope for and fear of the city. (Formerly CMNS 334)

**INTC 335 LATINO COMMUNICATION, CULTURE, & COMMUNITY (Formerly CMNS 335)**
Examines the relationships among Latino cultures, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in Latino community organizations. The course also fulfills the junior year experiential learning requirement through community based service learning. (Formerly CMNS 335)

**INTC 337 ASIAN-AMERICAN MEDIA REPRESENTATIONS (Formerly CMNS 337)**
The course takes an interdisciplinary approach in the analysis of the media images and explores issues of power, identity, race, gender, class, sexual orientation and the interaction of these factors in the representation of Asian Americans. (Formerly CMNS 337)

**INTC 338 ASIAN CULTURE AND COMMUNICATION (Formerly CMNS 338)**
Reviews major Asian philosophical and religious traditions such as Hinduism, Confucianism, Taoism, and Buddhism and examines how these traditions influence and affect Asian cultures and communication behaviors, particularly communication among Indians, Chinese, Japanese, Koreans, and Asian Americans in various contexts. (Formerly CMNS 338)

**INTC 340 LEGISLATING LANGUAGE**
This course examines language legislation and rules globally at national and institutional levels. We explore the ideologies and motivations that underlie such policies.

**INTC 361 GENDER AND COMMUNICATION (Formerly CMNS 361)**
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. (Formerly CMNS 361)

**INTC 367 PERFORMANCE FOR SOCIAL CHANGE (Formerly CMNS 367)**
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): INTC 230 or permission of instructor. (Formerly CMNS 367)

**INTC 392 INDEPENDENT STUDY**
Independent Study. Prereq: Written permission of supervising faculty member and of the departmental chair is necessary before registration.

**INTC 393 INTERCULTURAL COMMUNICATION PRACTICUM**
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. Written permission of supervising faculty member and of the departmental chair is necessary before registration. Prereq: Written permission of supervising faculty member and of the departmental chair is necessary before registration.

**INTC 395 DEBATE PRACTICUM (Formerly CMNS 395)**
This practicum centers on developing students' skills in debate and public discourse. Participation in forensic activities outside of the class (tournaments, public debates, etc.) is an expectation. (Formerly CMNS 395) o- njo-vy?1 x7kidsection 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.)

**Interdisciplinary Comm Studies**

**ICS 200 INTRODUCTION TO BUSINESS**
This course is designed for non-Commerce majors who want a minor in business. The course will help the student 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. Considerations will be given to the possible career opportunities in each of the functional areas studied.
ICS 201 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
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
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): Senior standing

ICS 394 ENTREPRENEURSHIP STRATEGY
This course is an overview of strategic management applied to entrepreneurial enterprises. General business management problems integrating marketing, accounting, finance and management functions are analyzed from the perspective of the CEO or entrepreneur concerned with start-up and planning of a new 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. PREREQUISITE(S): MGT 300, MKT 310, either FIN 290 or FIN 310 and Senior standing

ICS 395 MANAGEMENT STRATEGY
Management strategy is a course which synthesizes the functional business activities into a general management perspective of the business enterprise. This course presents a conceptual framework for understanding the operation of the firm within the global business environment. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from service, manufacturing, and not-for-profit organizations. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations. PREREQUISITE(S): FIN 310, MGT 300 and MKT 310.

ICS 396 HOSPITALITY STRATEGY
Hospitality strategy is a capstone course designed to expose students to a strategic perspective on issues that concern the firm as a whole. This viewpoint is integrative in that it draws on concepts from the functional disciplines (i.e. Marketing, Finance, Accounting, Operations) in the diagnosis, analysis and resolution of complex business situations. Students will read, discuss and apply a body of theory and techniques from the field of strategic management. The course emphasizes the development of practical problem solving skills. 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 various hospitality operations around the world. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations. PREREQUISITE(S): Senior Standing

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
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
INT 150 GLOBAL CONNECTIONS (FORMERLY INT 300)
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
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 director.

INT 202 INTERNATIONAL CONFLICT AND COOPERATION
This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. It includes a critical perspective on realism and the other mainstream theories of international relations. PREREQUISITE(S): INT 201 and International Studies major/ minor or permission of director.

INT 203 INTERNATIONAL MOVEMENTS IN THE 20TH AND 21ST CENTURIES
This course evaluates the major social movements that have shaped international developments in the 20th and 21st centuries. Includes discussions of the varieties of socialism, race, 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
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. Cross-listed as ANT 386.

INT 205 INTERNATIONAL POLITICAL ECONOMY
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 recurrent financial crises. 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
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 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**
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**
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 INTERNESHIP DIRECTED RESEARCH
In this phase of an off-campus internship, students submit a research report to faculty and expand upon their experience through further research. PREREQUISITE(S): Permission of the director.

INT 388 SPECIAL TOPICS IN INTERNATIONAL STUDIES
Special Topics In International Studies

INT 389 INTERNATIONAL SOCIAL ENGAGEMENT
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
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
Variable credit hours. PREREQUISITE(S): Permission of the director.

Irish Studies

Undergraduate Course Descriptions - Current

IRE 101 IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION
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. Cross-listed as HST 266 & CTH 288.

IRE 102 HISTORY OF IRELAND FROM 1800 TO THE PRESENT
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. Cross-listed as HST 268.

IRE 103 IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"
An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Nationalist sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them. Cross-listed as CTH 274.

IRE 104 THE EARTH'S CULTURAL LANDSCAPE
A survey of the global patterns and processes which create our world's cultures. Several cultural realms such as language, religion, folk and popular culture, ethnicity, and the built environment serve as foci for a deepened understanding of the world and its people. Cross-listed as GEO 170.

IRE 105 GEOPOLITICS
A survey of theories of international relations and geopolitics, the course explores the security dilemmas and types of collective action that mold international affairs in the Post-Cold War era. Cases from Western Europe, the Balkans, the Middle East and the Trans-Caucasus region provide opportunities to assess theoretical approaches and profile the United States' security landscape for the new millennium. Cross-listed as GEO 201.
IRE 106 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. Cross-listed as GEO 316.

IRE 107 CULTURAL GEOGRAPHY
How do artists depict different locations? How do television portrayals of New York City compare and contrast between situation comedies and drama series? How do lyrics and music portray a sense of place and local identity? This course will analyze how places are represented and understood through arts, music and literature. Students will develop the theoretical skills to examine the cultural geography both of the United States and elsewhere. Cross-listed as GEO 172.

IRE 201 TOPICS IN IRISH STUDIES
See schedule for current offerings PREREQUISITE(S): One previous literature course. Cross-listed as ENG 357.

IRE 202 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. Cross-listed as ENG 355.

IRE 203 CONTEMPORARY IRISH LITERATURE
This course is an introduction to the vibrancy of contemporary Irish literature. It explores the ways in which literature addresses issues such as new patterns of living, communal tension, and women's experience.

IRE 249 GENDER AND POLITICS IN IRELAND
This course examines the often paradoxical impact of political change and social relations on women in Ireland. Political change has at times afforded women leadership opportunities; social relations have been, especially during periods of colonial rule and the ascendancy of the Church, intensely patriarchal. The course pays particular attention to the way in which, historically and today, categories of gender have been constructed and intersect with or otherwise affect politics and social relations in the Republic of Ireland or the six counties that remain part of the United Kingdom. Cross-listed with WGS 249.

IRE 301 NINETEENTH CENTURY IRISH LITERATURE
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. Cross-listed as ENG 346. PREREQUISITE(S): One previous literature course

IRE 302 THE IRISH REVIVAL
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. Cross-listed as ENG 354. PREREQUISITE(S): One previous literature course.

IRE 303 REVOLUTION AND NATIONALISM IN IRELAND
From the eighteenth to the twenty-first century Irish history has been defined by the emergence of national consciousness. This emerging consciousness has been expressed through violent rebellion against British rule and participation in British politics. This course traces the course of revolution and nationalism in Ireland from 1798 to 1923. This course traces the evolution of Irish nationalism and examines the historical literature of this subject. Key themes include: agrarian unrest, parliamentary politics, ideological revolution and the interaction of these forces to achieve independence.

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
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]
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 121 HISTORY OF ISLAM: THE FOUNDING OF A CIVILIZATION
This course covers the rise and initial spread of Islam, from its origins in Arabia to its emergence as a world-wide civilization. This course will look at the periods of late antiquity, the life of the Prophet Muhammad, the caliphate, the conquests, the first and second civil war, the Abbasid revolution, and finally the break-up of the empire in the 10th / 11th Century. This will encompass the regions of Arabia, the Fertile Crescent, North Africa, and Central Asia. The course will cover the political, religious, and intellectual history of the above periods and regions.

IWS 122 HISTORY OF ISLAM: THE FLOWERING OF A CIVILIZATION
This course looks at the period from the rise of the period of the Muslim Commonwealth, 10th/11th century, to the rise of the Gunpowder States, 15th/16th century. The course will look at the different dynasties (Buyids, Fatimids, Seljuks, Ayyubids and others) that arose and were ruling the Muslim world before, and during the time of the Crusades. The course will also look at the impact of the Persian bureaucracy and Turkish military on Islamic civilization.

IWS 191 INTRODUCTION TO ISLAMIC WORLD STUDIES (FORMERLY IWS 100)
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. Formerly IWS 100.

IWS 192 INTRODUCTION TO THE FIELD OF ISLAMIC STUDIES (FORMERLY IWS 101)
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 on the rise of Islam and the sacred texts in the Western and Islamic Academia. Formerly IWS 101.

IWS 200 RESEARCH TOOLS
IWS 200 is a skills course aimed at improving the student's ability to read and write with clarity and precision. It is meant to prepare students for other IWS courses that stress text reading, responsive writing and research. IWS 200 students will use source material relevant to Islamic World Studies from disciplines that include religious studies, history, political science and international studies. The class meets once a week for three hours. The first 60-75 minutes of each session will be devoted to discussion of weekly reading assignments. Students will complete six short response papers as weekly homework assignments and three longer writing assignments: a book review, a comparative analysis and a research paper. Formerly IWS 190.

IWS 217 ISLAM IN GLOBAL CONTEXTS (CROSS-LISTED AS REL 217)
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 218 INTRODUCTION TO ISLAM IN SOUTH ASIA
This course will explore the very rich history and development of Islam in South Asia. In the first part of the course we will briefly explore four overlapping, though unique phases: the early history of Islam in the region (beginning in 630), the Mughals (1526-1858), British Colonialism (1613-1947), and the contemporary world (1857-2011). In studying the early history of Islam in South Asia, we will explore both the South Asian milieu at the time of the Muslim arrival, as well as the context of Islam?s arrival within the greater narratives of its own expansions. In studying the Mughals we will explore not only the rise and decline of this 600 year enterprise, but also the issues addressed by a Muslim minority ruling over a Hindu majority. In studying the history of British Colonialism in India, we will explore the India?s perceived role in the greater project of Colonialism, Muslim encounters with modernity, and the changing dynamics of Muslim-Hindu interactions in response to the occupying power. In the post-Colonial phase, we will explore the anti-Colonial independence movements (the Khilafat movement and the Pakistan movement), followed by the mapping of South Asia as
a three part nation-state: India, Pakistan, Bangladesh, with discussion on Kashmir, and Sri Lanka, involving a transnational conversation between multiple Islamic outlooks. In the second part of the course, we will explore four social, intellectual, cultural threads. We will look at effects of the Persian legacy on the Islamic imagination. We will look at the intellectual responses to Modernity, with emphasis on Shah Waliullah, Deoband, Aligarh, and Nadwat al-Ulama. We will look at the philosophical underpinnings of the political thought of three influential figures: Muhammad Iqbal, Sayyid Abu'l `Ala Mawdudi, and Israr Ahmad. Last we will explore the artistic role of Muslims in the developing Indian consciousness. In the final part of the course, we will explore the role of Islam in South Asia in the 21st Century, exploring Global Societies, South Asian Diaspora, Pan-Islamism, Hindu Nationalism, Religious violence, and Bollywood.

**IWS 220 MUSLIM HISTORIES IN LATIN AMERICA, THE CARIBBEAN, AND LATINO USA**
This course maps Muslim histories in Latin America and the Caribbean, as well as in U.S. Latino/a communities, from the late fifteenth century to today. In this broad historical approach, we explore five distinct moments: the place of Moors or Muslim Iberians in the colonization of the New World; enslaved Male West Africans mobilizing against a Luso-Brazilian imperial order; indentured South Asians and creolization in Caribbean nationalist ideologies; early and mid-twentieth century Arab migration to South America, and, most recently, Latin American, Caribbean, and U.S. Latino/a conversion, or what many call, reversion, to Islam. Our main goal is to explore Muslim histories as a window into the themes of colonialism, slavery, creolization, migration, and post-9/11 politics within these Latin/o Americas. In so doing, we are necessarily locating Muslims at the very conception and in the very pulse of what is today considered Latin America and the Caribbean, tracing their histories through Iberian colonizers, enslaved Africans, indentured South Asians, migrant Arabs, and finally, Latino/a converts. By studying this Muslim history of the Latin/o Americas, we seek to gain novel insights into a lesser-explored dimension of Latin America and the Caribbean as well as map the global breadth of Islam.

**IWS 230 ISLAMIC FINANCE**
This course is a comprehensive introduction to Islamic finance, from its religious and legal origins and principles to its most advanced forms. This course focuses on the underlying principles of Islamic finance through a study of its scriptural and jurisprudential origins and reviews most of its products such as Mudraba, Mushraka, Mursaha, Project finance, Sukk, Takful, Ijra and equity mutual funds etc. The course also examines today's Islamic finance industry with a closer look at the structure and governance of contemporary Islamic financial institutions and international regulatory bodies.

**IWS 251 ISLAMIC ART (CROSS-LISTED WITH HAA 222)**
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. Cross-listed with HAA 222.

**IWS 263 RELIGION AND POLITICS IN THE MIDDLE EAST (CROSS-LISTED AS REL 263)**
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)**
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)**
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 270 ISLAMIC ETHICS**
Ethics is concerned with the character, customs, principles or standards of human conduct. Ethics is also concerned with the norms of human conduct. Islam is considered an essentially ethical religion meaning that it is fundamentally concerned with establishing the norms of human conduct in a relationship with God. Islamic conceptions of ethics/morality derive directly from the Qur’an. The lives of Muslims should ideally reflect the spiritual characteristics preferred by the Qur’an. In Islam there is no real distinction between being religious and ethical. In this course students will explore the ethical world of Muslims through glimpses of Islamic thought on pluralism, politics, abortion, war, euthanasia, and social justice.

**IWS 271 THE QUR’AN AND ITS INTERPRETERS (CROSS-LISTED AS REL 271)**
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)**
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 277 INTRODUCTION TO SUFISM**
This course will look at the history of Sufism (Islamic Mysticism). The course will look at the roots of Sufism and its early advocates, the medieval articulation and formalization of the tradition, to its renaissance in the modern period and its use as a 'moderating' tool. Students by the end of the course will also have a firm grounding in the terms and concepts that govern Sufism.

**IWS 278 INTRODUCTION TO THE HADITH**
This course will introduce students to the hadith (the tradition of the Prophet Muhammad). The course will look at the historical development of the collection, study, and criticism of the hadith. Students will learn the utilization of the hadith in the establishment of Muslim religious practices, law, political and cultural norms. Students will become familiar with the technical terms that are utilized by the scholars of hadith. Students will also come to understand the modern debates about hadith study and hadith utility (or lack there of) in the modern world.

**IWS 285 ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS**
A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings.

**IWS 292 HISTORY OF JIHAD**
This course will look at the history of Jihad. It will take a look at the institution of jihad in three different periods: early period (622-750) middle period (1095-1415) and finally the modern period (1798-2001). The course will look at the understanding of the concept of jihad and see if there is any consitent theory and how it compares to the Christian understanding of the Just War theory.

**IWS 295 SECTARIAN MOVEMENTS WITHIN ISLAM (CROSS-LISTED AS REL 295)**
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 298 READINGS IN THE QUR'AN**
This course will look at the Qur'an and its impact on several genres: the Qur'an and story telling; the Qur'an and law giving; the Qur'an and poetry; the Qur'an and imagery etc., Students will see how the Qur'an (in its oral and written form) impacted the literature and art of the Islamic and non-Islamic Near East. Students will first become familiar with the Qur'an and its context by a close reading of the text (in its translation). Then students will look at other literary works and see how much the Qur'an has shaped and impacted these 'secular' genres. PREREQUISITE(S): Any 100 level course on Islam.

**IWS 299 HISTORY OF ISLAMIC PHILOSOPHY**
This course looks at one of the main intellectual outgrowths of the Islamic tradition: Falsafa (Philosophy), the translation movement it spawned, and its interaction with Greek and Hellenistic philosophy. As we look at this historical development we will read important Islamic philosophers both in the medieval and modern period, such as: al-Kindi, al-Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, Nasir al-Din Tusi and Mulla Sadra.

**IWS 300 MUSLIMS IN AMERICAN FICTION AND FILM**
This course will analyse the portrayal of Islam and Muslims by American fiction writers, documentary and screenwriters. Students will use normal analytical categories as they read popular mystery thrillers, romance novels, watch documentaries and review major movies.

**IWS 310 CONVERSATIONS ON ARAB-ISRAELI CONFLICT**
This course is designed to run in connect with SoliyaConnect, a virtual classroom experience for IWS majors and minors. Students will be in live conversations with students in various universities in the U.S. and the Middle East on issues directly related to this conflict. Students begin in last weeks of winter quarter and continue throughout Spring Quarter, registering for course in Spring. Laboratory work which is virtual classroom is coupled with classwork real class setting.

**IWS 320 MUSLIM HISTORIES OF THE LATIN/O AMERICAS**
This course maps Muslim histories in Latin America and the Caribbean, as well as in U.S. Latino/a communities, from the late fifteenth century to today. In this broad historical approach, we explore five distinct moments: Moorish Iberians in the colonization of the so-called "New World" as well as their reinvention today; enslaved West Africans mobilizing against a Luso-Brazilian imperial order; indentured South Asians and creolization in Caribbean nationalist ideologies; early and mid-twentieth century Arab migration to South America, and, most recently, Latin American, Caribbean, and U.S. Latino/a conversion, or
what many call, reversion, to Islam. Our goal is to explore Muslim histories as a window into the themes of colonialism, slavery, creolization, migration, and post-9/11 politics within these Latin/o Americas. In so doing, we are locating Muslims at the very conception and in the very pulse of what can be called the Latin/o Americas, tracing their histories through Iberian colonizers, enslaved Africans, indentured South Asians, migrant Arabs, and finally, Latino/a converts. By studying this Muslim history of the Latin/o Americas, we seek to gain novel insights into a lesser-explored dimension of Latin America, the Caribbean, and the Latino/a U.S. as well as map the global breadth of Islam.

IWS 324 ISLAMIC LAW (SHARIAH) AND AMERICAN CULTURE
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 MEDIA AND ISLAM
Media and Islam examines the journalistic techniques and communication theories behind how mainstream U.S. news media, print, broadcast and online bring news and information about the Arab and Muslim worlds to the American public. The course pairs media pieces with academic writing to stimulate critical thinking on media coverage of 1) characterizations of Muslims and Islam, including Islamic diversity, 2) contextual links between political Islam and Western/U.S. policies in the Muslim world, 3) the concept of jihad, 4) the status of Muslim women, and 5) the Israeli-Palestinian conflict. The course is presented in a three-hour, weekly seminar format and stresses reading, discussion and class participation. Written requirements are a midterm essay (assigned two weeks before due date) and a final media research paper on an approved topic of choice. There are no exams or quizzes.

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 345 ISLAMIC PHILOSOPHY
This course looks at one of the main intellectual outgrowths of the Islamic tradition: Falsafa (Philosophy), the translation movement it spawned, and its interaction with Greek and Hellenistic philosophy. As we look at this historical development we will read important Islamic philosophers such as: al-Kindi, al-Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, Nasir al-Din Tusi and Mullâ Sadra.

IWS 395 SENIOR CAPSTONE SEMINAR
This is a seminar for Islamic World Studies majors. It is both an opportunity to reflect on what has been gained from studies and experiences in Islamic studies and an opportunity to strengthen that learning and expand those experiences with direct contact with Muslim communities in Chicago and overseas through the Soliya Program. Students will meet with leaders and members of Chicago's Muslim communities and through Soliya meet with their peers in universities here and abroad. Soliya, through a partnership with the United Nations Alliance of civilizations aims to reduce tensions across cultural divides. This aspect of the course will be integrated throughout with the assistance of Jennifer Von Diehle, Assistant director for International Collaborations at DePaul.

IWS 399 INDEPENDENT STUDY
Independent study designed for majors. PREREQUISITE(S): Permission
**ITA 101 BASIC ITALIAN I**
Listening to, speaking, reading and writing Italian in a cultural context for the beginning student.

**ITA 102 BASIC ITALIAN II**
Continued emphasis on the four skills in culturally-authentic situations. PREREQUISITE(S): ITA 101 or equivalent.

**ITA 103 BASIC ITALIAN III**
Completion of the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression. PREREQUISITE(S): ITA 102 or equivalent.

**ITA 104 INTERMEDIATE ITALIAN I**
Intensive practice in the use of Italian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. PREREQUISITE(S): ITA 103 or equivalent.

**ITA 105 INTERMEDIATE ITALIAN II**
Continuing practice in spoken and written Italian and further development of reading and listening abilities in an authentic cultural context. PREREQUISITE(S): ITA 104 or equivalent.

**ITA 106 INTERMEDIATE ITALIAN III**
Developing more fluency in speaking, understanding, reading and writing Italian with a concomitant heightened awareness of the cultural dimensions of the Italian language. PREREQUISITE(S): ITA 105 or equivalent.

**ITA 197 SPECIAL TOPICS IN ITALIAN**
See schedule for current offerings.

**ITA 198 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**ITA 199 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**ITA 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. PREREQUISITE(S): ITA 106 or equivalent.

**ITA 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. PREREQUISITE(S): ITA 106 or equivalent.

**ITA 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. PREREQUISITE(S): ITA 106 or equivalent.

**ITA 297 SPECIAL TOPICS IN ITALIAN**
See schedule for current offerings.

**ITA 298 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**ITA 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**ITA 301 ORIGINS OF ITALIAN LITERATURE**
Topics will include the development of vernacular literature from the earliest texts to Dante. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 302 WRITING THE SELF IN THE ITALIAN RENAISSANCE**
Topics will include the evolving conception of self in texts of the Humanists, Machiavelli, Castiglione, Michelangelo, Ariosto and Tasso. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 303 LITERATURE OF THE SEICENTO & SETTECENTO**
Topics will include Baroque and Enlightenment texts of Marino, Galileo, Vico, Goldoni and Alfieri. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 304 ITALIAN CIVILIZATION I**
The development of Italian culture from the rise of the city-state after the year 1000 to the grand achievements of poets, painters and politicians in the Renaissance court. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 305 TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS**
Authors will include Foscolo, Leopardi, Manzoni, Verga, Carducci and Pascoli. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 306 FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO**
Topics will include issues of modernity in the works of Svevo, Marinetti, D'Annunzio, Pirandello and others. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 307 DANTE'S INFERNO: THE WORLD OF THE CONDEMNED**
A close reading of the first part of Dante's masterpiece.

**ITA 308 DANTE'S Purgatory and Paradise: The Realm of Salvation**
A close reading of selections from Purgatory and Paradise. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 309 THE ITALIAN NOVEL**
Selected topics from all periods. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 310 PETRARCA AND BOCCACCIO**
A close reading of selections from the Canzoniere and Decamerone. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 311 ITALIAN POETRY**
Selected topics from all periods. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 312 ITALIAN DRAMA**
Selected topics from all periods. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 319 CILS EXAMINATION PREPARATION COURSE**
Intensive workshop course designed to prepare students for taking the Italian national CILS examination. Advanced review of reading, writing, speaking, and listening skills. PREREQUISITE(S): ITA 106 or equivalent.

**ITA 320 ITALIAN FOR BUSINESS**
Advanced preparation for the use of Italian in the business world. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 321 TRANSLATION**
Fundamental principles of translation and acquisition of practical skills involved in translating original documents from Italian to English and from English into Italian in the areas of literature and other topics. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 329 ITALIAN FILM**
The development of Italian cinema from its origins to the present. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 332 ITALIAN CIVILIZATION II**
Overview of artistic, social and political developments from the Baroque to the Risorgimento. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 340 ITALIAN CIVILIZATION III**
The artistic, social and political development of modern Italy from industrialization through the Fascist era to contemporary society. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 353 ITALIAN PHONOLOGY AND PHONETICS**
An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of Italian is a prerequisite. PREREQUISITE(S): ITA 106 or equivalent; ITA 201-203 generally recommended.

**ITA 397 SPECIAL TOPICS IN ITALIAN**
See schedule for current offerings.

**ITA 398 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**ITA 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.
Subjects beginning with the letters J and K are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Japanese
Jazz Studies
Journalism

Japanese

JPN 101 BASIC JAPANESE I
Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student.

JPN 102 BASIC JAPANESE II
Continued emphasis on the four skills in culturally-authentic situations. PREREQUISITE(S): JPN 101.

JPN 103 BASIC JAPANESE III
Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression. PREREQUISITE(S): JPN 102.

JPN 104 INTERMEDIATE JAPANESE I
Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. PREREQUISITE(S): JPN 103.

JPN 105 INTERMEDIATE JAPANESE II
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
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
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
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 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

JPN 199 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

JPN 201 ADVANCED JAPANESE I
The first course of third-year level to develop advanced skills in speaking, writing, listening and reading. PREREQUISITE(S): JPN 106.
JPN 202 ADVANCED JAPANESE II
The second course of third-year level to develop advanced skills in speaking, writing, listening and reading. PREREQUISITE(S): JPN 201.

JPN 203 ADVANCED JAPANESE III
The third course of third-year level to develop advanced skills in speaking, writing, listening and reading. PREREQUISITE(S): JPN 202.

JPN 297 SPECIAL TOPICS IN JAPANESE
See schedule for current offerings.

JPN 298 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

JPN 299 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

JPN 301 ADVANCED JAPANESE IV
Development of fourth year level advanced skills in reading. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. PREREQUISITE(S): JPN 203.

JPN 302 ADVANCED JAPANESE V
Development of fourth year level advanced skills in reading. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. PREREQUISITE(S): JPN 301.

JPN 303 ADVANCED JAPANESE VI
Development of fourth year level advanced skills in speaking and listening. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. PREREQUISITE(S): JPN 302.

JPN 304 CONTEMPORARY JAPANESE LITERATURE
Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present. PREREQUISITE(S): JPN 106.

JPN 310 JAPANESE CULTURE
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
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
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
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
Advanced preparation for the use of Japanese in the business world. PREREQUISITE(S): JPN 106.

JPN 330 INTRODUCTION TO JAPANESE LINGUISTICS
Study of a wide range of topics including Japanese language analysis, dialectal variations, and the history of the Japanese language. Data collection on oral and written texts with related class 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 fourth year of Japanese courses (JPN 301 - 303), 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 fourth year of Japanese courses (JPN 301 - 303) 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 fourth year of Japanese courses (JPN 301 - 303), or have equivalent proficiency in Japanese.

**JPN 397 SPECIAL TOPICS IN JAPANESE**
See schedule for current offerings.

**JPN 398 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**JPN 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

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**Jazz Studies**

Undergraduate Course Descriptions - Current  J & K Jazz Studies

**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.

**JZZ 2 JAZZ CHAMBER ENSEMBLE**
(0 credit) Study, rehearsal, and performance of literature for jazz chamber groups. All of the MEN courses are repeatable courses.

**JZZ 200 JAZZ ENSEMBLE**
(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**
(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**
(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**
(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): JZZ 300.

**JZZ 302 ESSENTIALS OF JAZZ III**
(2 credits) Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music. PREREQUISITE(S): JZZ 301.

**JZZ 303 JAZZ HISTORY AND STYLE**
(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.
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.

JAZZ ARRANGING II
(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): JZZ 304.

JAZZ ARRANGING III
(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): JZZ 305.

JAZZ IMPROVISATION I
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. PREREQUISITE(S): JZZ 302 or consent of instructor.

JAZZ IMPROVISATION II
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. PREREQUISITE(S): JZZ 308.

JAZZ IMPROVISATION III
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development. PREREQUISITE(S): JZZ 309.

JAZZ PEDAGOGY
(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.

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.

APPLIED JAZZ COMPOSITION
Private instruction exploring advanced techniques and methods of jazz composition and arranging. PREREQUISITE(S): JZZ 306.

APPLIED JAZZ IMPROVISATION
(2-4 credits) Applied instruction in jazz style and improvisation. The instructor will tailor the content of study to the student and may include fundamentals specific to the instrument. PREREQUISITE: Approval from Director of Jazz Studies.

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.

JAZZ PERCUSSION
(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.

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.

JAZZ SAXOPHONE
(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.

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.
JZZ 323 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.

JZZ 324 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.

JZZ 398 INDEPENDENT STUDY

Journalism

Undergraduate Course Descriptions - Current

**JOUR JOUR EXPERIENTIAL LEARNING**
Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting. PREREQUISITE(S): Instructor Permission Required

**JOUR 240 BROADCAST JOURNALISM**
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. PREREQ: JOUR 275, JOUR 278, JOUR 330

**JOUR 245 NEWS EDITING**
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. PREREQUISITES: JOUR 275, JOUR 278

**JOUR 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.

**JOUR 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.

**JOUR 278 NEWS 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(S): JOUR 275

**JOUR 279 FEATURE WRITING**
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): JOUR 275

**JOUR 290 JOURNALISM WORKSHOP (VARIABLE TOPICS)**
This course allows students to sample a range of hands on, practical offerings in journalism that can enhance their knowledge and expertise. Workshop topics can include video camera basics, non-linear editing with Final
Cut Pro news print design (including InDesign, Photoshop, Illustrator), and online editing tools (including Word Press). Students may take a maximum of 4 credit hours of JOUR 290 in the major, and a total of 8 credit hours.

**JOUR 317 EXPERIENTIAL LEARNING**
Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting. PREREQUISITE(S): Instructor Permission Required

**JOUR 330 WRITING FOR BROADCAST**
This course introduces students to the writing and formatting requirements of broadcast journalists. Part of this instruction is to give students an understanding of how writing for broadcast differs from writing for print and the awareness it takes to write copy that supports and strengthens the visuals that viewers will be watching. Strong writing is the backbone of broadcast journalism, and this course gives students a firm foundation in the writing skills that produce broadcast stories worth watching. PREREQUISITE(S): Instructor Permission Required

**JOUR 343 JOURNALISM AND THE AMERICAN EXPERIENCE**
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.

**JOUR 350 RADIO NEWS**
Nowhere has the rise of new technologies had a greater impact than in radio reporting. This course gives students opportunities to stream their stories through field and studio productions that connect listeners within communities and around the world. Students will be trained in writing for the ear, and the unique local and international possibilities of radio reporting. PREREQUISITE(S): JOUR 275, JOUR 278

**JOUR 361 JOURNALISM LAW AND ETHICS (formerly The Press, The Law and Democracy)**
This course examines the unique role of the press in providing the information that makes democracy possible. Students will learn the ethical and legal obligations of the reporter and news organizations and the impact that new technologies are having on news gathering and dissemination. The course aims at enhancing student understanding of the social responsibility of journalists in the public life of the nation and its citizens.

**JOUR 362 THE PRESS AND THE PRESIDENCY (FORMERLY CMN 362)**
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.

**JOUR 363 ONLINE JOURNALISM**
The opportunities and challenges faced by journalists in the online 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): JOUR 275, JOUR 278

**JOUR 364 INVESTIGATIVE REPORTING (FORMERLY CMN 364)**
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): JOUR 275, JOUR 278

**JOUR 365 TELEVISION NEWS I**
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(S): JOUR 275, JOUR 278, JOUR 330

**JOUR 366 MAGAZINE REPORTING**
The digital world of reporting and editing has created unparalleled opportunities to reach specific readers with targeted stories. This course introduces students to the opportunities of magazine writing and the strategies used by magazine writers. Writing assignments will strengthen a student's grasp of the resources available to modern magazine writers and the techniques of research and interviewing that are the basis of skilled storytelling. PREREQUISITE(S): JOUR 275, JOUR 278
JOUR 367 INTERNATIONAL REPORTING
This course analyzes the impact new technologies and world events are having on foreign correspondents and international reporting. The digital revolution is having a profound effect on the ability of news makers and organizations to compete with governments in worldwide information flows. Access to information has made citizens more inter-dependent while creating extraordinary opportunities for journalists to tell stories that increase the understanding and enlarge the imagination of their readers. PREREQUISITE(S): JOUR 275, JOUR 278

JOUR 368 SPORTS REPORTING
Sports reporting is a go-to destination for online, print, and broadcast consumers of sports information. This course gives students an understanding of the social and cultural significance of sports. It trains them to look for themes and details that go beyond the simple score of a contest to the symbolic importance of athletics in the post-modern experience. Students will complete the course with a new appreciation for what makes for strong sports reporting and what accounts for its unique hold on the popular imagination. (Prereq: JOUR 275; JOUR 278).

JOUR 374 COMMUNITY JOURNALISM
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): JOUR 275, JOUR 278

JOUR 377 SPECIAL TOPICS IN JOURNALISM
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): JOUR 275, JOUR 278

JOUR 380 REPORTING FOR GOOD DAY DEPAUL
This course will give students extensive experience doing on-air reporting for the DePaul student television news program, "Good Day DePaul." Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work. Prerequisite: JOUR 365

JOUR 383 ONLINE JOURNALISM II
PREREQUISITE(S): JOUR 363

JOUR 385 TELEVISION NEWS II
Television News II builds on the knowledge students have gained in our introductory Television News class in producing news packages for broadcast. Students will develop longer format feature pieces that combine skills in writing, reporting, shooting, narration, editing, and producing. The best of this work should serve as portfolio pieces for students considering careers in broadcasting and related industries. TV News I and Writing for Broadcast are prerequisites for taking this course. (Prereq: JOUR 330; JOUR 365).

JOUR 390 WRITING FOR THE DEPAULIA
This course is designed for the serious journalism student who wants on-deadline experience writing for The DePaulia newspaper and web site. Students will cover beats of interest to the DePaul community throughout the quarter and also will receive assignments from DePaulia editors. Stories and beats can be as varied as campus news, sports, the arts or news in the Lincoln Park and South Loop communities. Students may repeat the course once for credit. PREREQUISITE(S): JOUR 275, JOUR 278 or consent of instructor. Not available for DePaulia editors.

JOUR 393 JOURNALISM PRACTICUM
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. PREREQUISITE(S): Instructor's permission.

JOUR 399 INDEPENDENT STUDY
PREREQUISITE(S): Written permission of supervising faculty member and of the departmental chair is necessary before registration.
Undergraduate Course Descriptions - Current

Subjects beginning with the letter L are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Labor Education
Language, Literacy & Special Instr.
Latin
Latin American & Latino Studies
Lesbian/Gay/ Bisexual/Transgender
Liberal Studies in Education
Liberal Studies in SNL
Liberal Studies Program
Lifelong Learning

Labor Education

LE 101 INTRODUCTION TO LABOR LEADERSHIP I
Offers the following courses: Union Writing (6 weeks); Grievance Education (5 weeks)

LE 102 INTRODUCTION TO LABOR LEADERSHIP II
I. Public Speaking, Labor Law and Parliamentary Procedure (Length of Course: 11 weeks) Topics Covered: Fundamentals of speech; making a speech; labor law research paper; labor law: private sector; union administration; labor law: public sector; parliamentary procedure; how to run a union meeting; class presentation/role play. Evidence: 1. Speech - four weeks: Produce a speech in written form; present speech; video tape speech; instructor analyzes speech. 2. Labor Law- four weeks: Research and produce a 5-8 page paper analyzing a labor law case (chosen from the instructor's list). Paper will be graded. 3. Parliamentary procedure/union meeting role play - three weeks: Analyze the role play; prepare for and participate in a mock union meeting. Course Competencies: H-1-D: Can explain a system of law that governs a society. H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

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 202 ADVANCED LABOR LEADERSHIP II
I. Labor History (Length of course: 6 weeks) Course competence: H-1-F Can describe the roles of individuals, groups, societies or states Topics Covered: Labor in Colonial America; legal issues for unions; the developing labor law; who will organize the unorganized? African Americans: slavery and post-slavery; the Knights of Labor and the American Federation of Labor; the Haymarket incident; the Pullman Strike; Eugene V. Debs and the American Railway Union; warfare in the mine fields; the Textile Strikes of 1909 and 1910; the Triangle Shirtwaist fire; the Homestead Steel Strike; the Progressive Era; the I.W.W.; the Roaring 20's; A. Philip Randolph and the Sleeping Car Porters; agitation and unionization in the 1930's; the Great Depression; NIRA section 7 and the Wagner Act; the CIO; African Americans, women and minorities in the post-war labor movement; labor unions and the Civil Rights Movement. Evidence: 1. Choose an article about Labor History from the instructor's list. Analyze it, write a short paper about it and present it in class. 2. Analyze issues in a past strike or major event in labor history; Relate those issues to current events in labor history or civil rights; produce a paper on those events

II. Organizing Around Health and Safety: The Role of Labor in Politics (Length of course: 5 weeks) Course
II. Organizing Around Health and Safety: The Role of Labor in Politics (Length of course: 5 weeks)

Course competence: FX Can explain how health and safety laws affect workers and apply organizing principles to health and safety at the work site. Topics Covered: Legal rights of Workers under OSHA; the right to refuse dangerous work; what is an MSDS Sheet and how to read it; OSHA 200 logs; labels and placards; health and safety through Collective Bargaining; what is a chemical exposure? Health and safety resources for workers; setting up an internal organizing structure around health and safety issues; monitoring health and safety through union committees; what role has labor played in politics- national, state, and local? The changing role of labor in politics; local politicians/state politicians voting records; how to build a targeted campaign; the role of the AFL-CIO in politics. Evidence: 1. Design, write and present an organizing campaign around an issue of health and safety that could be used at your job site.

2. Read, analyze, compare and contrast in writing, the role of labor in politics in the past. How has it changed or remained the same today?

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.

LE 204 INTRODUCTION TO LABOR LEADERSHIP IN SPANISH FOR SPANISH SPEAKERS
This is a course in workers' rights; on the job site, in the union, legal, health and safety, and organizing.

LE 205 HUMAN RESOURCES ESSENTIALS I: HEALTH AND WELFARE PLAN BASICS
Four class sessions, class objectives: 1. To gain an understanding of the basic principles of plan design, costing and administration 2. To apply this understanding to evaluate proposals for alternative plan designs or revisions to existing plans by comparing design features costs and administrative implications.

LE 206 PUBLIC SECTOR LABOR LAW
The course will examine the two public sector labor laws in Illinois- the Educational Labor Relations Act and the Illinois Labor Relations Act. Class 1- The history of collective bargaining in the public sector in Illinois; Class 2- Comparing the two labor acts; Class 3- Organizing under the labor acts; Class 4 and 5 Filing Unfair Labor Practice Charges under the labor acts; Class 6- Student papers analyzing important decisions under the labor acts.

LE 207 ADVANCED COLLECTIVE BARGAINING
This is a six week class that will start on March 30, 2010 and end on May 4, 2010. Course description-This class will teach students how to use excel spread sheets to cost out collective bargaining contracts, make economic presentations in negotiations. Students will also engage in mock negotiations. Prerequisite- Basic Collective Bargaining Class or negotiations experience. All students must have a lap top computer for the class.

LE 208 LABOR LAWS FOR LABOR LEADERS
This is a five week class that will start on May 11, 2010 and end on June 8, 2010. This five week class will teach students the basics of several labor laws including Family Medical Leave Act, Occupational Health and Safety Act, Title VII of the 1964 Civil Rights Act, and the American Disability Act. Two classes will be taught on the 1964 Civil Rights Act, one on Sexual Harassment in the work place and one on racial, ethnic and age discrimination.

LE 209 HEALTH CARE STRATEGIES
Gary Miller a health care expert in the Human Resources Department at DePaul will teach this five week course. Topics to be covered are the health care reform and how the new law impacts health care plans, public employee health care changes, how to use your plan most efficiently, educating employees on health care and the use of in-house clinics.

LE 210 PREPARING FOR NEGOTIATIONS
This five week course will emphasize drafting contract language how to use cross out and underlining and fall back language. There will specific exercises on writing contract language on subcontracting, definition of grievance, zipper clause, management rights and wrongs.

LE 211 TOUR OF HAYMARKET
The tour includes the Haymarket sculpture, the court house, the Altgeld statue and the cemetery where the martyrs are buried.
LSI 346 STRATEGIES FOR MAINSTREAMING AND INCLUSION
Focus will be on the practical problems related to the integration of exceptional children and youth into regular classrooms. Identification, characteristics, programs, curricular variations, and techniques for securing 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.

Latin

LAT 101 BASIC LATIN I
Basic Latin I is the first Latin translation course. This course introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation, the beginnings of Latin grammar and Latin composition.

LAT 102 BASIC LATIN II
Basic Latin II is the second Latin translation course. 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
Basic Latin III is the third Latin translation course. 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
Latin for Reading IV (Introduction to Latin Poetry) is the fourth Latin translation course. Students concentrate on translation of classical Latin poetic authors, together with a grammatical review, attention is given to prosody and metrics.

LAT 114 LATIN FOR READING V: INTRODUCTION TO LATIN PROSE
Latin for Reading V (Introduction to Latin Prose) is the fifth Latin translation course. Students concentrate on translating classical Latin prose authors, together with a grammatical review, attention to prosody and rhetorical figures.

LAT 115 LATIN FOR READING VI: LATIN PROSE COMPOSITION
Latin for Reading VI (Introduction to Latin Composition) is the sixth Latin translation course. 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.

LAT 197 SPECIAL TOPICS IN LATIN
See schedule for current offerings.

LAT 198 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

LAT 199 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

LAT 297 SPECIAL TOPICS IN LATIN
See schedule for current offerings.
Latin American & Latino Studies

Undergraduate Course Descriptions - Current

**LAT 298 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**LAT 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**LAT 397 SPECIAL TOPICS IN LATIN**
See schedule for current offerings.

**LAT 398 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**LAT 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

**LST 200 FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA**
This course challenges students to connect the cataclysmic formation of the Latin Americas from the cultures of Europe, Africa, and the Native (indigenous) peoples with the processes that inform our modern world. Colonialism, social stratification and forms of conflict and rebellion all played pivotal roles in the formation of Latin America from origins to the 18th century. The history and culture of the region is presented from many perspectives and across many disciplines.

**LST 201 STRUGGLE AND RESISTANCE IN LATIN AMERICA**
Latin America is more than a geographical reality. This interdisciplinary course asks how Latin America has been forged through local and global struggles for economic sovereignty, political self-determination, social and cultural identities in the 19th, 20th, and 21st centuries. Students will be introduced to the histories of economic dependence after the dawn of political independence, the intertwined dynamics of U.S. interventionism and Latin American resistance, the making of indigenous movements, as well as the interrelated issues of gender, race, and sexuality.

**LST 202 CONSTRUCTING LATINO COMMUNITIES**
This course is an interdisciplinary introduction to Latino Studies. It explores the socio-historical background of the major Latino groups in the United States, and the economic, political, and cultural factors that converge to shape Latino group identity. This course examines contemporary issues affecting Latinos including the evolution of Latino ethnicity, immigration, transnationalism and the formation of Latino communities, activism, and media representations of Latinos.

**LST 203 MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS**
LST 203 is an introduction to media and cultural studies with a specific focus on cultural transactions in the American hemisphere, particularly as they reflect the relationship of the U.S. to Latin America, Central America, Mexico, and the Caribbean. This course studies the history of national and cultural identities and social struggle, especially with regard to a north/south relationship, imperialism, revolution and social change, tourism, globalization, postcolonialism and the construction of gender, sexuality, race, and ethnicity. Students examine how relationships across the Americas have been depicted in popular culture and the social and political meanings of these representations.

**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. (Cross-listed with ART 243)

**LST 247 ART OF THE ANCIENT AMERICAS (CROSS-LISTED AS HAA 245)**
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-artisanic forms from the ancient Americas. Cross-listed as HAA 245.

LST 248 ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED WITH HAA 246/CTH 250)
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the "New World" landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with HAA 246 and CTH 250.

LST 249 MODERN LATIN AMERICAN ART (CROSS-LISTED WITH HAA 247)
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 consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with HAA 247.

LST 290 LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES (CROSS-LISTED AS REL 113)
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. Cross-listed with REL 113.

LST 291 LOOKING FOR GOD IN LATIN AMERICA (CROSS-LISTED AS REL 291)
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. Cross-listed with REL 291.

LST 300 SPECIAL TOPICS IN LATIN AMERICAN STUDIES
SPECIAL TOPICS IN LATIN AMERICAN STUDIES

LST 302 BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS
In this course we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands.

The notion of a Latina and Latino cultural "borderlands" has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of panethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, including ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefore investigate the use and limits of recent "border theory".

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.
A critical as well as a community based examination of the experiences of growing up as a Latino/Latina person in the United States.

LST 308 MOTHERHOOD IN LATINO COMMUNITIES
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.

**LST 309 SOCIAL ENGAGEMENT AND LATINO FAMILIES**
Social Engagement And Latino Families

**LST 310 SPECIAL TOPICS: LATINOS IN THE U.S.**
SPECIAL TOPICS: LATINOS IN THE U.S.

**LST 311 CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT**
Contemporary Issues And Social Engagement

**LST 312 LATINA/O SEXUALITIES**
In this course the construction of sexuality as experienced by Latina/as will be examined through the analysis of recent interdisciplinary scholarship, literary selections and other popular cultural forms. We consider how gender and sexuality are constructed, enacted, represented, and communicated in a range of Latino/a communities and subcultures. Our analysis of readings/films/music will allow us to understand the changing and contested meanings of gender and sexuality within Latino/a culture.

**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 330 LATINOS IN EDUCATION**
This course examines historical and current issues related to the education of Latinos in the US that range from PK-12 to higher education. The course explores the sociolinguistic, historical, sociocultural, legal and political contexts that shape the educational experiences of Latinos in the US, paying particular attention to policy and the current state of affairs in the education of Latinos. The Latino Diaspora will also be explored.

**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
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 - Current L 390 Lesbian/Gay/ Bisexual/Transgndr.

**LGQ 150 INTRODUCTION TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER STUDIES**
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 236 GAY MEN'S HEALTH MATTERS**
The purpose of this course is to introduce students to health issues relevant to gay men. We will explore effects of minority status, heterosexism and homophobia on gay men's health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

**LGQ 250 LGQ FRENCH HISTORY: OLD REGIME TO THE PRESENT**
This course studies male and female same-sex affection in France roughly from the Enlightenment through the early twenty-first century. It examines the representations of homosexuality over more than two centuries taking into account a variety of often contradictory images that have been current in French society, representations that range, among males, from the diabolical criminal of the nineteenth century Romantics to today's trend-setting (and all too domesticated) gay male, and, among females, from elegant salon figures to contemporary feminist migrants. Special attention is focused on the history of homosexuality since WWII because the French gay and lesbian community's progress since that time is impressive and particularly rich in its implications for the American civil rights struggle. Additional readings from French writers on homosexual themes compliment most of the readings from the textbooks.

**LGQ 319 QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM**
This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. Conventional wisdom holds that the modern lesbian and gay movement was born in 1969 with the Stonewall riots in New York City, although recent scholarship traces the movement's roots to the mid-nineteenth and early twentieth centuries. More than thirty years after what began at Stonewall as an angry and disorganized appeal for basic human dignity, lesbians and gays have today begun to enter the mainstream of U.S. politics. Within this context, the biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence present and future efforts for cultural and political change. This course fulfills an elective in the WMS, AMS, or PSC majors, an elective in the LGQ minor.
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
Variable credit. PREREQUISITE(S): Permission.

Liberal Studies in Education

Undergraduate Course Descriptions - Current

LSE 201 DIVERSE VALUES AND VOICES IN EDUCATION
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 254 THE POLITICS OF EDUCATION
This course examines school and other educational sites as political institutions. It explores the ways in which the goals, the content taught, and the organization of educational institutions are shaped by relations of power and by political trends in society. It also explores schools and classrooms as political terrains in their own right in which issues of power are contested along lines of race, class, ethnicity, gender, language, sexual orientation, and other forms of difference. The course considers ways in which schools may reproduce or contest the existing social order. The dynamic interplay of political context and the internal politics of schools will be studied theoretically and through specific issues such as language and immigration policy, affirmative action, educational vouchers, textbook selection, and educational reform movements. This course satisfies the self, society, & modern world requirement.

LSE 258 EDUCATION AND SOCIAL JUSTICE
A variable topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes. This course satisfies the self, society, & modern world requirement.

LSE 300 EDUCATION AND LITERATURE
This course is designed to engage students in critical reflection, commentary, and evaluation of literature, informed by theoretical as well as aesthetic considerations. Literary works will be interpreted and analyzed regarding interactions between form and content, as well as effects of authors' treatment of material upon the construction of meaning. Primary goals are the enhancement of understanding, appreciation and enjoyment of literature. Social and cultural dimensions of literature will also be addressed within the context of examining educational issues such as: what it means to become educated in culturally diverse contexts; construction of identity; the development of values and world views; the individual in relationship to community and/or society; and relationships among artistic works, human experiences and education. This course satisfies the arts and literature requirement.

LSE 310 CONTEMPORARY ISSUES IN EDUCATION
This is a variable topics course which examines the way current, significant issues affect, and are affected by education. Each quarter the course will focus on a contemporary problem or question with broad social, political, or cultural implications and will examine it from a multicultural perspective. Examples of topics are: homelessness, immigration and public education, privatization and corporate involvement in schools, youth culture and education, or the use and misuse of measures of achievement and ability. The course will explore the topic from multiple perspectives and draw on multiple disciplines. This course satisfies the self, society, & modern world requirement.

LSE 354 CULTURE, CONTEXT AND LEARNING
This course is based on the premise that learning is situated in the context of dynamic interpersonal relationships through which critical thinking may be fostered and ideas challenged. Students will examine the intellectual, emotional, and intrapsychic processes by which knowledge is constructed and shaped by cultural meanings which validate particular forms of thought and structures of knowledge. Various theories of learning will be discussed as they inform educational practices and their underlying assumptions will be examined. In addition, this course will engage the cultural nature of all human activity, cognitive processes, and bodies of knowledge. Attention will be given to their historical role of race and class as they determine what bodies of knowledge and processes of learning are validated within the dominant culture. Students will engage in self-reflective experiences, theoretical analyses, and community based activities to examine the various meanings constructed as people learn within social and cultural contexts. This course satisfies the self, society, & modern world requirement.

LSE 362 IDENTITY AND EDUCATION
This variable topics course will focus upon how individuals and groups take on identities and how education and schooling affect the process. It will use multiple perspectives and a variety of contexts (such as family, community, nation, and international communities) to analyze how notions of self are developed, forged, and named and how these notions change over time. It will also examine how identities are constructed in relationship to issues such as ethnicity, class, gender, sexual orientation, language, religion, culture, age, and ability and their interconnections in the lived experience of individuals and groups. This course satisfies the self, society, & modern world requirement.

LSE 380 PHILOSOPHICAL ISSUES IN EDUCATION
This course is a critical inquiry to major philosophical writings in education. This course satisfies the philosophical inquiry requirement. PREREQUISITE(S): PHL 100; SCU 207 highly recommended.

Liberal Studies in SNL

Undergraduate Course Descriptions - Current Liberal Studies in SNL

SNC 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. Arts and Literature.

**SNC 186 SPIRITUALITY AND HOMELESSNESS**
This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. Faculty: Karl Nass Junior Year Experiential Learning.

**SNC 187 RACE AND IDENTITY IN THE AMERICAN THEATER**
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. Faculty: Fred Weltsch Arts ans Literature.

**SNC 188 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. Philosophical Inquiry.

**SNC 189 CONTEMPORARY NATIVE AMERICAN/AMERICAN INDIAN 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 discussions, films, readings, experiential learning activities 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. Faculty: Arieahn Matamonasa Self, Society and the Modern World.

**SNC 190 AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE**
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. Faculty: Nancy Davis Understanding the Past.

**SNC 191 ISSUES IN SCIENCE AND RELIGION**
This course develops students' understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican's trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin's theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students' skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion. Faculty: Don Opitz Self, Society and the Modern World.

**SNC 192 NEW ORLEANS IN SONG, STORY & STRUGGLE**
The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry: music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, R&B, zydeco, and funk. We will situate these art forms in social and historical context and examine the complex creative processes which have shaped them. We will become familiar with innovators and icons such as Louis Armstrong, Professor Longhair, Clifton Chenier, the Neville Brothers, and Dr. John. We will also read works by literary artists who have a background in and/or fascination with New Orleans, including The Awakening by Kate Chopin; A Streetcar Named Desire by Tennessee Williams; and Mumbo Jumbo by Ishmael Reed. Moreover, we will consider the role played in American history and imagination by New Orleans as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. Faculty: John Kimsey Arts and Literature.

SNC 193 THE SCIENCE OF SEXUAL ORIENTATION
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation. Scientific Inquiry [SI]

Liberal Studies Program

Undergraduate Course Descriptions - Current

LSP 110 DISCOVER CHICAGO
Discover Chicago courses acquaint first-year DePaul students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and urban issues. Students also learn about university life, resources, and strategies for how to achieve academically. Learning is accomplished through a variety of means, but particularly through first-hand observation, active 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. Topics for Discover Chicago courses vary and students select one of interest and then investigate the subject using Chicago as a learning lab and site of discovery. First-year students must register for either LSP 110 or LSP 111. Students will receive credit for only one section of LSP 111, Explore Chicago or LSP 110, Discover Chicago. Students who received credit for LSP 111 cannot receive credit for LSP 110. Courses offered during the autumn quarter and available to first-year students only. Formerly ISP 103.

LSP 111 EXPLORE CHICAGO
Explore Chicago courses acquaint first-year DePaul students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues. Students also learn about university life, resources, and strategies for how to achieve academically. Learning is accomplished through a variety of means, but particularly through lecture, discussion, guest lecturers, first-hand observation, active participation, personal discovery, and reflection. Topics for Explore Chicago courses vary and students select one of interest, and then investigate the subject area using Chicago as a backdrop of inquiry. First-year students must register for either LSP 110 or LSP 111. Students will receive credit for only one section of LSP 110, (Discover Chicago) or LSP 111, (Explore Chicago). Students who received credit for LSP 110 cannot receive credit for LSP 111. Courses offered during the autumn quarter and available to first-year students only. Formerly ISP 102.

LSP 112 FOCAL POINT SEMINAR
Focal Point Seminars provide first-year DePaul students with the opportunity to learn how to closely examine a single topic, such as: a well-known person, place, event, issue, or text. Students discover the complexity of a subject by studying it from the perspectives of multiple disciplines and different fields of inquiry, and by reading and extensively writing about it. Because the class is a seminar, students also debate the topic through lively class discussions. Topics for Focal Point Seminars vary, and students have the opportunity to select a seminar that piques their curiosity, and connects with intellectual goals and interests. Students will
receive credit for only one section of LSP 112, Focal Point Seminar. Courses available to first-year students only. PREREQUISITE(S): WRD 103. Formerly ISP 101.

**LSP 120 QUANTITATIVE REASONING & TECHNOLOGICAL LITERACY I**
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): MAT 100 or MAT 101 or ISP 110 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 ISP 120.

**LSP 121 MATHEMATICAL AND TECHNOLOGICAL LITERACY II (FORMERLY ISP 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): LSP/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.

**LSP 200 SOPHOMORE SEMINAR ON MULTICULTURALISM IN U.S.**
This course provides the opportunity for students to learn about some dimension of multiculturalism relevant to the United States, as considered in the context of the global community. Multiculturalism includes questions of ethnicity, race, class, gender, language, religion, and sexual orientation. Courses 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. Topics of Sophomore Seminars vary and students select a course that interests them. Students can complete only one course numbered LSP 200. Formerly ISP 200.

**LSP 320 PEER EDUCATION THEORY AND PRACTICE**
This course is designed to introduce students to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. The course also prepare students to serve, if selected, as peer educators for incoming students in the upcoming autumn quarter. Formerly ISP 320.

**LSP 321 PEER EDUCATION THEORY AND PRACTICE II (FORMERLY ISP 321)**
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. Formerly ISP 321.

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**Lifelong Learning**

**Undergraduate Course Descriptions - Current**

**LL 50 ACTIVE STATUS CONTINUATION**
Active Status Continuation

**LL 60 PROFICIENCY EXAMINATION FEE ASSESSMENT**
Proficiency Examination Fee Assessment

**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.
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 four-credit hour course for which students earn the H3J competence. 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. The focus of the Workshop is on academic writing. This is not a creative writing course.

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

LL 146 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

LL 150 ACADEMIC WRITING FOR ADULTS
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: Michelle Navarre Cleary

LL 152 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

LL 153 ACADEMIC WRITING/WRITING TOGETHER A COMMUNITY APPROACH TO ACADEMIC WRITING AND PERSONAL NARRATIVE
Writing Together - Writing Well: A Community Approach to Academic Writing and Personal Narrative allows SNL students to complete the required L4 competence as well as an additional competence in a single 6-credit course. For the required L4 competence, you will study the meanings and implications of literacy; read and respond to scholarly works; and learn the strategies of academic writing that will allow you to be successful at SNL. You will explore literacy by sharing, responding to, and editing your own and others' writing during guided in-class writing workshops. For the additional competence, you will study and apply this writing group process to an out-of-class project. Competences: L4, and H1X, H2X or A3A.

LL 154 ACADEMIC WRITING/PRIDE AND PREJUDICE AN INNOVATIVE APPROACH TO ACADEMIC WRITING
I consider everybody as having a right to marry once in their lives for love. —Jane Austen While Austen, the woman, believed in the power of love, Austen, the author, presented both the realistic and the ideal paths to marriage in her novels. Academic Writing/Pride and Prejudice allows SNL students to complete the required L4 competence as well as an additional competence in a single 6-credit course. For the required L4 competence, students will learn to use writing for college-level learning, thinking, and communicating through pre-writing, revisions, academic writing genres, and referencing scholarly works related to Pride and Prejudice. For the additional competence, students will further examine the social context of the novel, create a definition of happiness, and analyze the effects of money and class on the characters. Competences: L4, A1X. Faculty: Jane Wagoner
LL 155 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.

LL 156 ACADEMIC WRITING FOR ADULTS: 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 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-199 Competencies: LL-4, HC-F, WW. BA-1999 Competencies: L-4, H-1-X, H-3-X, F-X.

LL 170 ACADEMIC WRITING FOR ADULTS AND CRITICAL THINKING
Academic Writing for Adults and Critical Thinking are required courses at the School for New Learning. In Academic Writing, SNL students focus on writing skills associated with effective performance in a variety of settings. Meanwhile, the Critical Thinking competence and course aims to a) make students aware of their own thinking processes; b) help them develop those processes; and c) help them bring those processes to bear on college-level intellectual activity. In the blend of these two competencies, particular emphasis will be placed on how we do this through writing. Instructors will emphasize skills and strategies of critical thinking and reading as well as practice in the recognition, construction and evaluation of arguments from a thought-perspective and written-perspective that are inherently intertwined. No matter which competence students take, students in this course will learn to identify assumptions, connect assertions to evidence, state generalizations, analyze arguments and bring multiple perspectives to bear on complex issues through a writing practice that will build on particular strengths and improve on areas of difficulty. Students can expect to receive much individual feedback and guidance from the instructors; students will also learn to give feedback on writing to one another. This course carries eight tuition credit hours; however, students may choose to take either the L4 competence for four credit hours or the L5 competence for four credit hours.

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. Quantitative reasoning will be a large part of the class discussion. Competence: L6

LL 206 QUANTITATIVE REASONING AND FINANCIAL ACCOUNTING
Students will often be called upon to deal with quantitative information in their academic studies, their daily lives and their ministries. This course will build their capacities to understand how numbers are used in the professional life and to apply different quantitative approaches to problem solving. The course will examine financial matters in particular and develop students’ capacities to account for the financial resources of a community, congregation or organization. Through this course, therefore, students will develop and demonstrate their competence to use mathematical symbols, concepts, and methods to describe and solve problems. 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 prophesies 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-'99 and a fee for BA-1999. Pre-1999 Competencies: LL-9 & LL-10. BA-1999 Competencies: L-12. Faculty: Staff
Management

MGT 202 MAKING SENSE OF MANAGERIAL DATA
This course is designed to encourage and enable students to think 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): MAT 137 or equivalent

MGT 219 FOUNDATIONS OF BUSINESS THOUGHT
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 (CROSS-LISTED WITH REL 228)
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): WRD 103 OR HON 101.

MGT 248 BUSINESS ETHICS (CROSS-LISTED WITH PHL 248)
An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world. Cross-listed with PHL 248.

MGT 300 PRINCIPLES OF MANAGEMENT
Effective application of managerial techniques and concepts to continually improve an organization's competitive position in the marketplace. Topics include management processes, values and attitudes, ethics and diversity, the global environment of management, strategic planning, organizational structures, motivation, leadership, teams, human resources, organizational control, and organizational communications. PREREQUISITE(S): JUNIOR STANDING
MGT 301 PRINCIPLES OF OPERATIONS MANAGEMENT
Operations management focuses on the effective application of managerial techniques and concepts related to the delivery of services, manufacturing, and supply chain processes. Topics may include operations strategy, forecasting, project management, quality management, supply chain management, facility location and layout, productivity, inventory management, and scheduling. PREREQUISITE(S): ACC 101, ACC 102, MAT 137 & ECO 105

MGT 302 ORGANIZATIONAL BEHAVIOR
This course focuses on the nature and consequences of human behavior in organizations. The prediction, explanation, and management of individual and group behavior in the organization is dependent upon an understanding of the concepts of organizational behavior. Classroom experiences will focus on both understanding and practicing these concepts. Topics cover both the individual level - e.g. perception, attitudes, motivation - and the group level - e.g. leadership, group dynamics, communication, power and politics, and decision making. PREREQUISITE(S): MGT 300.

MGT 307 HUMAN RESOURCES MANAGEMENT
Concepts, theories, principles and techniques of personnel administration. Job analysis, employment law, recruitment, selection, training and development, employee motivation and performance appraisal, compensation, employee benefit programs, grievances, and labor relations.

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
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
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 SUPPLY CHAIN MANAGEMENT
Analysis of the purchasing function, including sourcing, buying methods, vendor analysis, and contract execution. Organization and management of the supply chain with emphasis on intra and inter-company relationships, especially with logistics and general management. PREREQUISITE(S): MGT 301.

MGT 330 RECRUITMENT AND SELECTION
An examination of the recruiting and selection process used by organizations in the public and private sectors. A select group of tests will be discussed and used by the student for familiarization. EEO, Affirmative Action, and other legislation affecting recruiting and selection of employees will be discussed. PREREQUISITE(S): MGT 307.

MGT 335 COMPENSATION & BENEFITS
The course has two major goals. The first is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, job descriptions, job evaluation, pay surveys, pay structures, pay increases, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives and values. This is done through such topics as legal compliance, retirement plans, health insurance plans, social security, workers? compensation, and work-life benefits. 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.

MGT 345 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 354 GLOBAL HUMAN RESOURCE MANAGEMENT
Concepts, theories, principles and techniques for effectively managing a workforce globally. The focus is on effective strategies relating to human resource strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance and employee/labor relations in geographically dispersed and culturally diverse organizations. The purpose of the course is to help students understand the issues related to effectively managing a workforce in a global organization and how human resource strategies and programs can enable the workforce to contribute to organizational success. PREREQUISITE(S): MGT 300 (MGT 307 recommended)

MGT 355 NEGOTIATIONS
This course relies upon experiential learning to enhance students' ability to get what they want through the negotiation process. It is a ‘skill building’ course designed to help each student become more persuasive --- both personally and professionally. The course makes use of lecture, class discussion, various 'street negotiation' assignments, and a major bargaining exercise. It enables students to compete effectively in future negotiations. PREREQUISITE(S): MGT 300

MGT 356 SPORTS MANAGEMENT
Students will examine the major issues facing sport managers in a variety of sport organization settings. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include sponsorship, technology, legal issues, and emerging issues through course projects and case studies. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and/or on-site experiences. PREREQUISITE(S): MGT 300

MGT 357 INTERNATIONAL BUSINESS
This course is designed to develop students' knowledge and the skills needed to face the challenges of globalization. It provides participants with the global perspective required to expand their intercultural communication competencies and conduct business internationally.

The subjects scheduled are diversified in nature and scope. They cover many fields of knowledge such as the multi-national company's environment, culture, strategy and organization as well as the role of managers in today's global business. The course topics and assignments are intended to enrich participants' professional and personal lives.

MGT 360 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
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
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 and MGT 301

MGT 373 CREATIVITY & ENTREPRENEURSHIP
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(S): MGT 300

MGT 393 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
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
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 - Current

MIS 140 MANAGEMENT INFORMATION SYSTEMS
Management Information Systems addresses how information technology is used to support business operations and management, especially the use of spreadsheets in business applications to insure that students can analyze and present business data. Topics include strategic uses of IT, databases, data warehouse, decision support and artificial intelligence, e-commerce, systems development, IT infrastructure, security, emerging trends, social, ethical and legal considerations. Formerly MIS 340.

MIS 350 BUSINESS SYSTEMS ANALYSIS
The focus of this course is on the early phases of information systems development, specifically: planning, analysis, and requirements specification. In general, the course covers business modeling, process management, requirements gathering and other topics deemed important to business by systems analysts and consultants. Typical topics include planning techniques, analysis techniques, the system development life cycle, data flow diagrams, data gathering, network diagrams, Gantt charts, business process reengineering, joint application design, use case diagrams, flow charts, decision trees, decision tables, structured English, and more. Offered every fall. PREREQUISITE(S): MIS 340 and intended or declared MIS minor status.

MIS 360 SYSTEMS ANALYSIS AND DESIGN
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(S): IT 130 and either MIS or EBUS major intended or declared status.

MIS 362 INFORMATION SYSTEMS PROJECT MANAGEMENT
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, use of Gantt charts, precedence analysis, PERT, and CPM. Students are exposed to Microsoft Project. PREREQUISITE(S): INTENDED/DECLARED MIS MAJOR AND MIS 360 OR INTENDED OR DECLARED MINOR AND MIS 350.

MIS 366 INTERNET TECHNOLOGIES IN BUSINESS
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(S): IT 130.

MIS 370 DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT
The course covers topics such as entity relationship modeling, normalization, Structured Query Language,
The course covers topics such as entity relationship modeling, normalization, Structured Query Language, database design principles, data warehousing, transaction management, and database administration. Students will complete assignments and a group term project using Microsoft SQL Server 05. 
PREREQUISITE(S): MIS 140

**MIS 398 SPECIAL TOPICS**
Special Topics

**MIS 399 INDEPENDENT STUDY**
Independent Study is available to students of demonstrated capability for intensive independent work in management information systems. PREREQUISITE(S): Written permission of supervising faculty member and Chair is required prior to registration.

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**Marketing**

**MKT 202 QUANTITATIVE METHODS IN MARKETING**
This course explores quantitative techniques commonly used in business to aid in marketing decision making. It explores the concepts which underlie techniques and provides skills to understand and manipulate data using spreadsheet software. Statistics that are frequently used in marketing are taught. PREREQUISITE(S): MAT 137 OR EQUIVALENT

**MKT 301 PRINCIPLES OF MARKETING**
Marketing 301 introduces basic marketing terminology and the relationships between and among these terms relevant to the creation and implementation of basic marketing strategy. The course content also focuses upon the controllable and uncontrollable variables which have bearing on the success or failure of marketing programs. The course also provides students with the opportunity to demonstrate their ability to bridge between concepts discussed in the text and those same concepts appearing in academic and practitioner publications and popular business periodicals. PREREQUISITE(S): MAT 137 (Formerly BMS 142) or equivalent.

**MKT 305 INTRODUCTION TO MARKETING RESEARCH**
This 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

**MKT 310 CONSUMER BEHAVIOR**
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

**MKT 315 STRATEGIC TOOLS FOR MARKETERS**
This course provides depth of knowledge to understand and apply important and relevant concepts in marketing such as market demand forecast, product positioning, pricing, marketing performance assessment, and product design. The course covers several ?hands-on? tools that are frequently used by marketers and business-people to generate deep customer insight to aid decision-making in the above-mentioned areas. PREREQUISITE(S): MKT 202 & MKT 310

**MKT 320 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): MKT 202 and MKT 310

**MKT 340 MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS**
The course is designed to challenge students to think critically about culture and international marketing, with an emphasis and perspective on multicultural markets. 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. PREREQUISITE(S): MKT 202 and MKT 310
This course is designed to expand the participant's communication skills through the application of marketing strategies to emerging economies in different regions of the world and to how to start, develop, and become a successful participant in industries operating in developed and emerging markets of the world. Emphasis is placed on marketing, cultural, and demographic factors that drive host-country governments' goals and objectives that affect firms and marketing management. The course is structured to examine the environmental factors (political, economic, social, and technological) that influence global business environments. The course focuses on marketing concepts, theories, and principles applicable to international business. 4 quarter hours. Offered every Spring. PREREQUISITE(S): MKT 301 & MKT 320

MKT 352 NEW PRODUCT DEVELOPMENT
An introduction to the various types of new products and services, and to the new product management process used by many firms to increase the likelihood of success while minimizing financial risk. Students will learn about new product conceptualization, development, and launch stages of the process, and be introduced to some of the tools and techniques employed in each. PREREQUISITE(S): MKT 301

MKT 356 MARKETING ANALYSIS AND PLANNING
The first course of the IME sequence addresses marketing information gathering, analysis, and planning. Students will learn how to conduct secondary research at the company and industry level for analysis of a firm's competitive situation. This analysis will be drawn from real-time cases from sponsoring Chicago-area companies. 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
The second course in the IME sequence acquaints the student with the knowledge and skills necessary for the management of marketing activities including marketing plan preparation and tactical decision-making in changing situations. (1) Students will build upon the situation analysis and presentation skills acquired in the IME Level I, by developing skills necessary to prepare and present a marketing plan. (2) Tactical managerial decisions to be addressed include product/service management, competitive pricing decisions, distribution, and promotion decisions as faced by the manager of marketing activities in the day-to-day life of the firm. Students will learn to develop sales forecasts and budgets and apply control and analysis techniques to evaluate marketing operations. Course milestones will include 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 Winter. PREREQUISITE(S): Admission into the IME program and departmental permission

MKT 358 MARKETING IN A GLOBAL ENVIRONMENT
This final course in the IME sequence provides a strategic perspective for marketing management in a global environment. The course will address company organization, industry structure, firm's competitiveness, marketing activities, and market-entry strategies. Course milestones will address the issues and decisions normally associated with international market expansion. The course is a hands-on learning experience for the student/team through the introduction and interaction with a Chicago-based company currently involved in international business. 4 quarter hours. Offered every Spring. PREREQUISITE(S): Admission into the IME program and departmental permission

MKT 359 ADVANCED MARKETING MANAGEMENT
This course will familiarize students with the role of the marketing manager in charting the direction of a business, and formulating strategies to create or sustain competitive advantage. It provides knowledge and skills to help students identify, analyze, and address marketing problems and opportunities, and enable them to make effective business decisions. PREREQUISITE(S): MKT 310

MKT 360 INTERNATIONAL MARKETING
The course is designed to provide students with an understanding of international marketing within a global framework. The course focuses on marketing concepts, theories, and principles applicable to international marketing management. The course is structured to examine the environmental factors (political, economic, social, and technological) that drive host-country governments' goals and objectives that affect firms and industries operating in developed and emerging markets of the world. Emphasis is placed on marketing strategies to emerging economies in different regions of the world and on how to start, develop, and become a truly global marketing force today. PREREQUISITE(S): MKT 202 & 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
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. PREREQUISITE(S): MKT 202, MKT 310 & EITHER MKT 376 OR MKT 377

MKT 379 LEADERSHIP IN SALES ORGANIZATIONS
This is a strategic sales course which emphasizes strategic leadership (setting the course), organization leadership (selecting, organizing, motivating, measuring and conflict resolution), and personal leadership (leading people, leading talent and leading yourself) in today's changing sales organization. PREREQUISITE(S): MKT 202, MKT 310 & EITHER MKT 376 OR MKT 377

MKT 380 SCIENCE OF RETAILING
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. PREREQUISITE(S): MKT 202, MKT 310 & EITHER MKT 376 OR MKT 377

MKT 381 BUILDING FINANCIAL RELATIONSHIPS
Students learn the basic financial products and services that help clients achieve their financial goals and will gain a basic understanding of financial planning. More importantly, students learn how to identify prospects, uncover client financial needs, help clients achieve their financial goals and build the trusted relationships that lead to turning a prospect into a customer and a customer into a lifelong client. The course includes guest speakers, role playing, presentations and the development of a personal financial plan for each student. PREREQUISITE(S): MKT 202, MKT 310 & EITHER MKT 376 OR MKT 377

MKT 382 PRINCIPLES OF CATEGORY MANAGEMENT
Successful companies expect their suppliers to act as partners that will help them grow their businesses, not simply to trade share among competitors. Relationships are established between buyer and seller when vendor partners demonstrate and leverage business understanding to build customer volume. In consumer packaged goods, this practice is known as category management. The category manager is always a category expert with the resources necessary to translate information into business insight and implement volume building activity. The course is taught through the case method to learn the category management process, use the information systems and data resources available and develop sales presentations that effectively communicate solutions for business problems in three different industries. PREREQUISITE(S): MKT 202, MKT 301, MKT 310, AND EITHER MKT 376 OR MKT 377

MKT 383 ADVANCED VALUATIONS FOR BUSINESS
This is a strategic sales course which emphasizes the psychology of selling in complex selling situations, identifying the decision maker among multiple contacts, quantifying the value proposition to the customer, and presenting a compelling sales proposal. PREREQUISITE(S): MKT 202, MKT 310 and either MKT 376 or 377

MKT 390 SERVICE MARKETING
This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases. PREREQUISITE(S): MKT 202 & MKT 310
MKT 393 MARKETING INTERNSHIP
Internships provide an opportunity to obtain valuable professional experience and contacts in advertising agencies, manufacturing, services, public relations agencies, and communications. IME Marketing majors are required to complete one quarter of intern credit. The department's internship coordinator will work with each student to obtain placement. Students will work for and study the marketing operation of the firm. Marketing internship may be taken, with approval of the coordinator, any quarter. 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): At the approval of the Marketing Internship Office, DPC 7405.

MKT 395 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 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). Integration with other marketing channels will be discussed. Global, privacy (including legislation challenges) and ethical issues will be introduced. Format will include lecture, guest speakers from the industry, Web browsing, quizzes, analysis and strong emphasis on discussion. A web integrated marketing strategy paper will be developed incorporating all concepts and experiences. PREREQUISITE(S): MKT 202, MKT 305 & MKT 310

MKT 398 SPECIAL TOPICS
Content and format of these courses are variable. An in-depth study of current issues in marketing. Subject matter will be indicated in class schedule. The Marketing department offers special topics in a variety of areas. Students may take more than one special topics course as an elective. PREREQUISITE(S) Varies by topic

MKT 399 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 94 BASIC ALGEBRA
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. Formerly WRC 104.

MAT 95 INTRODUCTORY ALGEBRA [FORMERLY WRC 204]
An introduction to functions, linear equations, linear inequalities, absolute values, systems of linear equations, exponents, and polynomials. Formerly WRC 204. PREREQUISITE(S): MAT 094 or placement by the Mathematics Diagnostic Test.

MAT 100 INTRODUCTION TO QUANTITATIVE REASONING
An introduction to the algebra needed for quantitative reasoning with a focus on functions and modeling. This course emphasizes the applications of elementary algebra and the use of functions to model and analyze real-world situations. Topics include functions from graphical, tabular, and symbolic points of view and models using linear, quadratic, power, exponential, and logarithmic functions. Graphing technology is extensively used. This course is prerequisite to LSP 120 and is intended for students continuing on to LSP 120. This course is not recommended for students whose plan of study includes calculus. PREREQUISITE(S): Math 094 or placement by the Mathematics Diagnostic Test.

MAT 101 INTERMEDIATE ALGEBRA
Functions, factoring, rational expressions, roots, radicals, quadratic equations, quadratic inequalities. PREREQUISITE(S): MAT 095 or placement by the Mathematics Diagnostic Test.

MAT 110 FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I
This course gives students a deeper understanding of the foundations of elementary mathematics. Topics
include problem solving, number systems, the decimal system, the number line, rounding, fractions, percentages, addition and subtraction. PREREQUISITE(S): MAT 101 or LSP 120 or placement by the Mathematics Diagnostics Test.

MAT 111 FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II
This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, fractions, percentages, addition, subtraction, multiplication, and division. PREREQUISITE(S): MAT 110.

MAT 112 GAMBLING AND GAMES, PROBABILITY AND STATISTICS
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): MAT 094.

MAT 115 MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS III
Continuation of Math 110-111. PREREQUISITE(S): MAT 111.

MAT 130 PRECALCULUS
Functions and their graphs, exponential and logarithmic functions, inverse functions, polynomial and rational functions. PREREQUISITE(S): MAT 101 or placement by the Mathematics Diagnostic Test.

MAT 131 TRIGONOMETRY
Trigonometric functions, inverse trigonometric functions, trigonometric identities, laws of sines and cosines, polar coordinates and complex plane. PREREQUISITE(S): MAT 130 or placement by the Mathematics Diagnostic Test.

MAT 135 BUSINESS CALCULUS I
Differential calculus of one or more variables with business applications. Formerly BMS 125. PREREQUISITE(S): Completion of MAT 130 or placement by the Mathematics Diagnostic Test.

MAT 136 BUSINESS CALCULUS II (FORMERLY BMS 126)
Integral calculus, matrix algebra, and probability theory with business applications. Formerly BMS 126. PREREQUISITE(S): MAT 135.

MAT 137 BUSINESS STATISTICS (FORMERLY BMS 142)
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. Formerly BMS 142. PREREQUISITE(S): MAT 136.

MAT 140 DISCRETE MATHEMATICS I
The logic of compound statements, application to digital logic circuits and computer arithmetic, the logic of predicates and quantified statements, programming logic, 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
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 147 CALCULUS WITH INTEGRATED PRECALCULUS I
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 140 or placement by the Mathematics Diagnostic Test.

MAT 148 CALCULUS WITH INTEGRATED PRECALCULUS II
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
Techniques of integration, L'Hôpital'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
Limits, continuity, the derivative, rules of differentiation, exponential and logarithmic functions, related rates
MAT 151 CALCULUS II
Applications of the derivative, extrema, curve sketching, definite and indefinite integrals, applications of the integral. PREREQUISITE(S): MAT 150 or 160.

MAT 152 CALCULUS III
Techniques of integration, L'Hopital's rule, improper integrals, series and sequence Taylor polynomials. PREREQUISITE(S): MAT 151 or MAT 161 or MAT 171.

MAT 160 CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I
Limits, continuity, the derivative, rules of differentiation, exponential and logarithmic functions, related rates and other applications. Course meets for an additional 1.5 hour 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
Applications of the derivative, extrema, curve sketching, definite and indefinite integrals, applications of the integral. Course meets for an additional 1.5 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
Techniques of integration, L'Hopital's rule, improper integrals, series and sequences, Taylor polynomials. Course meets for an additional 1.5 hour lab session each week in order to cover the material in greater depth. PREREQUISITE(S): MAT 151 or MAT 161 or MAT 171. 5 quarter hours.

MAT 170 CALCULUS I WITH SCIENTIFIC APPLICATIONS
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. PREREQUISITE(S): MAT 131 or placement by the Mathematics Diagnostic Test.

MAT 171 CALCULUS II WITH SCIENTIFIC APPLICATIONS
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
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 207 HISTORY OF PROBABILITY AND STATISTICS
History Of Probability And Statistics

MAT 215 INTRODUCTION TO MATHEMATICAL REASONING
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, or 152 or 162 or 172.

MAT 220 LINEAR ALGEBRA WITH APPLICATIONS
(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 148 or 151 or 161 or 171.

MAT 242 ELEMENTS OF STATISTICS
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. Cross-listed with SOC 279.

MAT 260 MULTIVARIABLE CALCULUS I
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 172 or consent of instructor.

MAT 261 MULTIVARIABLE CALCULUS II
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
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 301 HISTORY OF MATHEMATICS
History of mathematics with problem solving. PREREQUISITE(S): MAT 141 or 215.

MAT 302 COMBINATORICS
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
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 304 DIFFERENTIAL EQUATIONS
Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. Formerly MAT 338. CO-REQUISITE(S): MAT 261.

MAT 309 TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Theories, methods, and materials for teaching and learning mathematics in secondary schools. Cross-listed with SEC 309. PREREQUISITE(S): SEC 364 or equivalent.

MAT 310 ABSTRACT ALGEBRA I
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
Continuation of 310. PREREQUISITE(S): MAT 310.

MAT 312 ABSTRACT ALGEBRA III
Continuation of 311. PREREQUISITE(S): MAT 311.

MAT 320 GEOMETRY I
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
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)
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 (CROSS-LISTED WITH 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**
Simple random, stratified, systematic and cluster sampling. Multistage and area sampling. Random-response and capture-release models. PREREQUISITE(S): MAT 349 or 353.

**MAT 328 DESIGN OF EXPERIMENTS**
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 349 or 353.

**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**
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. COREQUISITE(S): MAT 261.

**MAT 335 REAL ANALYSIS I**
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 or 172 and either MAT 141 or 215.

**MAT 336 REAL ANALYSIS II**
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**
Complex functions; complex differentiation and integration; series and sequences of complex functions. PREREQUISITE(S): MAT 261 and 335 or consent.

**MAT 340 TOPOLOGY**
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**

**MAT 342 ELEMENTS OF STATISTICS II**
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 137.

**MAT 343 BUSINESS STATISTICS II (FORMERLY BMS 342)**
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): MAT 137.

**MAT 348 APPLIED STATISTICAL METHODS**
Introduction to statistical software (which will be used throughout the course). Descriptive statistics; elementary probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and correlation analysis. PREREQUISITE(S): MAT 148 or 151 or 161 or 171.

**MAT 349 APPLIED STATISTICAL METHODS II**
A continuation of Mathematics 348. Multiple regression; analysis of frequency data, ANOVA and some experimental designs; nonparametric inference and time series analysis. Use of statistical software. PREREQUISITE(S): MAT 348.

**MAT 351 PROBABILITY AND STATISTICS I**
Probability spaces, combinatorial probability methods, discrete and continuous random variables and distributions, moment generating functions, development and applications of the classical discrete and continuous distributions. PREREQUISITE(S): MAT 261.

**MAT 352 PROBABILITY AND STATISTICS II**
Joint probability distributions and correlation; law of large numbers and the central limit theorem; sampling
MAT 353 PROBABILITY AND STATISTICS III
Principles of hypothesis testing; most powerful tests and likelihood ratio tests; linear regression; one-way analysis of variance; categorical data analysis, nonparametric statistics. PREREQUISITE(S): MAT 352.

MAT 354 MULTIVARIATE STATISTICS (CROSS-LISTED WITH MAT 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

MAT 356 APPLIED REGRESSION ANALYSIS
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. Cross-listed with MAT 456. PREREQUISITE(S): MAT 353 and either MAT 262 or MAT 220, or instructor's consent.

MAT 357 NONPARAMETRIC STATISTICS
Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. Bootstrap techniques. Smoothing methodologies. Cross-listed with MAT 457. PREREQUISITE(S): MAT 353 or 349.

MAT 358 APPLIED TIME SERIES AND FORECASTING
Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, nonstationary, and seasonal time series data. The course emphasizes practical time-series data analysis using computer packages and includes applications to economic, business, and industrial forecasting. Cross-listed with MAT 512. PREREQUISITE(S): MAT 353 and 341.

MAT 359 SIMULATION MODELS AND MONTE CARLO METHOD
Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues. Cross-listed with MAT 459. PREREQUISITE(S): MAT 353 and MAT 341 or instructor's consent.

MAT 361 ACTUARIAL SCIENCE I
The Theory of Interest: Theory and applications of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. Cross-listed with MAT 461. PREREQUISITE(S): MAT 152 or 162. COREQUISITE: MAT 351.

MAT 362 ACTUARIAL SCIENCE II
Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance, and life annuities. Cross-listed with MAT 462. PREREQUISITE(S): MAT 361. COREQUISITE: MAT 352.

MAT 363 ACTUARIAL SCIENCE III

MAT 364 STOCHASTIC RISK MODELS
Distributional quantities, distribution properties and classification, frequency and severity models, aggregate loss and ruin models. Cross-listed with MAT 464. PREREQUISITE(S): MAT 353

MAT 365 STOCHASTIC SURVIVAL MODELS
Construction of parametric and nonparametric models, model validation and selection, credibility theory, simulation techniques. Cross-listed with MAT 465. PREREQUISITE(S): MAT 353

MAT 366 MATHEMATICAL DEMOGRAPHY
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 (CROSS-LISTED AS MAT 467)
Credibility theory and loss distributions with applications to casualty insurance classification and rate making. Cross-Listed As MAT 467. PREREQUISITE(S): MAT 362
MAT 368 MATHEMATICAL FINANCE
Financial derivatives, risk management, investment strategies, arbitrage, valuation, Put-call parity, the binomial model, option pricing, lognormal models for asset prices, Black-Scholes formula, value at risk and conditional tail expectation, Brownian motion and Ito’s lemma, interest rate models. Cross-listed with MAT 468. PREREQUISITE(S): MAT 353

MAT 370 ADVANCED LINEAR ALGEBRA
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. Cross-listed MAT 470. PREREQUISITE(S): MAT 262 and either 141 or 215.

MAT 372 LOGIC AND SET THEORY
Topics in axiomatic set theory, formal logic, and computability theory. PREREQUISITE(S): MAT 215 or 141.

MAT 381 FOURIER ANALYSIS AND SPECIAL FUNCTIONS
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
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. Cross-listed with MAT 484. PREREQUISITE(S): MAT 220 or 262, and 348 or 351 or instructor consent.

MAT 385 NUMERICAL ANALYSIS I
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. Cross-listed with MAT 485. PREREQUISITE(S): MAT 262 or MAT 220; and either 149, 152, 162, or 172; and a programming course

MAT 386 NUMERICAL ANALYSIS II (CROSS-LISTED WITH MAT 486 & CSC 386/486)

MAT 387 OPERATIONS RESEARCH I: LINEAR PROGRAMMING (CROSS-LISTED AS MAT 487)
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)
Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. PREREQUISITE(S): MAT 387 or instructor's consent.

MAT 389 OPERATIONS RESEARCH III
Advanced Topics. PREREQUISITE(S): MAT 388 or instructor's consent

MAT 390 MATHEMATICS READING AND RESEARCH
The course will provide students with a hands-on experience about research in mathematical sciences. Students will attend seminars and research colloquia, and will actively participate at discussions about the topics presented. Students will reflect on the connections between various areas of modern mathematics, the challenges of structuring and solving problems, and the personal experience of doing mathematics. As a final project, each student will prepare and present a mathematical expository paper describing a current area of research, emphasizing its relevance to mathematics in general and its connections to real world problems. This course may be used to satisfy the junior-year experiential learning (JYEL) requirement. PREREQUISITE(S): Instructor's consent.

MAT 391 STUDIES IN DEMOGRAPHY
The course introduces students to the study by statistical methods of human populations in terms of type of data sources, population composition, growth, fertility, mortality, morbidity, health, migration, and urbanization. In addition, the course has a major component, which emphasizes the study of current characteristics of the populations of developing countries in comparison with some developed countries including the United States of America. Students are required to present and submit a research project with
comparative analysis of demographic statistics obtained on several developing and developed countries.

**MAT 395 TOPICS IN MATHEMATICS**
Consult course schedule for current offerings. Course may be repeated for credit when title and content change. Variable credit allowed. PREREQUISITE(S): Instructor's consent.

**MAT 396 SENIOR THESIS RESEARCH**
A thesis option is available to mathematics majors who wish to pursue an extended independent project related to a theoretical or applied focus of the program. Students would work under the guidance of a faculty mentor. A total of 4 credits must be completed over the one or two quarters prior to the thesis submission. Interested students are strongly encouraged to enroll in MAT 390 during their junior year. PREREQUISITE(S): Permission of a faculty mentor and the department chair is required.

**MAT 397 MATHEMATICAL PEDAGOGY: THEORY & PRACTICE**
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. Cross-listed with MAT 697.

**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**
Variable credit. PREREQUISITE(S): Consent of chair.

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**Media Studies**

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**MCS 207 HISTORY OF CINEMA I, 1890-1945**
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.

**MCS 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. 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. Lab for film viewing required.

**MCS 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.
**MCS 231 INTRODUCTION TO DOCUMENTARY STUDIES**
This course examines the rise and growth of documentary forms, including audio, film, television, photography, literary journalism and ethnography. Students will study representative works from each documentary approach and learn to analyze the techniques of observation and representation at use in these pieces. Students will become familiar with major theoretical constructions of documentary and be able to use these analytical tools to critique documentary forms. Lab for film viewing required.

**MCS 251 SPACES OF CINEMA IN ROME**
This course examines the history and heritage of Italian cinema through an analysis of critically acclaimed films produced in Rome. Topics of focus include the comparison of Italian and Hollywood constructions of historical settings, and the cinematic organization of visual space. The course features visits to the Roman sites where films examined in the course were produced. The course's goal is the development of an understanding of filmmakers' artistic choices and the expectations that they set up for their audiences through setting. Offered in conjunction with the Rome Film Studies Program.

**MCS 252 CONTEMPORARY ITALIAN CULTURE THROUGH FILM**
This course provides an exploration of contemporary Italian culture through the medium of cinema. The course examines how cinema addresses complex social and political concerns in Italy. Topics and themes include health care; the transformation of the structure of the family; immigration and emigration; the perennial problem of organized crime; and the difficulties faced by the younger generations in their attempt to integrate into society. Italian film industry professionals and cultural historians will provide context and perspective on contemporary social issues facing Italy. Offered in conjunction with the Rome Film Studies Program.

**MCS 271 MEDIA AND CULTURAL STUDIES (FORMERLY INTRODUCTION TO RADIO, TELEVISION, AND FILM)**
This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestation of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies.

**MCS 273 STORYTELLING & STYLE IN CINEMA (FORMERLY FILM/VIDEO ANALYSIS)**
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. (Formerly Film/Video Analysis)

**MCS 286 RADIO PRACTICUM**
Students who already actively participate at DePaul's radio station have the opportunity, depending on the station's needs, to produce on-air announcements, specialized broadcasts (weather, sports, University-based topics), newscasts, and assist station managers with their day-to-day responsibilities for MCS credit. In addition to working at the radio station, students must successfully complete a short research project on an approved topic. PREREQUISITE(S): Instructor consent

**MCS 290 MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS)**
This course allows students to sample a range of hands on practical offerings in communication that can enhance their knowledge and expertise. Topics offered include final cut pro and focus groups.

**MCS 331 TOPICS IN DOCUMENTARY STUDIES**
A rotating topics course that could focus on specific historical era or specific group of texts or documentarians from across film, television, audio, writing, and photography.

**MCS 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.

**MCS 341 TOPICS IN RADIO STUDIES**
Subjects rotate among several historical and conceptual topics, such as Rock Radio, Talk Radio, Gender and Radio, Radio and American Culture, etc. Students will have the opportunity to build upon the foundations of radio that are explored in other radio courses. Radio topics courses are considered advanced study in the
Radio topics courses are considered advanced study in the subject area; therefore, students are encouraged to complete MCS 339 or MCS 342 prior to taking a radio topics course.

**MCS 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.

**MCS 343 MEDIA ETHICS**
Entertainment and social media dominate popular culture today in a way that begins to completely define American culture. In what ways do entertainment media impact society? As creators of media, what special responsibilities do we have? And as creators of entertainment media how can we use these ethical theories in our daily practice? This course will examine the underlying ethical theories used when we try to arrive at ethical judgments about right and wrong. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. The issue of balancing individual creativity vs. cultural impact, particularly on children, will be addressed. The course will culminate with the formulation of elements of an ethical code of conduct for every electronic (social) media, television professional and movie creator.

**MCS 348 TOPICS IN FILM GENRE**
This course offers an historical examination of film genres, with a varying focus on one particular genre: film noir, musicals, melodrama, detective/gangster film, science fiction film, comedy, Western, animation, youth films. The course explores the relationship of genres to general social histories. Lab for film viewing required.

**MCS 349 TOPICS IN FILM STUDIES**
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 Film Sound Studies, American Films of the 1970s, War and Film, feminist film, Psychoanalysis and Cinema, etc. Lab for film viewing required.

**MCS 350 TOPICS IN GLOBAL CINEMA**
This course is designed as a critical study of global filmmakers and the issues surrounding cinema and its transnational circulation. The class will examine specific aspects of the growth and evolution of cinema and look at points of contact between different cultural discourses, national cinematic styles, genres, and reception. Artistic, social, political, and industrial issues will be examined to provide different models of cinematic creation and consumption. Recent topics have included Latin American Cinemas, Asian Cinemas, Transnational Cinema, New German Cinema, History of French Film, Contemporary Global Directors, etc. Lab for film viewing required.

**MCS 351 TOPICS IN TELEVISION STUDIES**
This course offers advanced study of television as a unique audio-visual culture with its own history and styles. This course presumes basic knowledge of television terms and methods of media analysis. Studies of a selected aspect of television history, television criticism, or national television are offered regularly. Recent topics have included Global Television, Reality TV, American TV of the 1950s, Television News, etc.

**MCS 352 TOPICS IN NEW MEDIA**
This course examines the effects of new and/or digital media on interpersonal communication, media industries, and/or media culture. Depending on the specific focus of this variable elective course, it might focus on economic, social, political, or aesthetic implications of new media, including the Internet, interactive games, and other new media technologies and applications.

**MCS 353 TOPICS IN MEDIA STUDIES**
This is a rotating topics class for subjects that encompass a number of different media, including radio, television, film. Possible topics may include: Media and Politics, Contemporary News Media, Reception Studies, Fan Studies, etc.

**MCS 354 TOPICS IN MASS MEDIA**
This is a rotating topics class for subjects that span a broad range of media outlets, from radio, television, film, and new media to journalism, advertising, and public relations. Possible topics may include: Chinese Mass Media, Children's Media, Media and Censorship, Media Regulation, etc.

**MCS 355 US TELEVISION AND SEXUALITY**
This course will examine the continued negotiation of sex and sexuality on American television. Whether through their structuring absence, head-on attendance, or mere subtle implication, sex and sexuality have been omnipresent within the medium since its proliferation in the late 1940s. Through lenses of TV, social history, and gender/sexuality criticism, this course will examine various ways in which sexual issues such as the marriage bed, female sexual agency, GLBT visibility, teen sex, and rape have made their ways onto and been pushed off of the small screen. It will also interrogate how these broad categories interact with TV’s assumed social role, contemporary and historical notions of American values, and TV regulation.
MCS 356 TOPICS IN DOCUMENTARY PRODUCTION
The course will focus on developing skills in conceptualizing, directing, and editing various styles of
documentary films. Students will explore the documentary filmmaking process by viewing a range of
documentary films and deconstructing/ discussing their attributes, learning basic interview techniques and
constructing narratives and stories. Emphasis will be placed on developing technical proficiencies in hand-
held cinematography, location sound recording, and editing. Students will produce documentary projects in
team groups throughout the term. Ultimately, the goal is for students to learn to define and interpret their own
personal directorial approach to documentary filmmaking.

MCS 357 TOPICS IN TELEVISION PRODUCTION
This is a rotating topics class for developing skills in the conceptualization, direction, and editing of television
programs. Students will explore techniques of television storytelling and style. Students will produce projects
throughout the term.

MCS 361 FANDOM & PARTICIPATORY CULTURE
This course introduces students to the world of media fandom. Fans are people who hold an emotional
attachment to media texts. By investigating the types of media texts people connect to, as well as the work
fans do in their community, students encounter new ways of participating with media. Students not only
examine fans as cultural "producers," who make media just as much as they consume it, but also examine
media from the point of view of a fan. This course also looks at how participating in fandom can aid the
development of diversity and positive social change.

MCS 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 central to this course. (Formerly CMNS 366)

MCS 373 AUDIO DOCUMENTARY
This course uses hands-on projects so that students can explore the steps in the process of creating an audio
documentary. Through practical application students consider questions that surround the interpretation of
cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort
to understand better this significant form of storytelling.

MCS 375 LATINO/A TELEVISION AND MEDIA
Drawing from Latin American and U.S. television studies, this course explores the political, industrial and
cultural dynamics that shape televuisual representations in Latin American television and/or Spanish language
Television in the US. More specifically, Spanish-language television and media will be examined from
interdisciplinary frameworks, which include the cultural analysis of televuisual modes, national and
international regulations of media production and distribution, histories of production, and ethnographies of
viewing.

MCS 376 LATIN AMERICAN CINEMA
This course examines the production, distribution and impact of cinema in the Latin American context.
Transnational relations with other industries, such as Hollywood and the European film context will be
considered. We will investigate how social, economic and political forces have shaped or are presently
influencing and transforming national cinemas. Questions of identity and cultural difference, particularly in
relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity
are central to the discussions. We will consider the diversity of styles and topics that are now redefining the
cinema of the region.

MCS 383 TALKNG ABOUT FILM: THEORY & CRITICISM
This course is to familiarize students with a wide range of disciplines (film, art history, philosophy,
psychology, etc.) and how these ideas both inflected the development of classical film theories as well as the
evolution of cinema. Moreover, the scope of the course seeks to examine the overall process whereby
theoretical discourse develops historically. Lab for film viewing required. (PREREQ: MCS 273 or PERMISSION
OF INSTRUCTOR)

MCS 386 RADIO PRODUCTION
Students will learn radio broadcasting and audio production techniques. Students will work in a lab
environment to complete broadcast quality production work. Though the emphasis of the course will be on
broadcast writing, speech, and production techniques, students will have the opportunity to perform on-air
shifts at DePaul’s radio station and complete non-traditional production work, such as podcasts. MCS 286,
Radio Practicum and MCS 339, Radio Broadcasting are recommended but not required courses.

MCS 389 TOPICS IN MEDIA PRODUCTION
This course is a rotating topic course in areas of media production and may include classes such as
This course is a rotating topic course in areas of media production and may include classes such as Podcasting, Advanced Radio Production, Advanced Audio Documentary, Radio News, Multimedia Production, etc. There may be a lab fee for the course.

**MCS 399 INDEPENDENT STUDY**
PREREQUISITE(S): Written permission of supervising faculty member and of the departmental chair is necessary before registration

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**Military Science**

Undergraduate Course Descriptions - Current

**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 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 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 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. Must be a contracted ARMY ROTC cadet.
**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. Must be a contracted ARMY ROTC cadet.

**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. Must be a contracted ARMY ROTC cadet.

**MSC 341 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. Must be a contracted ARMY ROTC cadet.

**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. Must be a contracted ARMY ROTC cadet.

**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. Must be a contracted ARMY ROTC cadet.

**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 life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

**MSC 399 MILITARY THEORY**
(Independent Study) Intensive research and study of one or more selected topics. The topics and research methodology are determined in consultation with the instructor. May be repeated for maximum of six credit hours.

Modern Languages

Undergraduate Course Descriptions - Current

**MOL 197 SPECIAL TOPICS IN MODERN LANGUAGES**
See schedule for current offerings.

**MOL 198 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**MOL 199 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**MOL 210 CLASSICAL MYTHOLOGY**
Classical Mythology is an interdisciplinary blend of the classical traditions of myth and literature, concentrating on myth. It endeavors to place Classical myths into their historical, social and cultural contexts. Students will learn significant myths and the names and functions of the most important characters in them along with primary myth theories.

**MOL 211 HEROES AND EPICS**
Heroes and Epics is a literature course is centered around Homer's Iliad and Odyssey and Virgil's Aeneid; it endeavors to place these epic poems into their geographical, historical, social, and cultural contexts. Students will learn the definition of Epic as a literary genre and discover how this genre evolved, through ancient Greek oral tradition, to reflect audiences and times.
MOL 212 CLASSICAL TRAGEDY
Classical Tragedy is a literature course that introduces students to the authors, social contexts and performances of ancient Greek drama. Students will learn how to interpret the “myth” presented on the ancient Greek stage, and how to apply what they have learned to detect and interpret the moral, social and political issues raised in this timeless, yet keenly particular, literature.

MOL 213 ANCIENT GREEK AND ROMAN COMEDY
In this course students will encounter selected landmarks of Greek and Roman satirical literature and theories of humor as well as secondary interpretative opinions about the works assigned. Students will study authors ancient and modern in order to sharpen their critical abilities and to gain insight into Athens, Rome as well as the contemporary cultural milieu.

MOL 214 THE CLASSICAL FEMININE
Close reading of translations of ancient Greek, Latin, and Semitic texts that pertain to or are written by women. We will investigate the nature and the roles of the “feminine” in Antiquity, studying the day-to-day lives of women, with emphasis on the textile arts that comprised their primary daily activity. Although students will visit these texts through English renderings, the course will yield a lively sense of the ancient languages in which they were written -- and, thereby, the living conversations with which women of these time-honored cultures expressed, and wove, themselves.

MOL 243 JAPANESE POETRY IN TRANSLATION
Survey of Japanese poetry in English translation, with selections of representative authors from the Classical and Modern periods.

MOL 244 CLASSICAL CHINESE I
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. PREREQUISITE(S): some Mandarin Chinese preferred.

MOL 245 CLASSICAL CHINESE II
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. PREREQUISITE(S): MOL 244.

MOL 246 CLASSICAL CHINESE III
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. PREREQUISITE(S): MOL 245.

MOL 248 CHINESE CALLIGRAPHY
An introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture.

MOL 249 MODERN CHINESE LANGUAGE AND SOCIETY
This course will explore facets of Modern China, with special attention to how language and culture intertwine.

MOL 277 TURN OF THE CENTURY VIENNA
This course will explore a number of the prominent players who were active in Vienna during the turn of the century, such as Sigmund Freud, Gustav Klimt, Arthur Schnitzler, Ludwig Wittgenstein, and Gustav Mahler. We will examine, through primary and secondary texts, and works of art, music and film, the lasting impact of their contributions on the development of thinking and innovation in the twentieth, and indeed even twenty-first, centuries.

MOL 282 MODERN AFRICAN LITERATURE
Themes and theories of postcolonial studies in relation to African culture, politics and literature. Evaluation of novels, criticism, and movies to provide an introduction to the complex, highly heterogeneous experience of modern African literature.

MOL 297 SPECIAL TOPICS IN MODERN LANGUAGES
See schedule for current offerings.

MOL 298 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

MOL 299 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

MOL 300 PROFESSIONAL PRACTICUM
Supervised experience in teaching, tutoring, interpreting, editing, writing or other professional exercises of
language skills. PREREQUISITE(S): Application and approval required.

**MOL 308 TOPICS IN JAPANESE LITERATURE**
Variable topics. Taught in English. Consult schedule for current offering.

**MOL 310 JAPANESE CULTURE**
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 STORY**
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 MASTERPIECES OF RUSSIAN LITERATURE**
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**
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 325 QUEER JAPAN**
This course surveys representations of same-sex sexuality in Japan from the 14th century to the present day. We will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining "traditional" male-male sexuality, the emergence in the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness and subjectivities throughout the 20th century and into the 21st. We will look at critical issues for sexual minorities in Japan, including coming out and AIDS activism, paying particular attention to their potential relevance to sexual minorities and politics in the US. Texts will include material translated to English for the first time.

**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**
Readings and instruction in English; not counted as part of a Spanish major or minor. Cross-listed as LST 201.

**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**
A careful examination of Arab culture within its historical, social, and political context with in-depth analysis of the products and practices of Arab culture. Includes authentic material (video, images, and online resources) and engagement in online and in-class discussions about Arab perspectives that can be derived from these products and practices. This is a hybrid course (meets once per week onsite with students completing the rest of the required hours through online instruction, discussion, and projects). Students will receive instruction and assistance to develop the skills to work with the online portion, which includes using a social network for sharing material and discussion.

**MOL 341 MEDIA IN THE ARAB WORLD**
The course provides in depth examination of Media in the Arab World as a product of Arab culture. Authentic media items such as television, print, and electronic media will be analyzed within their historical, social, and political context. Major themes in Arab media such as religion, gender roles, social customs, political issues, and historical perspectives will be carefully examined to better understand Arabs, their culture, and the way they think. This is a hybrid course (meets one day onsite with students completing the rest of the required hours through online instruction, discussion, and projects). Students will receive full instruction and assistance to develop the needed skills to work with the online portion, which includes using a social network for sharing material and discussion.

**MOL 342 MODERN ARABIC LITERATURE IN TRANSLATION**
Students will learn about the history of Arab literature and selected works of modern writers from different regions in the Arab world. Literature will be examined as a product of Arab culture. In addition to the literary analysis of the works, students will analyze and discuss the cultural practice and perspectives presented in these works taking in consideration the authors’ affiliation and background, as well as the historical, social, and political context of the works. This is a hybrid course (meets one day onsite with students completing the rest of the required hours through online instruction, discussion, and projects). Students will receive full instruction and assistance to develop the needed skills to work with the online portion, which includes using a social network for sharing material and discussion.

**MOL 349 TEACHING MODERN LANGUAGES**
TEACHING MODERN LANGUAGES [CROSS-LISTED AS SE 349]

**MOL 350 METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL**
Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.

**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**
An overview of contemporary criticism from Russian formalism to post-modernism.

Cross-listed as CPL 355.

**MOL 356 PSYCHOLINGUISTICS**
An overview of basic issues in experimental psycholinguistics by introducing various topics, such as speech perception/production, word recognition/memory, sentence processing, first- and second-language acquisition and the brain and languages. Cross-listed as PSY 393.

**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**
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 Vón VÍzin, Griboedov, Pushkin, Gogál, 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 361 RUSSIAN DRAMA IN TRANSLATION II: SOVIET ERA**
Russian theater of the 20th century appeared in parallel to realistic novels and contributed to the movement of realism in Russian literature. Realism dominated in Russain literature from approximately 1845 to 1905, followed by Russian theater of the 20th century. To most foreign readers it is the most interesting part in Russian culture. Russian theater of the 20th century, presented by such authors as Chekhov, Gorky, Bulgakov and Téffi, demonstrates tendencies from realism to a vanguard. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time.

**MOL 363 RUSSIAN SHORT STORY IN ENGLISH TRANSLATION I: 18 - 19TH CENTURY**
Interpretation and analysis of major Russian short prose of the 18th and 19th century: Karamzin, Pushkin, Dostoevsky, Gogol, Turgenev, and Leskov.

**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, Dostoevsky, 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**
Variable topics. Consult course schedule for current offering. Cross-listed as ENG 389.

**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 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**MOL 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

Multimedia

Undergraduate Course Descriptions - Current

**MM 200 DIGITAL PHOTOGRAPHY**
A course using digital cameras and software to create/modify and distribute digital photographs.

Music Education

Undergraduate Course Descriptions - Current

**MED 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH**  
(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.

**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 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 200 MUSIC EDUCATION LAB ENSEMBLE**  
(1 credit) This course is designed to provide music education majors with experience singing and playing secondary and tertiary instruments in a student led lab ensemble. The participants will also explore literature appropriate for 6-12 grade choral, wind, and string ensembles. Music education majors who have completed the conducting courses or are currently taking Conducting for the Music Educator will serve as conductors for the Lab Ensemble; music education majors who are currently in the methods mix may take this class as a music education elective and will serve as instrumentalists and singers in the ensemble. This class may be taken for two quarters (freshman, sophomore, or senior year) as a one-credit music education elective (2 total quarter hours). The third year the class would be taken as the lab component of the Conducting for the Music Educator course.
MED 201 CLASSROOM INSTRUMENTS  
(2 credits) The purpose of this course is to provide students with the opportunities to develop basic skills using instruments and sound sources appropriate for use in general music (K-8) classroom settings. This course will focus on: at least one voice of recorder, body percussion, barred Orff instruments, unpitched percussion, and drums. The skills and knowledge students attain from the course experience will better prepare them to play and teach these instruments to children in school settings and beyond.

MED 300 ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB  
(4 credits) PREREQUISITE(S): Successful completion of MED 303.

MED 301 SECONDARY INSTRUMENTAL METHODS AND LAB  
Secondary Instrumental Methods & Lab. (2 hrs.) PREREQUISITE(S): Successful completion of MED 300.

MED 303 ELEMENTARY VOCAL-GENERAL METHODS & LAB  
(4 credits) PREREQUISITE(S): Successful completion of MED 306.

MED 304 MIDDLE SCHOOL VOCAL METHODS AND LAB  
Junior High Vocal Methods & Lab. (2 hrs.) PREREQUISITE(S): Successful completion of MED 303.

MED 305 SECONDARY VOCAL METHODS AND LAB  
(2 credits) PREREQUISITE(S): Successful completion of MED 304.

MED 306 INTRODUCTION TO MUSIC EDUCATION  
(2 credits) Concurrent teaching/observation required.

MED 307 ORCHESTRAL LITERATURE  
(2 credits) This course will provide students with a practical introduction to the various types of string and full orchestra literature available at the elementary, middle, and high school levels. Topics will include music source information, comprehensive musicianship in practice, score listening, score study and evaluation, source materials, grading of educational literature and copyright law.

MED 308 ACCOMPANYING FOR THE MUSIC EDUCATOR  
(2 credits) The objectives of this course are help students further develop practical keyboard facility and keyboard musicianship skills, reinforce musical and theoretical concepts presented in Musicianship classes, improve facility of reading piano music, and establish keys of pieces by preparing scales, arpeggios, and chord progressions, and to combine all of the above in teaching more effectively and confidently with good piano accompaniment for classroom/choral teaching. PREREQUISITE: Successful completion of Group Piano VI (MUS 233).

MED 309 AFRICAN DRUMMING FOR THE MUSIC EDUCATOR  
(2 credits) This course is designed to introduce music education students to the basics of African Drumming and how to incorporate this genre into the k-12 music classroom. Students will learn to drum, sing, and dance within this genre. They will also write lesson/unit plans that demonstrate their understanding of how to incorporate African Drumming in the music classroom.

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 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: LEVEL I**
(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**
(3 credits) Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate 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 382 KODALY WORKSHOP: LEVEL III**
(3 credits) Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate 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; Musicianship, Kodaly Pedagogy, Folk Music and materials, and Chorus. PREREQUISITE(S): Kodaly Level II.

**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 ORFF WORKSHOP: LEVEL II**
(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**
(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**
(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**
(0 credit) COREQUISITE(S): MED 392.

**MED 398 INDEPENDENT STUDY**
INDEPENDENT STUDY
Music Ensemble

Undergraduate Course Descriptions - Current

MEN 1 WIND SYMPHONY
(0 credit) Study and rehearsal of traditional and new wind repertoire in preparation for concerts presented regularly each year. Placement audition required. All MEN courses are repeatable courses. PREREQUISITE: ENROLLMENT BY DEPARTMENT CONSENT ONLY.

MEN 2 ENSEMBLE 20+
(0 credit) Study, rehearsal, and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of skills and instrumental techniques necessary for playing contemporary music. PREREQUISITE: Placement audition required.

MEN 23 CONCERT CHOIR
(0 credit) Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter. PREREQUISITE: Enrollment by department consent only.

MEN 30 CHAMBER ORCHESTRA
(0 credit) Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra, with emphasis on developing good listening and blending abilities. Placement audition required. PREREQUISITE: ENROLLMENT BY DEPARTMENT CONSENT ONLY.

MEN 31 SYMPHONY ORCHESTRA
(0 credit) Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required. PREREQUISITE: ENROLLMENT BY DEPARTMENT CONSENT ONLY.

MEN 37 WIND ENSEMBLE
(0 credit) Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. 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) An advanced choral ensemble of selected voices. Audition required. All MEN courses are repeatable courses. PREREQUISITE: Enrollment by department consent only.

MEN 101 WIND SYMPHONY
(1 credit) Study and rehearsal of traditional and new wind repertoire in preparation for concerts presented regularly each year. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 123 CONCERT CHOIR
Rehearsal and performance of choral works from a variety of styles and historical periods. Open to all DePaul undergraduates by audition.

MEN 130 CHAMBER ORCHESTRA
(1 credit) Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra, with emphasis on developing good listening and blending abilities. Placement audition required.

MEN 131 SYMPHONY ORCHESTRA
(1 credit) Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.
MEN 221 WIND ENSEMBLE  
(1 credit) Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All of the MEN courses are repeatable courses. PREREQUISITE(S): Placement audition required.

MEN 231 UNIVERSITY SINGERS  
(1 credit) An advanced choral ensemble of selected voices. All of the MEN courses are repeatable courses. Open to all DePaul undergraduates by audition.

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 300 AFRICAN MUSIC ENSEMBLE  
(1 credit) Students will learn musical techniques and repertory from cultures of Africa and the African diaspora. Course activities may include instrumental techniques, singing, and dancing. No prior experience with African music necessary. PREREQUISITE(S): Music Students Only.

MEN 301 ENSEMBLE 20+  
(1 credit) Study, rehearsal, and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of skills and instrumental techniques necessary for playing contemporary music. PREREQUISITE: Placement audition required.

MEN 360 TOPICS IN MUSIC ENSEMBLES  
(0-1 credit) In depth investigation of a topic in a music ensemble.

Musicianship

Undergraduate Course Descriptions - Current

MUS 100 UNDERSTANDING MUSIC  
(4 credits) Developing an understanding of musical elements and forms, and how composers use them to create music throughout the history of western music. This course also includes a look at the musics of the world and jazz. This course is not available to students in the School of Music. Arts and Literature.

MUS 102 COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS  
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. Arts and Literature.

MUS 104 MUSICAL EVOLUTION AND INNOVATION: RENAISSANCE TO 20TH CENTURY  
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. Arts and Literature.

MUS 105 ROCK MUSIC-THE BEATLES: MUSIC,AESTHETICS AND CULTURE  
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. Arts and Literature.

MUS 106 THE ART OF ELECTRONIC MUSIC  
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. Arts and Literature.

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
MUS 108 ROCK MUSICS OF THE WORLD
A historical survey of the world's main styles of rock music, extending from Chuck Berry to Puff Daddy to Cold Play, from Bob Marley to Black Sabbath. This course is not available to students in the School of Music. Arts and Literature.

MUS 109 FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA
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. Arts and Literature.

MUS 110 MUSICIANSHP I
(4 credits) (Autumn) Theory fundamentals - from keys, scales, and intervals, through four-part writing
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 MUSICIANSHP II
(4 credits) (Winter) Integrated study of theory/history pertaining to music of the Baroque period.
PREREQUISITE(S): MUS 110.

MUS 121 AURAL TRAINING II
(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 MUS 111.

MUS 123 GROUP PIANO II
(1 credit) The second of 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 MUS 113.

MUS 130 MUSICIANSHP III
(4 credits) (Spring) An integrated study of theory/history pertaining to music of the Classical period
PREREQUISITE(S): MUS 120

MUS 131 AURAL TRAINING III
(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 MUS 121.

MUS 133 GROUP PIANO III
(1 credit) The third of 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 MUS 123.

MUS 140 MUSIC OF THE WORLD’S PEOPLE
(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. Arts and Literature.

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. Arts and Literature.
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. Arts and Literature.

MUS 202 WOMEN AND MUSIC
(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. Arts and Literature.

MUS 203 CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA
(4 credits) This course will focus on improvisational practices with a focus on experimental composers between 1959 - 1980. Students will form a large ensemble. Class activity will focus on hands-on music making with a combination of laptops and acoustic instruments.

MUS 204 WHAT WERE THE BLUES? 1920-1960
(4 credits) This course will follow the history of the blues from its first recordings in the early 1920s through the “rediscovery” of classic blues artists in the late 50s, with an emphasis on listening to and discussing a rich legacy of classic blues recordings.

MUS 205 THAT HIGH LONESOME SOUND: BLUEGRASS 1936-1972
A study of the social, cultural, and technological contexts of classical bluegrass, recordings made between 1936 and 1972.

MUS 206 ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW
Students will study Italian popular songs throughout the last eight centuries, emphasizing their use to mirror, reflect, and influence socio-cultural norms of the time and place of their creation.

MUS 208 COMMUNITY AUDIO ART PRODUCTION
This Experiential Learning course involves collaborative art production, electro-acoustic and computer music, experimental sound techniques, radio art, political music, socially engaged audio documentary, soundscape design, field recordings, sound installation, conceptual art, public service announcements, and interdisciplinary art. In addition to a historical survey of works in this genre, students will complete one group project and one solo project. This course may only be used as a free elective for students in the School of Music. Junio Year Experiential Learning.

MUS 210 MUSICIANSHIP IV
(4 credits) (Autumn) An integrated study of theory/history pertaining to music of the 19th century.
PREREQUISITE(S): MUS 130

MUS 211 AURAL TRAINING IV
(1 credit) A three-quarter sequence of sightsinging and dictation. PREREQUISITE(S): MUS 131.

MUS 213 GROUP PIANO IV
(1 credit) The last three courses in the two-year sequence described above. PREREQUISITE(S): MUS 133.

MUS 220 MUSICIANSHIP V
(4 credits) (Winter) An integrated study of theory/history pertaining to music of the 20th and 21st centuries.
PREREQUISITE(S): MUS 210

MUS 221 AURAL TRAINING V
(1 credit) A three-quarter sequence of sightsinging and dictation. PREREQUISITE(S): MUS 211.

MUS 223 GROUP PIANO V
(1 credit) The last three courses in the two-year sequence described above. PREREQUISITE(S): MUS 223.

MUS 230 MUSICIANSHIP VI
(4 credits) (Spring) History of music of the Middle Ages and the Renaissance. PREREQUISITE(S): MUS 220.

MUS 231 AURAL TRAINING VI
(1 credit) A three-quarter sequence of sightsinging and dictation. PREREQUISITE(S): MUS 221.

MUS 233 GROUP PIANO VI
(1 credit) The last three courses in the two-year sequence described above. PREREQUISITE(S): MUS 233.

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 272 TRENDS IN 20TH CENTURY ART AND MUSIC
(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. Arts and Literature.

MUS 274 THE GOSPEL MUSIC TRADITION IN AMERICA
(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. Arts and Literature.

MUS 275 HISTORY OF THE SYMPHONY
(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. Arts and Literature.

MUS 278 JAZZ
(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. Arts and Literature.

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 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 305 MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE
(4 credits) This course explores the role that music played in encounters between Europeans traveling on behalf of the Portuguese Empire and the cultures colonized by the Portuguese beginning in fifteenth century and continuing today in post-colonial contexts. This course will also examine the musical genres that developed as a result of cross-cultural contact. Musical case studies are selected from different historical periods and diverse cultures and geographical areas encompassed by the Portuguese Empire: Portugal, Asia, Africa, and South America. This class will include listening and reading assignments, and students will have the opportunity to further explore an area of interest in a research project on a topic of their choice. Arts and Literature.

MUS 306 PUNK ROCK THROUGH THE YEARS: ISSUES & AESTHETICS
(4 credits) This course explores the aesthetic, political, and social issues that have shaped the development of punk rock and its various sub-genres in the United States and the United Kingdom since the early 1970's. PREREQUISITE: Junior or Senior standing.

MUS 308 ANALYTICAL TECHNIQUES
(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.

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 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 395 SENIOR CAPSTONE SEMINAR
(4 credits) 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
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 100 or HON 101.

NSG 232 MEN’S HEALTH: THE PHYSICAL SELF
This introductory course explores the unitary nature of men’s health patterns focusing on anatomy and physiology of the major body systems emphasizing the difference in males. Health issues pertinent to these system differences in males will be presented based upon health risks, assessment, screening, diagnosis, management and treatment. Developing an understanding of male anatomy and physiology utilizing correct medical terminology to describe various parts and conditions. Elements of scientific research are explored in the context of lecture and laboratory sessions. Students select a research-based topic supported by clinical research studies to articulate their knowledge and understanding through a written paper and oral power point presentation.

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 301 INTRODUCTION TO THE ART AND SCIENCE OF NURSING I
This course provides a foundation for integrating the art and science of nursing into a meaningful holistic practice. In lecture, emphasis is placed on the introduction of theoretical content and current issues that are
basic to holistic practice and to the role of the nurse as a clinical leader. Laboratory time, mandatory practice sessions and clinical hours provide rigorous settings in which nursing skills will be learned, practiced and refined. All students will participate in a service-learning experience in a community setting which serves to broaden perspectives, encourage skills practice and integrate course content.

**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**
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(S): NSG 302.

**NSG 304 CONCEPTS OF HUMAN ADAPTATION II**
Concepts Of Human Adaptation II CO-REQUISITE(S): NSG 305/306)

**NSG 307 ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH**
This course examines the etiology, symptomatology, and clinical management of selected mental illnesses across the lifespan. The art and science of nursing and selected nursing and non-nursing theories are examined further as the basis for critical thinking, compassionate communication, and therapeutic nursing interventions in mental health nursing practice. The evidence base for psychiatric nursing will be examined and applied to practicum experiences. Various psychiatric nursing roles will be explored in the contexts of health promotion, disease management and rehabilitation. Course meets for 3 hours lecture and 8 hours clinical. PREREQUISITE(S): NSG 303.

**NSG 313 TRENDS AND ISSUES IN NURSING**
History, theory, and practice of professional nursing with specific attention to the advanced generalist’s role in leadership and management. Skills in clinical leadership, budget and quality management, supervision, and change are introduced. Refinement of skills in critical thinking, decision-making, communication, and conflict resolution are emphasized.

**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 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 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 CSH courses except for NSG 377 & 380 and ACT-PEP exams or equivalent.

**NSG 335 LESBIAN HEALTH MATTERS**
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**
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. PREREQUISITE(S): Basic statistics course
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 372 THE PROFESSIONAL NURSE AS CASE MANAGER
This course focuses on professional role development and the fundamental components of the professional nurse role from provider to coordinator of care. The focus of nursing care delivery is case management, specifically the management of human and material resources necessary for meeting episodic health care needs of individuals and families. PREREQUISITE(S): Completion of LAS required courses and ACT-PEP exams

NSG 373 PRACTICUM: THE PROFESSIONAL NURSE AS CASE MANAGER
This course provides for clinical application of case management theory. Experiential learning activities focus on implementing data-based clinical models for nursing practice in institutional and home health settings. The student's own work setting can be used as the basis for clinical activities. PREREQUISITE(S) or COREQUISITE(S): NSG 372

NSG 376 THE PROFESSIONAL NURSE AS COMMUNITY CASE MANAGER
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(S): NSG 332 COREQUISITE(S): NSG 377

NSG 377 PRACTICUM: PROFESSIONAL NURSE AS COMMUNITY CASE MANAGER
This course is taken concurrently with Nursing 376 and provides opportunities for developing the professional nurse role in community health care. Experiential learning activities focus on community assessment, health program planning and evaluation, and management of innovation at the community level. Health education and leadership development are emphasized in both public health and community-based settings involved in health care delivery for individuals, families, and communities. COREQUISITE(S): NSG 376

NSG 380 UNDERGRADUATE SYNTHESIS
This course provides a capstone experience in professional nursing practice. Topics, readings, and course requirements are decided by the students in collaboration with the professor. Students will complete a project demonstrating integration of the liberal arts and sciences with the professional practice of nursing in contemporary society. Ordinarily this will take the form of a senior research project or thesis. A professional resume and final assessments also will be completed. PREREQUISITE(S): NSG 372 and NSG 373

NSG 399 INDEPENDENT STUDY
INDEPENDENT STUDY Variable credit. PREREQUISITE(S): Department consent

Organizational Communication

Undergraduate Course Descriptions - Current N & O Organizational Communication

ORGC 201 BUSINESS AND PROFESSIONAL COMMUNICATION (Formerly CMNS 201)
Employers demand strong communication and presentation skills. In order to compete effectively in the job market, students need to acquire and practice the written and oral communication skills needed to interview successfully. Furthermore, as a professional you will not only be expected to be a confident speaker, but also to organize and prepare clear, concise and interesting presentations. You will also need to communicate effectively while working as the member of a team or in other group contexts. In developing the knowledge, competencies and skills needed to communicate effectively in these and other contexts, this course will embrace opportunities for both critical thinking and applied problem solving. (Formerly CMNS 201)

ORGC 212 SMALL GROUP COMMUNICATION (Formerly CMNS 212)
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) (Formerly CMNS 212)
ORGC 251 ORGANIZATIONAL COMMUNICATION (Formerly CMNS 251)
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) (Formerly CMNS 251)

ORGC 290 ORGANIZATIONAL COMMUNICATION WORKSHOP (VARIABLE TOPICS) (Formerly CMNS 290)
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (Formerly CMNS 290)

ORGC 316 COMMUNICATION AND GROUP DECISION-MAKING (Formerly CMNS 316)
Advanced undergraduate course in small group communication. Students develop skills and abilities in identifying various factors that contribute to the success and failure of group decision-making in organizational contexts. Class sessions will focus on theories, research, and practices in group processes, and their applications to issues in real life. (Formerly CMNS 316)

ORGC 317 TOPICS IN GROUP COMMUNICATION (Formerly CMNS 317)
Examines selected topics in group communication processes. Topics may include group creativity, communicating in virtual teams, conflict in groups, and group facilitation. (Formerly CMNS 317)

ORGC 332 TOPICS IN ORGANIZATIONAL COMMUNICATION METHODOLOGY (Formerly CMNS 332)
Courses explore a range of qualitative and quantitative research strategies. Topics may include more specialized modes of gathering and assessing data, using new data technologies and software programs, and conducting communication studies. (Formerly CMNS 332)

ORGC 350 COMMUNICATION AND SOCIALIZATION IN WORK (Formerly CMNS 350)
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) (Formerly CMNS 350)

ORGC 352 COMMUNICATION AND THE CORPORATE CULTURE (Formerly CMNS 352)
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) (Formerly CMNS 352)

ORGC 353 COMMUNICATION AND ORGANIZATIONAL CHANGE (Formerly CMNS 353)
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) (Formerly CMNS 353)

ORGC 354 EMPLOYMENT INTERVIEWING (Formerly CMNS 354)
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. (Formerly CMNS 354)

ORGC 355 CONFLICT MANAGEMENT & NEGOTIATION (Formerly CMNS 355)
Examines the theory and process of conflict in interpersonal and organizational contexts. Focuses upon the causes, types, and theories of conflicts as well as upon practical approaches to dispute resolution. Topics include: social-psychological as well as process perspectives of conflict; personal conflict style/s; conflict sources; destructive versus constructive interaction cycles; impression management; conflict escalation or diminishment; and resolution strategies. (Formerly CMNS 355)

ORGC 356 COMMUNICATION CONSULTING (Formerly CMNS 356)
Examines how to partner with a client to facilitate constructive organizational change and behavioral growth in the workplace. Focuses on contemporary consulting through case studies. Previous courses in organizational, small group, or interpersonal communication are suggested. (Formerly CMNS 356)

ORGC 357 TOPICS IN ORGANIZATIONAL COMMUNICATION (Formerly CMNS 357)
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. (Formerly CMNS 357)
ORGC 392 INDEPENDENT STUDY
Independent Study. PREREQUISITE(S): Written permission of supervising faculty member and of the departmental chair is necessary before registration.

ORGC 393 ORGANIZATIONAL COMMUNICATION PRACTICUM (Formerly CMNS 393)
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. (Formerly CMNS 393)
Peace/Conflict Resolution/Social Justice

PAX 200 PERSPECTIVES ON PEACE, JUSTICE, AND CONFLICT STUDIES
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 206 BOUNDARIES AND IDENTITIES
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.

PAX 210 FROM INTERNATIONAL CONFLICT TO RESOLUTION AND PEACE
This interdisciplinary course examines the basic questions of peace studies in different and "diverse" contexts, from personal relationships to societies and states, and addresses the consequences of conflict and conflict resolution in the contemporary world.

PAX 212 SOCIAL JUSTICE AND SOCIAL CHANGE [FORMERLY PAX 230]
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. Formerly PAX 230.

PAX 214 CONFLICT: INTERVENTION, NEGOTIATION AND ADVOCACY
An exploration of theories of conflict and the intervention methods for dealing with conflicts at the interpersonal and group levels.

PAX 218 HUMAN RIGHTS: PROMISE AND PROBLEMATIC
This course will explore the historical origins, foundational principles, and socio-political efficacy of human
rights discourse in contemporary international relations, domestic politics, and ethical thought. It considers issues such as the religious and/or secular foundation of human rights; their universality in relation to particular cultural customs and norms; the relative priority of individual and collective rights; and the legitimacy of international humanitarian intervention in sovereign nations.

**PAX 220 ACTIVISM**
This course will look at the various ways in which people across the globe organize to fight for better living conditions, social justice, human rights, environmental protection, labor issues, sustainable development alternatives, political representation, and gender issues, among others.

**PAX 231 ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES**
This course investigates a variety of viewpoints on the causes and effects of poverty. Poverty is a complex and multidimensional condition often difficult to measure, comprehend and change. It includes lack of or limited access to material needs (food, water, shelter, health care, etc.), social relations (participation, inclusion, rights, etc.), income and wealth (unemployment, resources, etc) and moral, psychological, or spiritual well-being. This course reviews the current poverty debates from the economic, policy, social, political, cultural and moral perspectives that influence the implementation of poverty reduction programs.

**PAX 240 VOICES OF WAR AND PEACE; ART, LITERATURE AND FILM**
This course is an overview of the ways in which the arts, including literature and film, portray warfare and the attempts to end violence and build reconciliation and peace.

**PAX 250 TOPICS ON PEACE, JUSTICE, AND CONFLICT STUDIES**
A workshop covering practical instruction in mediation, conflict resolution, and nonviolent methods for promoting social change.

**PAX 252 FORGIVENESS AND RECONCILIATION**
A study of various understandings of "forgiveness" and "reconciliation" in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with REL 252.

**PAX 290 TOPICS ON JUSTICE AND PEACE**
A topics course geared to introductory level discussions of the core elements of justice and peace-building as they occur in specific venues, such as religion.

**PAX 300 SENIOR SEMINAR**
A seminar on a key theoretical topic on peace, justice or human rights, or conflict, viewed from an interdisciplinary perspective and though a wide variety of theoretical positions. PREREQUISITE(S): PAX 200, PAX 210-212-230, or permission of the instructor.

**PAX 303 BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS**
In this course we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands. The notion of a Latina and Latino cultural "borderlands" has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of panethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, includin ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefor investigate the use and limits of recent "border theory". Cross-listed with LST 303.

**PAX 348 INDIGENOUS POLITICAL STRUGGLES [CROSS-LISTED WITH LST 348]**
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. Cross-listed with LST 348.

**PAX 350 CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES**
An integrative seminar drawing together students' theoretical work and hands-on expertise. PREREQUISITE(S): PAX 200, PAX 300 and PAX 390/392 or permission of the instructor.

**PAX 381 TOPICS IN PEACE BUILDING**
An advanced course looking at the history, theory and implementation of a specific tool for peace building, from diplomacy (state or citizen), legislative & juridical interventions, inner peace practices, and the like.

**PAX 382 TOPICS IN SOCIAL JUSTICE AND SOCIAL CHANGE**
An advanced course that investigates one specific arena of social justice, such as environmental racism, gender injustice, religious bigotry, and the like, from a variety of disciplinary perspectives.

**PAX 383 TOPICS IN CONFLICT INTERVENTION**
An advanced course that studies one or more types of nonviolent interventions in conflict, including violent conflict and warfare; examples include community organizing, political interventions, educational campaigns, etc.

**PAX 384 TOPICS IN ACTIVISM AND ADVOCACY**
An advanced course that looks at the history, merits, values, and organizational possibilities for specific models of activism.

**PAX 385 TOPICS IN HUMAN RIGHTS**
Advanced topics on human rights, the competencies approach, institutionalized protection of rights, and the like.

**PAX 386 TOPICS IN GLOBAL JUSTICE**
The course will investigate the ways in which global agents, whether governments, NGOs, or corporations act and interact in order to address systemic global inequities and injustice.

**PAX 387 TOPICS IN PEACE, JUSTICE AND RELIGION**
This course will investigate the interfaces between one or more religious traditions and the ways in which the questions of peace-building and social justice are handled and responded to with concrete action.

**PAX 390 INTERNSHIP**
The internship as an independent project allows students to find an peace, justice, or conflict intervention organization that will give them a meaningful experience in the work of their organizations or to sign up with a credit-bearing internship with another academic institution. Permission of the Director.

**PAX 392 INTERNSHIP IN PEACE, JUSTICE, AND CONFLICT STUDIES**
The Internship in Peace, Justice and Conflict Studies exposes students to practical learning experiences in non-profit and government agencies through an intensive internship. Students work 100 hours with an organization arranged through Steans Center. Cross-listed with CSS 395.

**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(S): Permission of the Director.

Performance

Undergraduate Course Descriptions - Current  P & Q  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 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. PREREQUISITE: PRF 111.

**PRF 113 ACTING I**
Acting I (4 quarter hours) Third 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. 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
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
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
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 211.

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
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
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
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
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
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
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
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. Arts and Literature.

PRF 311 ACTING III
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
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
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. First course in a 3 course sequence.

PRF 316 ACTING LABORATORY
Acting laboratory. Second course in a 3 course sequence.

PRF 317 TOPICS IN SCENE STUDY
Working with MFA II Directing students, this course will focus on scene study from plays by a particular seminal dramatist. Actors will benefit from in-depth analysis and rehearsal of scenes, exploring the playwright's style and dramatic influence. Course restricted to upper-level Theatre Performance Students only.

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 320 MOVEMENT III
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 321 MOVEMENT III
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 322 MOVEMENT III
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 330 VOICE AND SPEECH III
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 331 VOICE AND SPEECH III
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 332 VOICE AND SPEECH III
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 381 ADVANCED STAGE COMBAT
In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD's Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching Actor Combatant status within the SAFD. PREREQUISITE(S): PRF 281.

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
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
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
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
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 from the classroom to the professional world.

PRF 421 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 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
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 variably 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 - Current

PAM 200 INTRODUCTION TO THE BUSINESS OF MUSIC
(2 credits) Through lecture, discussion and projects, the student learns about various aspects of the music industry. This course is an overview of music business, studying relationships between artists, managers, agents, and attorneys; record companies and recording contracts; major labels vs. independent labels; music publishing and performing rights organizations; touring and merchandising; copyright and music licensing; careers in the music industry; and topical issues facing the industry today. 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
(4 credits) The class will introduce the history, theory, and art of management and leadership in the field of performing arts. The student will learn about styles of arts administration, contemporary issues facing the artists, administrators, and organizations, and opportunities for careers in arts administration and management. Prerequisite: PAM 200. Open only to Music students or consent of instructor. (Cross-listed with THE 201)
PAM 302 PERFORMING ARTS MANAGEMENT II: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT
(4 credits) Through lecture, discussion, and projects, the student learns about producing and presenting arts organizations and not-for-profit organizational structures, short- and long-term planning, financial management, and audience development. Other topics include choosing a season, managing ticket sales, box office procedures, facility management, and management information systems. Prerequisite: PAM 301. Open only to Music students or consent of instructor. (Cross-listed with THE 202)

PAM 303 PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS
(4 credits) Through lecture, discussion, and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to targeting audiences; organizational image and branding; patron support services; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms. PREREQUISITE: PAM 302. Open only to music students of consent of instructor. (Cross-listed with THE 203)

PAM 304 PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT
(4 credits) Through lecture, discussion and special projects, the student learns about institutional advancement and development and collaborations with internal and external constituencies. Topics covered include forming partnerships, community outreach, board development and engagement, fund raising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. PREREQUISITE: PAM 303. Open only to music students or consent of instructor. (Cross-listed with THE 207)

PAM 305 COMMERCIAL MUSIC BUSINESS
Through lecture, discussion, reading and projects, students will get an in-depth look at the commercial/for-profit music business with a focus on artist management, record labels (present and future), marketing and touring. Specific attention is given to artist-manager relationship; artist-label relationship; marketing strategies; and the current changes and evolution of the industry, at large. PREREQUISITE: PAM 200

PAM 306 TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY
(2 credits) This course will examine the changes within the music industry; past, present, and future; and the technological advancements which provide the catalyst for those changes. Students will develop a basic understanding of the technological breakthrough, recognize its significance and examine how the music industry exploits these new developments into business opportunities never before possible.

PAM 307 LEGAL ISSUES IN THE MUSIC INDUSTRY
(2 credits) This course is a study of legal concepts and issues related to the music industry - types of contracts; contracts mechanics and formats; relationships between artists and key personnel; recording contracts and record labels; copyright issues related to artists, performers, and composers, copyright infringement issues; digital music issues; labor relations; landmark legal cases related to the music industry; and topical legal issues facing the industry today. PREREQUISITE: PAM 200.

PAM 308 MUSIC PUBLISHING
(2 credits) This course is a study of the past, present, and future of music publishing. The course is intended and designed to examine the principles and procedures involved in music publishing, both nationally and internationally. Topics include music ownership and copyright registration; copyright searches and infringement; primary functions of a music publisher; sources of publishing income and licenses; current practices and trends and future issues. PREREQUISITE: Music and Commerce students only.

PAM 309 MUSIC IN THE REAL: AN ENTREPRENEURIAL APPROACH TO PRESENTING MUSIC IN TODAY’S MARKETPLACE
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment. (2 CREDITS)

PAM 360 TOPICS IN PERFORMING ARTS MANAGEMENT
An in-depth study of special topics related to the fields of Performing Arts Management and/or Music Business; such as Music Entrepreneurship, Arts Advocacy, or Career Development. PREREQUISITE: Open only to music and commerce students.
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 - Current P & Q Philosophy

PHL 100 PHILOSOPHY AND ITS ISSUES
An introduction to basic philosophical concepts, methods, and problems.

PHL 200 ETHICAL THEORIES
Selected readings to acquaint students with different approaches to ethics.

PHL 202 PHILOSOPHY OF GOD
An investigation of the ways in which philosophers have talked about, and argued for or against, God.

PHL 204 PHILOSOPHY AND EXISTENTIAL THEMES
A study of the principal ideas regarding the human condition developed in existential literature: death, absurdity, alienation, freedom, God, authenticity.

PHL 206 TOPICS AND CONTROVERSIES
A study of selected topics and controversies.

PHL 208 VALUES AND PERSONS
A study of the connections between different conceptions of selfhood and different ethical, political and aesthetic values.

PHL 229 BIOMEDICAL ETHICS (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 TOPICS IN ETHICS
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
A philosophical inquiry into such issues as racism, anti-Semitism, genocide.

PHL 232 WHAT IS FREEDOM?
This course will investigate various conceptions of freedom, and will consider in particular the difference between freedom and "doing or saying whatever you wish."

PHL 233 ISSUES IN SEX AND GENDER
A philosophical investigation into the nature of sex and gender and the role they play in defining human identity.

PHL 234 PHILOSOPHY AND MODERN SOCIETY
This course will consider such issues as the relation between society and the state, the connections between work, leisure and poverty, and the social effects of prejudice and resentment.

PHL 235 PHILOSOPHY AND THE ENVIRONMENT
A philosophical study of our environment, the nature of nature, the ecosystem, and the planet.

PHL 236 PHILOSOPHY AND THE CITY
This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values.

PHL 237 PHILOSOPHY, CONFLICT AND PEACE
A philosophical reflection upon the causes of war and the possibilities for peace.

**PHL 238 PHILOSOPHY AND WOMEN**
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**
A phenomenological inquiry into these three powerful emotional states.

**PHL 241 ETHICS AND PUBLIC POLICY**
A study of the ways in which ethics can assist us in thinking about matters of public policy.

**PHL 242 PHILOSOPHY AND TECHNOLOGY**
Philosophy And Technology

**PHL 243 PHILOSOPHY AND FILM**
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**
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 WITH ABD 234)**
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 (CROSS-LISTED WITH 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 PHILOSOPHY AND SOCIAL CHANGE**
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**
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**
An examination of the philosophical work of women of color, from a variety of ethnic, national, and global contexts.

**PHL 264 PHILOSOPHY AND POSTCOLONIALITY**
An investigation of the central issues in the work that protests the colonial conditions in the United States and globally.

**PHL 280 CRITICAL THINKING**
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**
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**
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**
A philosophical investigation into the concepts of sex and gender as categories of identity and their relation to philosophical knowledge. PREREQUISITE(S): PHL 100

**PHL 291 MORAL PHILOSOPHY**
A philosophical investigation of ethical issues and theories. PREREQUISITE(S): PHL 100

**PHL 292 PROSEMINAR IN PHILOSOPHICAL WRITING**
Proseminar in philosophical writing. PREREQUISITE(S): PHL 100

**PHL 293 ANCIENT PHILOSOPHY**
A study of selected thinkers and issues from ancient Greece. PREREQUISITE(S): PHL 100.

**PHL 294 MEDIEVAL PHILOSOPHY**
A study of selected thinkers and issues from the Medieval period. PREREQUISITE(S): PHL 100

**PHL 295 EARLY MODERN PHILOSOPHY**
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]**
A study of Kant and some of the most influential thinkers of the 19th century. PREREQUISITE(S): PHL 100

**PHL 297 20TH CENTURY PHILOSOPHY**
A study of selected thinkers and issues from the 20th century. PREREQUISITE(S): PHL 100

**PHL 314 SURVEY OF ETHICS**
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**
An intensive study of the broad range of the history of and approaches to political philosophy. PREREQUISITE(S): PHL 100

**PHL 320 METAPHYSICS**
A critical examination of selected metaphysical systems and issues. PREREQUISITE(S): PHL 100

**PHL 321 EPISTEMOLOGY**
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**
An investigation into the nature of language and its significance for philosophical inquiry. PREREQUISITE(S): PHL 100

**PHL 325 BASIC CONCEPTS OF PHENOMENOLOGY**
This course emphasizes the principal themes of such thinkers as Husserl, Merleau-Ponty and Heidegger. PREREQUISITE(S): PHL 100

**PHL 327 TOPICS IN ETHICS**
A focused discussion of specific issues in moral and ethical philosophy. PREREQUISITE(S): PHL 100

**PHL 328 TOPICS IN ECONOMIC, SOCIAL AND POLITICAL PHILOSOPHY**
A focused discussion of specific issues in economic, social and political philosophy. PREREQUISITE(S): PHL 100

**PHL 330 JUNIOR HONORS OPTION**
Junior Honors Option

**PHL 340 PHILOSOPHY OF RELIGION**
A study into the significance of religious phenomena for philosophy. PREREQUISITE(S): PHL 100

**PHL 341 AESTHETICS**
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**
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)**  
A study of some of the most significant theories of history. PREREQUISITE(S): PHL 100

**PHL 354 PHILOSOPHY AND PSYCHOLOGY**  
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)**  
Philosophical hermeneutics and Biblical interpretation. PREREQUISITE(S): PHL 100

**PHL 356 TOPICS IN POSTMODERNISM**  
A philosophical study of selected themes concerning the condition of, and works about, postmodernity. PREREQUISITE(S): PHL 100

**PHL 357 TOPICS IN PSYCHOANALYSIS**  
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**  
PREREQUISITE(S): PHL 100

**PHL 361 PLATO**  
PREREQUISITE(S): PHL 100

**PHL 362 ARISTOTLE**  
PREREQUISITE(S): PHL 100

**PHL 363 MEDIEVAL AND RENAISSANCE PHILOSOPHY**  
PREREQUISITE(S): PHL 100

**PHL 364 17TH AND 18TH CENTURY RATIONALISM**  
PREREQUISITE(S): PHL 100

**PHL 365 17TH AND 18TH CENTURY EMPIRICISM**  
PREREQUISITE(S): PHL 100

**PHL 366 DESCARTES**  
PREREQUISITE(S): PHL 100

**PHL 367 THE ENLIGHTENMENT**  
PREREQUISITE(S): PHL 100

**PHL 368 GERMAN IDEALISM**  
German Idealism

**PHL 369 KANT**  
PREREQUISITE(S): PHL 100

**PHL 370 HEGEL**  
PREREQUISITE(S): PHL 100

**PHL 371 19TH CENTURY PHILOSOPHY**  
19Th Century Philosophy

**PHL 372 MARX**  
PREREQUISITE(S): PHL 100

**PHL 373 NIETZSCHE**
PHL 375 PHENOMENOLOGY AND EXISTENTIALISM
PREREQUISITE(S): PHL 100

PHL 376 AMERICAN PHILOSOPHY
PREREQUISITE(S): PHL 100

PHL 377 PHILOSOPHY AND DECONSTRUCTION
PREREQUISITE(S): PHL 100

PHL 378 ANALYTIC PHILOSOPHY
PREREQUISITE(S): PHL 100

PHL 379 EASTERN THOUGHT
Eastern Thought

PHL 380 SELECTED FIGURES AND TEXTS
PREREQUISITE(S): PHL 100

PHL 381 DRAMATIC THEORY: TRAGEDY (CROSS-LISTED AS THE 224)
A study of some of the main philosophical theories of tragedy together with readings of some of the most important ancient and modern tragedies. PREREQUISITE(S): PHL 100

PHL 382 DRAMATIC THEORY: COMEDY (CROSS-LISTED AS THE 225)
A study of some of the main philosophical theories of comedy together with readings of some of the most important ancient and modern comedies. PREREQUISITE(S): PHL 100

PHL 383 PHILOSOPHICAL THEMES IN LITERATURE
An investigation of philosophical topics as they appear in fiction, drama, and poetry. PREREQUISITE(S): PHL 100

PHL 384 FEMINIST ETHICS
A study and critique of various feminist theories of ethics. PREREQUISITE(S): PHL 100

PHL 385 FEMINIST PHILOSOPHIES
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
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
SELECTED TOPICS AND CONTROVERSIES

PHL 391 SENIOR CAPSTONE SEMINAR
A capstone seminar on selected topics in philosophy, that integrates the goals of the liberal studies program.

PHL 392 TOPICS IN FEMINIST PHILOSOPHY
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
A study of the intersection of issues from critical race theory and feminist/gender studies. PREREQUISITE(S): PHL 100.

**PHL 394 TOPICS IN POSTCOLONIALISM**
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**
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. PREREQUISITE(S): Permission

**PHL 396 INDIAN PHILOSOPHY**
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 398 TRAVEL/STUDY**
By arrangement with sponsoring faculty, foreign and domestic travel or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

**PHL 399 INDEPENDENT STUDY**
PREREQUISITE(S): PHL 100

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**Physical Education**

*Undergraduate Course Descriptions - Current

**PE 60 AEROBICS**
(2 credits) This course provides instruction and requires participation in the dynamics of exercises that train the cardio respiratory system. These exercises include but are not limited to low-impact aerobics, high impact aerobics, step-aerobics, use of cardio equipment, spin, slide, and circuit training.

**PE 66 BEGINNING WEIGHT TRAINING**
(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 70 ADVANCED AEROBICS**
(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**
(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**
(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**
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.

**PE 111 MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN**
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**  
(2 credits) This course is designed to provide the student with skill instruction and analysis of the most widely used swimming strokes and basic dives. Principles of hydrodynamics and basic water safety will also be emphasized. Various individual skill levels will be considered to provide a safe and inclusive experience. Additionally, this course introduces the student to the concepts and procedures for teaching basic swimming in a school setting.

**PE 151 GYMNASTICS**  
(2 credits) This course introduces the student to the concepts and procedures for teaching basic gymnastics in a school setting. Emphasis will be given equally to skill acquisition, spotting techniques, explanation/demonstration of skills, and the theoretical framework, which supports a gymnastics program. Students will be provided with the opportunity to acquire skills and spotting techniques for basic stunts, tumbling, balance, balance beam, parallel & uneven parallel bars, vaulting, and rhythmic gymnastics.

**PE 181 FLAG FOOTBALL**  
(2 credits) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 182 VOLLEYBALL**  
(2 credits) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, and officiating will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 183 SOCCER-SPEEDBALL**  
(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**  
(2 credits) Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 186 TRACK AND FIELD**  
(2 credits) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 187 BASKETBALL**  
(2 credits) This class introduces and reviews the fundamentals of basketball. It covers basic skills and knowledge of game play, court positions, rules, and drills carried out in practice situations. Physical education majors will focus on teaching, officiating and assessment.

**PE 206 PERSONAL AND COMMUNITY HEALTH**  
This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational and spiritual dimensions of health/wellness.

**PE 213 FOLK-SOCIAL DANCE**  
(2 credits) Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom, and swing dance will be covered. Students are introduced to basic style and basic choreography.

**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. Software analysis of dietary intakes will facilitate an individual reflective approach to an application of the content.

**PE 276 TENNIS**  
(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**  
(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) This course is designed to provide instruction, demonstration, and practice in application of basic emergency first aid skills. Students will learn to recognize the signs and symptoms of specific life threatening injuries and how to properly care for these injuries as citizen responders. Students will also have the opportunity to achieve Heartsaver CPR, AED, and First Aid Certification by the American Heart Association.

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 317 PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL
The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. (PREREQUISITE(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 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
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 is supplemented with in class laboratory activities. (PREREQUISITE(S): BIO 201 and BIO 202).

PE 352 PHYSIOLOGY OF EXERCISE
Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. Lecture is supplemented with in class laboratory activities. (PREREQUISITE(S): BIO 201 and 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 health and skill related components of fitness, motor performance, anthropometry, and specific sport analysis will be included in this course.

PE 362 FITNESS TESTING, ASSESSMENT AND PRESCRIPTION
This course is designed to provide theoretical knowledge of and select practical skills in fitness assessment, exercise program design, and client instruction in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming.

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 374 ADAPTED PHYSICAL EDUCATION**
Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. PREREQUISITE(S): BIO 201 and BIO 202 or consent of instructor.

**PE 378 PHYSICAL EDUCATION STUDENT TEACHING IN ELEMENTARY EDUCATION**
(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 PHYSICAL EDUCATION STUDENT TEACHING IN SECONDARY EDUCATION**
(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 INTERNSHIP IN FITNESS MANAGEMENT**
(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, and have completed all coursework).

**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**
This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries. (PREREQUISITE: PE 303).

**PE 393 THERAPEUTIC MODALITIES AND EXERCISE**
(4 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 399 INDEPENDENT STUDY IN PHYSICAL EDUCATION**
(1 or 4 credits) PREREQUISITE(S): Permission of Department Chair and Associate Dean.
PHY 104 THE SUN & ITS PLANETS
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 or HON 180.

PHY 110 BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES
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 or HON 180.

PHY 114 EXPLORING OTHER WORLDS
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
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 or HON 180.

PHY 150 GENERAL PHYSICS I
Mechanics, vibrations and fluids. Laboratory fee. PREREQUISITE(S): MAT 131 or higher placement by the Mathematics Diagnostic Test.

PHY 151 GENERAL PHYSICS II
Heat, thermodynamics, sound and light. Laboratory fee. PREREQUISITE(S): PHY 150.

PHY 152 GENERAL PHYSICS III
Electricity, magnetism and modern physics. Laboratory fee. PREREQUISITE(S): PHY 151.

PHY 155 GENERAL PHYSICS
Includes Physics 150 plus half of 151. Summer only. 6 hours. Laboratory fee. PREREQUISITE(S): MAT 131 or higher placement by the Mathematics Diagnostic Test.

PHY 156 GENERAL PHYSICS
Includes half of Physics 151 plus 152. Summer only. 6 hours. Laboratory fee. PREREQUISITE(S): PHY 155.

PHY 170 UNIVERSITY PHYSICS I
Mechanics and fluids. Laboratory fee. Autumn. COREQUISITE(S): MAT 147 or MAT 160 or MAT 170.

PHY 171 UNIVERSITY PHYSICS II
Heat, sound and light. Laboratory fee. Winter PREREQUISITE(S): PHY 170 COREQUISITE(S): MAT 161 or 171 or 148.

PHY 172 UNIVERSITY PHYSICS III
Electricity and magnetism. Laboratory fee. Spring PREREQUISITE(S):PHY 171. COREQUISITE(S):MAT 162 or 172 or 149.

PHY 190 MATLAB PROGRAMMING FOR SCIENTISTS AND MATHEMATICIANS
Introduction to the Matlab Programming environment with an emphasis on applications of interest to science and mathematics students. Topics include basic operations, functions and scripts, arguments and scope, and graphics. Applications include curve fitting, visualization of data, root finding, and solving systems of equations.

PHY 200 LIGHT AND ATOMS
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 or HON 180.

PHY 204 FRONTIERS OF THE UNIVERSE
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 or HON 180.

**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**  
Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Lab fee. PREREQUISITE(S): ISP 120 or HON 180.

**PHY 220 THE DYNAMIC OCEAN (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 or HON 180.

**PHY 223 LIGHT, COLOR, AND PHOTOGRAPHY (CROSS-LISTED WITH ART 223)**  
Principles of image formation with lenses and mirrors. Discussion of color, interference, polarization, and diffraction. Introduction to cameras and film, lasers and holography. Lab fee. Cross-listed with ART 223. PREREQUISITE(S): ISP 120.

**PHY 225 WEATHER AND CLIMATE [SI:QT] [PREREQ(S): ISP 120 OR HON 180] [CROSS-LISTED WITH GEO 225]**  
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 or HON 180.

**PHY 231 LINEAR ELECTRIC CIRCUITS**  
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**  
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) PREREQUISITE(S): ISP 120 or HON 180.

**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 or HON 180.

**PHY 270 UNIVERSITY PHYSICS IV**  
20th-century physics. Lab Fee Autumn PREREQUISITE(S): PHY 172.

**PHY 300 METHODS OF COMPUTATIONAL 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. Lab Fee Winter COREQUISITE(S):MAT 261.

**PHY 301 METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II**  

**PHY 310 MECHANICS I**  
One-, two-, and three-dimensional motion, conservative systems, Lagrangian and Hamiltonian mechanics, central-force problems. PREREQUISITE(S): PHY 300.

**PHY 311 MECHANICS II**  
Systems of particles, collisions and scattering, motion in rotating frames, rigid body motion. PREREQUISITE(S): PHY 310.
PHY 315 CHAOS IN PHYSICAL SYSTEMS
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
Electrostatics, magnetostatics, and boundary-value problems. PREREQUISITE(S): PHY 301.

PHY 321 ELECTRICITY AND MAGNETISM II
Time varying fields, electromagnetic waves, and radiation. PREREQUISITE(S): PHY 320.

PHY 325 LASER PHYSICS (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
Senior Capstone in the Physical Sciences. Topics in the physical sciences and their social, political, environmental and economic impact. PREREQUISITE(S): Junior or Senior standing.

PHY 335 NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION
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(S): PHY 340 or consent.

PHY 340 THERMAL PHYSICS
Statistical interpretation of the laws of thermodynamics and physical applications. PREREQUISITE(S): PHY 301.

PHY 342 COMPUTATIONAL PHYSICS
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
Matrix methods for image formation, diffraction, interferometry, coherence, scattering, polarization, holography, Fourier transform spectroscopy. PREREQUISITE(S): PHY 320.

PHY 356 FIBER OPTICS (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
Introduction to quantum mechanics, including the solution of the Schrodinger 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
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 365 NUCLEAR PHYSICS
Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models. PREREQUISITE(S): PHY 360.

PHY 366 RADIATION PHYSICS (CROSS-LISTED WITH PHY 466)
Radioactive decay processes, interactions of radiation with matter, general properties of radiation detectors, and applications to basic nuclear spectroscopy, health physics and medical physics. Cross-listed w/ PHY 466. PREREQUISITE(S): PHY 270.

PHY 370 ELECTRONICS
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
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
Current topics in applied physics, as determined by the interests of the instructor and students.
PREREQUISITE(S): PHY 301.

PHY 380 EXPERIMENTAL PHYSICS I
Experimental techniques in optics, atomic and nuclear physics. Approved for Experiential Learning Credit.
PREREQUISITE(S): PHY 270. Laboratory.

PHY 381 EXPERIMENTAL PHYSICS II
Experimental techniques in solid-state and high-vacuum physics. PREREQUISITE(S): PHY 380. Laboratory.

PHY 382 EXPERIMENTAL PHYSICS III
Experimental Physics III (laboratory) PREREQUISITE(S): PHY 381

PHY 384 ADVANCED LABORATORY
Variable credit. Laboratory experience in techniques selected in consultation with instructor. Lab fee.
PREREQUISITE(S): Consent.

PHY 390 APPLIED COMPUTATIONAL PHYSICS LABORATORY
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(S): PHY 360.

PHY 392 STRUCTURAL PROPERTIES OF MATERIALS
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(S): PHY 360

PHY 395 METHODS OF THEORETICAL PHYSICS
Special functions, complex integration, calculus of variations, coordinate transformations. PREREQUISITE(S): PHY 301.

PHY 398 READING AND RESEARCH
Undergraduate research participation. Variable credit. PREREQUISITE(S): Consent.

PHY 399 INDEPENDENT STUDY
Independent Study. Variable credit. PREREQUISITE(S): Consent.

Polish

POL 101 BASIC POLISH I
Listening to, speaking, reading and writing Polish in a cultural context for the beginning student. (Offered on a demand basis only.)

POL 102 BASIC POLISH II
Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

POL 103 BASIC POLISH III
Further work on the basic elements of the Polish language, spoken as well as written, with due regard to the cultural context of Polish expression. (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. (Offered on a demand basis only.)

**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. (Offered on a demand basis only.)

**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. (Offered on a demand basis only.)

**POL 197 SPECIAL TOPICS IN POLISH**
See schedule for current offerings. (Offered on a demand basis only.)

**POL 198 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**POL 199 INDEPENDENT STUDY**
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 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 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**POL 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**POL 397 SPECIAL TOPICS IN POLISH**
See schedule for current offerings.

**POL 398 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**POL 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

Political Science
PSC 120 THE AMERICAN POLITICAL SYSTEM
A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

PSC 140 INTRODUCTION TO INTERNATIONAL RELATIONS
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 INTRODUCTION TO COMPARATIVE POLITICS
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
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 POLITICS AND MULTICULTURALISM
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
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 POLITICS
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 POLITICAL CULTURE
The course focuses on specific themes or concerns in politics and culture. Variable topics.

PSC 220 THE AMERICAN PRESIDENCY
An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

PSC 221 CONGRESS AND THE LEGISLATIVE PROCESS
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
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
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 229 Topics in American Politics
This course discusses selected topics in American politics.

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
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 Freedom 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 Topics in Political Thought
Variable topics.

PSC 242 American Foreign Policy
An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities and constraints presented by the international environment are also considered.

PSC 243 Russian Foreign Policy
This course will probe the institutions, objectives and techniques which are reflected in contemporary Russian external policy. Economic, military and cultural dimensions will augment the primarily political focus of the course. One segment of this course examines Russian - American relations today.

PSC 244 Latin American-United States Relations
This course analyzes the dual thrust of Latin American foreign relations: toward autonomy and “third world” nationalism on the one hand, and interdependence and integration on the other. The course analyzes the background of Latin American-United States relations in the 20th century, and also gives attention to the new relationships and issues emerging among Latin American states.

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 246 ASIAN FOREIGN POLICY
This course surveys the international relations of selected Asian countries. For each country, the course presents the basic historical background shaping foreign relations, introduces the external and domestic influences on foreign policy, and identifies emerging international challenges. It examines both the economic and military-security dimensions of Asian foreign relations.

PSC 249 TOPICS IN INTERNATIONAL RELATIONS
This course discusses selected topics in the area of international relations.

PSC 250 WEST EUROPEAN POLITICS
An overview of select Western European political and economic systems (including those of Britain, France and Germany); examination of the European Union and relations between Western Europe and the international community.

PSC 251 RUSSIAN POLITICS
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
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
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
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 269 TOPICS IN PUBLIC LAW
This course discusses selected topics in the area of public law.

**PSC 282 POLITICAL ACTION AND SOCIAL JUSTICE**
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 284 MOCK TRIAL: CIVIL LAW**
Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 284 focuses on civil law, cases, and procedures.

**PSC 285 MOCK TRIAL: CRIMINAL LAW**
Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 285 focuses on criminal law, cases, and procedures.

**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 288 BIKING, POLITICS AND POLICY**
This class focuses on biking, politics and transportation policy. Through reading, riding, and reflection, students will examine and experience policies that generate bike friendliness. They will also meet with political actors and interest groups that contribute to continuing policy development. The bike's potential contribution to a green future and to alleviating the political problems of allocating scarce finite resources will also be assessed. Prerequisites: A bike in good working order; a bike helmet; the ability to devote Fridays to the class; permission of instructor.

**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 305 WRITING IN POLITICAL SCIENCE**
Good writers intensively revise their work. This class will improve students' writing through instruction and revision. The course is intended for students intending to go to law or graduate school or who struggle with writing papers in political science.

**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 DIAZSPORAS 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 ADVANCED 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 MASS MEDIA AND AMERICAN POLITICS
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 327 PUBLIC OPINION
An in-depth look into how individuals form opinions, how researchers attempt to measure attitudes, what the public thinks about a variety of social and public policy issues, and the role that public opinion plays in American society, politics and our notions of democracy.

PSC 328 ADVANCED TOPICS IN AMERICAN POLITICS
Advanced topics in American politics.

PSC 329 ADVANCED TOPICS IN PUBLIC POLICY
Advanced Topics In Public Policy.

PSC 330 AMERICAN POLITICAL THOUGHT
An examination of the enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, socialism, Social Darwinism, and pragmatism.

PSC 331 CONTEMPORARY POLITICAL THOUGHT
An intensive seminar discussion of selected political and social thought of contemporary significance drawn from main currents of liberalism, conservatism, socialism, fascism, anarchism, and existentialism.

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)**
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 338 POLITICS AND LITERATURE**
This course investigates themes in politics through the perspective of major works of literature. The emphasis is on the ways in which writers utilize the imaginative process to represent and investigate the working of society, culture, the individual, the public and private realms, and relationships in order to convey a complex understanding of political values and processes in their eras.

**PSC 339 ADVANCED TOPICS IN POLITICAL THOUGHT**
Advanced 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 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 ADVANCED TOPICS IN INTERNATIONAL RELATIONS**
Advanced topics in international relations.

**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 353 COMPARATIVE DEMOCRACY AND DICTATORSHIP
This course compares democracies and dictatorships in order to ascertain how they differ and what are the requisite conditions for each type of political system. Among the concepts to be examined are elections, participation, distribution of resources, corruption, and transparency.

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
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 ADVANCED TOPICS IN COMPARATIVE POLITICS
Advanced topics in comparative politics.

PSC 361 INTERNATIONAL LAW
The nature, sources, and applications of international law in the international community, including issues of recognition, territory, jurisdiction, settlement of international disputes, diplomatic agents, intervention and the use of force.

PSC 362 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 363 WOMEN AND THE LAW
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. Cross-listed as WGS 326.

PSC 364 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 365 VOTING RIGHTS AND THE LAW
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 366 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 367 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 ADVANCED TOPICS IN PUBLIC LAW**
Advanced 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 385 PUBLIC POLICY: FIELD STUDIES**
This course focuses on the interrelationship between public policy, human values, and nature as displayed through environmental policy governing our national parks. Special attention is given to the cultural dynamics (including political and legal) that are demonstrated in how public policies have been created and implemented over time in regards to our national parks.

**PSC 390 CAPSTONE SEMINAR**
Senior capstone seminar. Prerequisite(s): must have Senior status.

**PSC 392 INTERNSHIP**
By arrangement. PREREQUISITE(S): Permission required.

**PSC 393 HONORS SEMINAR**
Variable credit. PREREQUISITE(S): Permission required

**PSC 394 SENIOR THESIS**
Variable credit. PREREQUISITE(S): Permission required

**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**
Variable credit. PREREQUISITE(S): Permission required

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**Portuguese**

Undergraduate Course Descriptions - Current - P & Q - Portuguese

**POR 101 BASIC PORTUGUESE I**
Listening to, speaking, reading and writing Portuguese in a cultural context for the beginning student. (Offered on a demand basis only.)

**POR 102 BASIC PORTUGUESE II**
Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

**POR 103 BASIC PORTUGUESE III**
Completion of the basic elements of the Portuguese language, spoken as well as written, with due regard to the cultural context of Portuguese expression. (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 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

POR 399 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of the chair and instructor required.

Psychology

Undergraduate Course Descriptions - Current  P & Q  Psychology

PSY 105 INTRODUCTORY PSYCHOLOGY I
Introduction to the history and science of psychology; human development through the life span; learning, memory, thinking, language, and intelligence; personality; social psychology. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

PSY 106 INTRODUCTORY PSYCHOLOGY II
Introduction to the history and science of psychology; neuroscience and behavior; sensation and perception; states of consciousness; motivation and work; emotion; stress and health; psychological disorders; therapy. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

PSY 210 PSYCHOLOGY OF BUSINESS AND INDUSTRY
Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. Cannot be used as psychology major course. PREREQUISITE(S): PSY 105 or 106.

PSY 213 LESBIAN, GAY, BISEXUAL AND TRANSGENDER 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
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
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
Descriptive and inferential statistics in the behavioral sciences. PREREQUISITE(S): PSY 105 or 106 and LSP 120.

PSY 241 RESEARCH METHODS I
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. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other.

**PSY 242 RESEARCH METHODS II**
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 and PSY 240. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other.

**PSY 280 CONTEMPORARY ISSUES**
Psychological aspects of topics of current interest and relevance. PREREQUISITE(S): PSY 105 or 106.

**PSY 302 PERSONAL ADJUSTMENT AND MENTAL HEALTH**
Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students. PREREQUISITE(S): PSY 105 or 106.

**PSY 303 HUMAN DEVELOPMENT**
Principles of development from conception through maturity. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students. PREREQUISITE(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. PREREQUISITE(S): PSY 105 or 106.

**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. PREREQUISITE(S): PSY 105 OR 106.

**PSY 310 CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER I**
This course is the first in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

**PSY 311 CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 2**
This course is the second in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

**PSY 312 CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 3**
This course is the third in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

**PSY 317 PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP**
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. Cross-level with PSY 435.

**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. PREREQUISITE(S): PSY 105 or 106.

**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**
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**
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**
Introduction to advanced statistical techniques such as analysis of variance and regression models. PREREQUISITE(S): PSY 240.

**PSY 341 METHODS IN QUALITATIVE RESEARCH (CROSS-LISTED WITH PSY 416)**
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 RESEARCH METHODS III**
Advanced research methods; topics will vary by instructor. PREREQUISITE(S): PSY 241 and 242; PSY 340 highly recommended.

**PSY 343 INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT**
Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development. PREREQUISITE(S): PSY 241 and 242.

**PSY 345 CULTURAL ISSUES IN PSYCHOLOGY**
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 WITH PSY 521)**
Development and socialization of the African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-listed with PSY 521. PREREQUISITE(S): PSY 105 or 106.

**PSY 347 SOCIAL PSYCHOLOGY**
Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur. PREREQUISITE(S): PSY 105 or 106.

**PSY 348 SOCIAL COGNITION AND MENTAL CONTROL**
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. Cross-listed with PSY 560. PREREQUISITE(S): PSY 347.

**PSY 351 THEORIES OF PERSONALITY**
Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories. PREREQUISITE(S): PSY 105 or 106.

**PSY 353 ABNORMAL PSYCHOLOGY**
Description of the nature, symptoms, treatment applications, and cause of psychological disorders. PREREQUISITE(S): PSY 105 or 106.

**PSY 354 COMMUNITY PSYCHOLOGY**
Focus on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Community service project strongly encouraged. Cross level with PSY 654. PREREQUISITE(S): PSY 105 or 106.

**PSY 355 TEAMS AND WORK GROUPS IN ORGANIZATIONS**
The behavior and thinking of individuals in teams and work groups and the functioning of teams in organizational settings. PREREQUISITE(S): PSY 105 and 106 and 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. PREREQUISITE(S): PSY 105 or 106.

**PSY 357 APPLIED PSYCHOLOGY I**
Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. Generally taken in junior year. PREREQUISITE(S): Departmental approval.

**PSY 357 APPLIED PSYCHOLOGY I**
Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year. PREREQUISITE(S): PSY 357.

**PSY 358 APPLIED PSYCHOLOGY II**
Field work in community research and action. PREREQUISITE(S): PSY 356 & senior standing.

**PSY 360 THEORIES OF LEARNING AND COGNITION**
Classical and modern theories. PREREQUISITE(S): PSY 105 or 106.

**PSY 361 HISTORY AND SYSTEMS OF PSYCHOLOGY**

**PSY 362 SEMINAR IN COGNITION (CROSS-LISTED WITH PSY 563)**
Consideration of a current important topic area in cognitive psychology. Cross-listed with PSY 563. PREREQUISITE(S): PSY 105 or 106.

**PSY 363 ALCOHOLISM, DRUG ADDICTION AND RECOVERY**
Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug free ways to alter consciousness. PREREQUISITE(S): PSY 105 or 106.

**PSY 364 HEALTH PSYCHOLOGY AND STRESS MANAGEMENT**
Considers interaction of mind and body in maintaining health and resisting disease. Contributions of exercise, lifestyle, psychological functioning, and spirituality to wellness will be examined. Students will practice and document their experience with a wide range of stress management/exercise techniques. PREREQUISITE(S): PSY 105 or 106.

**PSY 366 BEHAVIOR PROBLEMS OF CHILDREN**
Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children. PREREQUISITE(S): PSY 105 or 106.

**PSY 367 PSYCHOLOGY OF EXCEPTIONAL CHILDREN**
Comprehensive introduction to the study of special children—those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors. PREREQUISITE(S): PSY 105 or 106.

**PSY 368 CHILD ABUSE AND NEGLECT (CROSS-LISTED WITH 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. Cross-listed with PSY 678. PREREQUISITE(S): PSY 240, PSY 241, and PSY 333 or equivalent).

**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(S): PSY 105 or 106.

**PSY 370 SOCIAL AND EMOTIONAL DEVELOPMENT (CROSS-LISTED WITH 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**
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**
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description and Prerequisites</th>
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<tbody>
<tr>
<td>PSY 375</td>
<td>SENSATION AND PERCEPTION</td>
<td>The physiology of sensory systems and the psychological mechanisms of perception. PREREQUISITE(S): PSY 105 or 106 and 242.</td>
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<tr>
<td>PSY 377</td>
<td>PHYSIOLOGICAL PSYCHOLOGY</td>
<td>Nervous system and endocrine functions as related to behavior. PREREQUISITE(S): PSY 105 or 106 and 242.</td>
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<tr>
<td>PSY 378</td>
<td>COMPARATIVE PSYCHOLOGY (CROSS-LISTED WITH PSY 554)</td>
<td>Patterns of behavior shown by various animal species. Cross-listed with PSY 554. PREREQUISITE(S): PSY 105 or 106 and 242.</td>
</tr>
<tr>
<td>PSY 380</td>
<td>INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (CROSS-LISTED WITH PSY 680)</td>
<td>Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-listed with PSY 680. PREREQUISITE(S):PSY 105 or 106.</td>
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<tr>
<td>PSY 381</td>
<td>PERSONNEL PSYCHOLOGY</td>
<td>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.</td>
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<tr>
<td>PSY 382</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior. PREREQUISITE(S): PSY 380 or consent.</td>
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<tr>
<td>PSY 385</td>
<td>TRAINING AND DEVELOPMENT IN ORGANIZATIONS</td>
<td>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.</td>
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<tr>
<td>PSY 388</td>
<td>TOPICAL SEMINAR IN INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY</td>
<td>Current topics and issues in I-O Psychology beyond the introductory course with particular emphasis on recent developments and research. Topics vary. PREREQUISITE(S): PSY 380 or consent.</td>
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<tr>
<td>PSY 392</td>
<td>PSYCHOLOGY OF ALIENATION</td>
<td>Causes of individual and group alienation, and the resultant behavior. PREREQUISITE(S): PSY 105 or 106.</td>
</tr>
<tr>
<td>PSY 393</td>
<td>PSYCHOLINGUISTICS (CROSS-LISTED AS MOL 356)</td>
<td>Applications of linguistic theory and the psychology of language.</td>
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<tr>
<td>PSY 394</td>
<td>ADVANCED TOPICS IN PSYCHOLOGY</td>
<td>PREREQUISITE(S): Senior standing and consent of chair.</td>
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<tr>
<td>PSY 395</td>
<td>FIELD WORK/INTERNSHIP</td>
<td>Supervised experience in selected off-campus settings and associated readings. Generally taken in senior year. PREREQUISITE(S): PSY 357 and PSY 358.</td>
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<tr>
<td>PSY 396</td>
<td>HONORS IN PSYCHOLOGY</td>
<td>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.</td>
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<tr>
<td>PSY 397</td>
<td>EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH</td>
<td>Experiential Learning/Psychology Research. PREREQUISITE(S): Consent.</td>
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<tr>
<td>PSY 398</td>
<td>READING AND RESEARCH</td>
<td>PREREQUISITE(S): Senior standing and consent of chair.</td>
</tr>
<tr>
<td>PSY 399</td>
<td>INDEPENDENT STUDY</td>
<td>PREREQUISITE(S): Departmental approval.</td>
</tr>
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PPS 200 INTRODUCTION TO PUBLIC POLICY
This core course is designed to provide the student with an introduction to the field of public policy. The historical origins of policy analysis, definitions of what constitutes "public policy", various theoretical approaches developed to address policy problems, and contemporary policy debates on various substantive issues. By the end of the course each student has a solid background for further study of public policy and the social sciences. This course should be taken as one of the first courses in the major. It is a prerequisite for other PPS courses.

PPS 201 PUBLIC POLICY AND URBAN ISSUES
This core course is designed to introduce students to the study of urban areas, to some of the more exciting and difficult issues faced by cities, and finally, to some of the policies designed to address these issues. Readings assist students in exploring what makes cities function, how they have changed over time and what it was like to live through those changes, can show us how modern ways of seeing and modern ways of making sense came into being. If student is a PPS major, then students are encouraged to take PPS 200 prior to PPS 201.

PPS 202 PUBLIC POLICY AND ENVIRONMENTAL ISSUES
This core course reviews the environmental public policy issues in the United States. The history of the modern environmental movement and the impact it continues to have on public policy is explored. Students apply concepts of environmental policy and move towards proposing policy solutions. If student is a PPS major, then students are encouraged to take PPS 200.

PPS 205 PUBLIC POLICY RESEARCH METHODS
This core course provides students an understanding of and some experience with the qualitative and quantitative research methods used in public policy for collecting and identifying relevant data. Policy analysis, policy arguments, and policy making use of data to identify public problems, identify possible policies for public problems, and support arguments for specific policy alternatives. The credibility and quality of policy analyses and arguments depends in large part on the validity and reliability of that information.

PPS 206 QUANTITATIVE PUBLIC POLICY ANALYSIS
This course focuses on writing of research questions and hypothesis, selection of appropriate quantitative statistical analyses for research questions, interpretation of statistical results, and communication of those results. A significant portion of the course work will involve doing statistical analyses of existing data using Statistical Package for the Social Sciences (SPSS) in the computer lab. Students will prepare a substantial paper using the techniques for public policy analysis learned in class. Students majoring in PPS are strongly encouraged to have completed PPS 205 before taking this course. This core course for PPS majors and minors should be taken before the senior year. Formerly PPS 204.

PPS 250 ISSUES IN NEIGHBORHOOD DEVELOPMENT
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 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 300 APPLIED URBAN AND ENVIRONMENTAL ECONOMICS
The purpose of this core course is to provide students with a foundation in microeconomic analytical tools through which to analyze urban and environmental policy issues. This course is intended to be participatory and applied. A variety of public policy issues are examined in terms of microeconomic theory and application.

PPS 301 PUBLIC POLICY AND THE POLITICAL PROCESS
Policy decisions almost inevitably involve politics. This core course explores the politics of the urban political machines that dominated politics in many cities for a long time, though some might argue that they actually had few policy interests other than to remain in power. The course examines how power is distributed in cities, and how it is used to get at the various problems confronting cities. That is, how politics affects policy. The course studies the players in the game of policy formation, and the policy process itself. While the focus may be on cities, make no mistake, politics impacts environmental policy decisions and the process of making those decisions as well. PREREQUISITE(S): PPS major with PPS 200.

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
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 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 329 TOPICS IN ENVIRONMENTAL STUDIES
This course provides an in-depth examination of various environmental studies issues.

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-government, 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 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 332 NATIONAL PARKS POLICY AND GOVERNANCE
This course focuses on the interrelationship between public policy, human values, and nature as displayed through environmental policy governing our national parks. Special attention is given to the cultural dynamics (including political and legal) that are demonstrated in how public policies have been created and implemented over time in regards to our national parks. The course reviews the policy literature and theories associated with the management of the national parks as it reflects our societal values of the time period. These policies have dramatically changed over time, so it is an ideal venue that demonstrates a significant change in how we view nature. The role of tourism, economic development pressures and property owners (takings) concerns will be included. Also, critical thinking about national parks policy will be required. This is
taught as a hybrid course.

**PPS 333 GREEN CITIES**
This course looks at public policies pertaining to urban sustainability. Low-carbon transportation, green building policies, locally produced renewable energy, and stormwater management policies are among the topics discussed.

**PPS 334 SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS REDEVELOPMENT PROJECT**
This course introduces students to environmental public policy issues associated with Brownfields, Superfund sites, and an assortment of state and local land revitalization programs. Substantive emphasis includes examination of social problems and public policy impediments associated with the revitalization of neighborhoods.

**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 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 suburbanization.

**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 359 TOPICS IN URBAN STUDIES**
This course provides an in-depth examination of various urban studies issues.

**PPS 393 CAPSTONE: GENTRIFICATION**
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 PPS 204 and senior status.

**PPS 397 TRAVEL/STUDY**
Travel/Study

**PPS 399 INDEPENDENT STUDY**
Independent Study

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Public Relations & Advertising

Undergraduate Course Descriptions - Current ▽ P & Q ▽ Public Relations & Advertising

**PRAD 244 PRINCIPLES OF ADVERTISING**
Examines the construction and implementation of an advertising campaign from the assessment of client needs through completion of the finished project. Analysis of successful advertisements and exposure to contemporary theory complements practical experience gained through completion of course projects.

**PRAD 255 PUBLIC RELATIONS**
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.

**PRAD 256 WRITING FOR PUBLIC RELATIONS AND ADVERTISING**
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): PRAD 244 or PRAD 255

**PRAD 290 PUBLIC RELATIONS AND ADVERTISING WORKSHOP (VARIABLE TOPICS)**
This course allows students to sample a range of hands on, practical offerings in public relations and advertising that can enhance their knowledge and expertise. Workshop topics can include SEO/SEM, media sales and buying, focus group moderating, and Adobe Creative Suite (InDesign, Photoshop, Illustrator), among others. Students may take a maximum of 4 courses of PRAD 290 in the major, and a total of 8 credit hours.

**PRAD 291 RESEARCH METHODS FOR THE PRAD PROFESSIONAL**
Research is critical to any advertising or public relations campaign. This course introduces students to the uses and applications of research in the fields of public relations and advertising. The goal is to provide future practitioners with information needed to commission and apply research to their work problems in the industry. Students will learn to recognize valid and reliable research and to utilize this data in decision making for their agencies or clients. Students will learn to form appropriate questions, select and develop appropriate methods (qualitative and quantitative), and analyze the data for unique consumer insights. Students learn to develop research that ensures messages are able to meet the strategic needs of their clients and agencies. Prerequisite(s): PRAD 244 or 255.

**PRAD 320 EVENT PLANNING**
This course aims to provide students with the occupational, technical and interpersonal skills necessary to "survive and thrive" in the special event industry. In addition to specific content knowledge, students will develop cross-cultural awareness, global understanding and communication skills as they relate to the event industry as a whole. The course will prepare students for a variety of options: pursuit of employment in the special events industry, professional development for those already employed in the field and general knowledge for those interested in the special events field. The purpose of this course is to acquire an in-depth knowledge about the specialized field of event planning, and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events.

**PRAD 334 ADVERTISING AND PUBLIC RELATIONS ETHICS**
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): PRAD 244 or PRAD 255

**PRAD 335 ADVERTISING AND SOCIETY**
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): PRAD 244 or PRAD 255

**PRAD 336 ADVERTISING CAMPAIGNS**
This course is designed to help students develop a thorough understanding of the entire advertising campaign planning process. Working in teams, students will approach a communication problem for a real-world client just as an advertising agency would when working on new business. Students will bring together knowledge from past courses as they gather and analyze primary and secondary data to assess the client's situation then develop a comprehensive campaign plan. This includes the development of a creative message strategy and advertising campaign as well as a strategic media plan. PREREQUISITE(S): PRAD 244, PRAD 256, CMNS 291

**PRAD 337 PUBLIC RELATIONS CAMPAIGNS**
This course 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): PRAD 255, PRAD 256, CMNS 291

PRAD 338 HEALTH AND PUBLIC RELATIONS
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): PRAD 255

PRAD 339 INTEGRATED COMMUNICATION CAMPAIGNS
Integrated Communication Campaigns PREREQUISITE(S): PRAD 244 or PRAD 255, PRAD 256 and CMNS 291

PRAD 350 ACCOUNT PLANNING
The account planner represents the voice of the consumer in the advertising process. This course will examine the history of account planning and its relationship within advertising agencies to creative development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different consumer audiences.

PRAD 351 COPYWRITING
This course examines the various ways and styles of writing effective and persuasive advertising copy. Through in class and outside work, students will have the opportunity to develop a variety of advertising/communication pieces, from television and radio scripts, to print and alternative/new media. Emphasis is placed on defining an overriding strategy, and then translating that strategy into effective pieces of communication.

PRAD 352 DIGITAL ADVERTISING
This course is designed to provide students with an introduction to the dynamic field of digital advertising. The emergence of new media technologies has dramatically changed the ways and strategies for communicating with and engaging consumers. This course provides conceptual basis of digital advertising that separates digital advertising from traditional advertising. This course helps students understand how the digital advertising industry is evolving with the new media technologies and addresses a wide variety of digital advertising through a practical and theoretical framework. Issues will include social media, user-generated content, online community, mobile advertising, and permission marketing, among others.

PRAD 357 ADVERTISING PORTFOLIO I
This advanced-level course is designed to provide students with hands-on knowledge of what it takes to succeed as a copywriter or art director in today?'s advertising industry. This course really focuses on the process of generating great ideas that translate into strategic and memorable advertising campaigns. Students learn about the importance of a strong selling proposition, about theories of the creative process, and about idea generation techniques. The course places particular emphasis on the finished campaign execution, as students gain practical knowledge in creative advertising. It all culminates in portfolio critique, where industry creatives come in to evaluate students' work.

PRAD 361 ACCOUNT PLANNING AND CONSUMER INSIGHTS FOR LATINO MARKETS
This course encompasses both the similarities and differences of Latino consumers in the U.S. and explores the differences among the unique Latino cultures, their media habits and the effectiveness of using various promotional tools to affect their consumer behavior. The account planner represents the voice of the consumer in the advertising process. This course will examine the role of account planning and its relationship within advertising agencies to creative development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different Latino consumer audiences to gain insight about these groups' motivations and behaviors. Prerequisite: PRAD 244 or with permission from the Instructor.

PRAD 362 LATINO STRATEGIC COMMUNICATION CAMPAIGNS
Focuses on how to effectively target messages to Latino populations in ways that move beyond stereotypic and simplistic models of Latino audiences. Emphasis on developing culturally relevant integrated campaigns that incorporate appreciation of the diversity of Latino audiences. Students learn creative strategies for dialoging with Latino consumers, customers, stakeholders, and influencers to develop public relations and advertising messaging in both the commercial and non-profit sector. Distinctive characteristics of the Latino population are considered, along with the rich diversity of these communities. Consideration given to effective use of new media and strategic decisions about communicating in English versus Spanish. Prerequisite: PREREQ:PRAD 244 or PRAD 255, PRAD 256, CMNS 291 or with permission from Instructor.

PRAD 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. PREREQUISITE(S): PRAD 244 OR PRAD 255

**PRAD 376 CRISIS COMMUNICATION MANAGEMENT**
This course focuses on crisis communication and management, emphasizing practical application of theories, strategies, and tactics from a public relations perspective. Additionally, there is a focus on issues relevant to planning, development and execution of crisis communications programs for businesses and organizations and strategic public relations techniques for communication with stakeholders during a crisis. PREREQUISITE(S): PRAD 255

**PRAD 377 MARKETING PUBLIC RELATIONS**
This course explores the strategic use of public relations to attain marketing objectives. Marketing Public Relations (MPR) is an important part of a reputation building or product branding effort for a corporation, and it can also be a valuable strategy for government agencies and non-profit organizations. Lectures and projects will demonstrate ways to use public relations strategically to add value to integrated marketing programs. By the end of the course, teams will prepare and present key aspects of a marketing public relations plan to a client. PREREQUISITE(S): PRAD 255

**PRAD 378 CREATIVITY IN ADVERTISING**
PREREQUISITE(S): PRAD 244

**PRAD 379 ADVERTISING MEDIA PLANNING**
This course examines the diverse capabilities of various media available to advertisers and the process by which advertising media plans are constructed to help meet marketing communication objectives for a product or service. The course provides fundamentals on the language, tools, research methods and concepts employed in the media planning process and helps students build media plans using appropriate objectives, strategies and tactics. The course will help students develop a heightened appreciation for the roles of logic, analysis, and insight in the media planning and buying process. PREREQUISITE(S): PRAD 244

**PRAD 380 POLITICAL COMMUNICATION**
This course examines how various U.S. government agencies, jurisdictions, and politicians communicate with the public and how the public influences the government through communication. Topics covered include: theory, strategies, and tactics behind effective government and political communication; how to critically evaluate government and political communication; and how individuals and groups influence the government and politicians through communication. PREREQUISITE(S): PRAD 244 or PRAD 255.

**PRAD 381 ADVERTISING AND CHILDREN**
This course examines the social and behavioral effects of advertising directed to children, and addresses such topics as what children know and think about advertising, how children respond emotionally to advertising, how advertising can affect behavioral patterns, the changing regulatory environment and related social and psychological issues including materialism and self-esteem. Students will have the opportunity to assess the existing environment and to design creative interventions.

**PRAD 382 NON-PROFIT PUBLIC RELATIONS**
This course examines the philosophical and theoretical foundations of public relations and volunteerism. Strategic communication strategies relating to both internal and external publics will be explored including the unique legal and ethical issues that impact non-profit organizations. Students will gain hands-on experience, using a variety of theoretical foundations to guide development of strategic communication materials for local non-profit organizations. PREREQUISITE(S): PRAD 255

**PRAD 391 SPECIAL TOPICS IN PUBLIC RELATIONS**
This course allows students to sample a range of topical offerings in public relations that have included International Communication and PR, Event Planning, and Study Abroad. In addition to these topics, new topics for this concentration might include Media Relations in Latin America, The Use of Social Media Among Latinos, Marketing PR Strategies for Latino Markets, and other Latino relevant topics. PREREQUISITE(S): PRAD 255

**PRAD 392 SPECIAL TOPICS IN ADVERTISING**
This course allows students to sample a range of topical offerings in advertising that have included Media Planning, Advertising in the Digital Age, Ad Copywriting, Advanced Advertising Campaigns, Consumer Promotions, and Psychology of Advertising. Topics for this concentration might include: Media Planning for Latino Markets, Ad Copywriting for Latino Markets, The Advertising Industry in Latin America.

**PRAD 393 SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING**
PREREQUISITE(S): PRAD 244 or PRAD 255

**PRAD 399 INDEPENDENT STUDY**
PREREQUISITE(S): Written permission of supervising faculty member and of the departmental chair is
necessary before registration.
Subjects beginning with the letter R are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Real Estate
Relational Communication
Religious Studies
Russian

Real Estate

Undergraduate Course Descriptions - Current

RE 300 REAL ESTATE LAW
This course reviews the essential legal requirements of real estate transactions.

RE 320 PLANNING AND PUBLIC POLICY
This course provides a systematic introduction to urban planning issues for students who have little background in this area. The course will explore both historical and contemporary urban planning concepts and will cover a wide variety of topics including land use regulation, economic development, environmental and energy planning, growth management and urban development issues, generally from a real estate and built environment perspective.

RE 350 REAL ESTATE ANALYSIS
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(S): Junior standing

RE 352 REAL ESTATE FINANCE
Patterns of financing real estate property, including individual, commercial and industrial-relates to capital structure analysis. Institutional analysis, including middlemen and ultimate financing sources-relates to capital market analysis. Leverage effects, collateral and protective devices-relates to risk and return analysis. PREREQUISITE(S): FIN 310 & RE 350

RE 353 REAL ESTATE INVESTMENT
Property evaluation-relates to economics and security analysis. Real estate investment decisions-relates to risk analysis, portfolio construction and management, cash flow (including taxes) analysis, and investment strategy. PREREQUISITE(S): RE 352

RE 354 REAL ESTATE VALUATION
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 & RE 350

RE 398 SPECIAL TOPICS
Special Topics in Real Estate offers an in-depth study of current industry-related issues. Content, format, and prerequisites vary by section. Subject matter will be indicated in the class schedule.

RE 399 INDEPENDENT STUDY
Available to students of demonstrated capability for intensive independent work in real estate. PREREQUISITE(S): Written permission of supervising faculty member and chair are required prior to registration.
Relational Communication

Undergraduate Course Descriptions - Current

RELC 211 INTERPERSONAL COMMUNICATION (Formerly CMNS 211)
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) (Formerly CMNS 211)

RELC 290 COMMUNICATION WORKSHOP (VARIABLE TOPICS) (Formerly CMNS 290)
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (Formerly CMNS 290)

RELC 311 TOPICS IN RELATIONAL COMMUNICATION (Formerly CMNS 311)
Explores specialized topic within the field of interpersonal communication. Past topics have included: emotions & communication, gender & its relation to interaction, the "social construction" of interpersonal realities, etc. (Formerly CMNS 311)

RELC 312 EVOLUTION AND COMMUNICATION (Formerly CMNS 312)
This seminar explores how communication, across a variety of topics, can be understood with respect to the theory of evolution. Specifically, this course examines how millions of years of human evolution influences how people interact in their personal and social relationships. (Formerly CMNS 312)

RELC 313 NONVERBAL COMMUNICATION (Formerly CMNS 313)
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) (Formerly CMNS 313)

RELC 314 FAMILY COMMUNICATION (Formerly CMNS 314)
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) (Formerly CMNS 314)

RELC 318 CLOSE RELATIONSHIPS (Formerly CMNS 318)
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) (Formerly CMNS 318)

RELC 319 THE DARK SIDE OF PERSONAL RELATIONSHIPS (Formerly CMNS 319)
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. (Formerly CMNS 319)

RELC 320 DECEPTIVE COMMUNICATION (Formerly CMNS 320)
Explores the use of deceptive communication in social and personal relationships from a range of theoretical perspectives including ethics, evolutionary biology, linguistics, social and developmental psychology and jurisprudence. (Formerly CMNS 320)

RELC 329 PERSUASION (Formerly CMNS 329)
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. (Formerly CMNS 329)

RELC 340 COMMUNICATING & DATING (Formerly CMNS 340)
The goal of this course is provide students with a research-based understanding of the role of communication within dating relationships. Accordingly, this course traces the life-cycle of a dating relationship. Specifically, this course begins by examining initial interactions that are potentially romantic and could turn into dating interactions. Next, the course focuses on how people engage in dating relationships and the factors that influence relationships. Finally, the course concludes with what happens after dating (i.e., long term
influence relationships. Finally, the course concludes with what happens after dating (i.e., long term commitment/marriage, relational termination, or the death of a partner). (Formerly CMNS 340)

REL 392 INDEPENDENT STUDY
Independent Study. PREREQUISITE(S): Written permission of supervising faculty member and of the departmental chair is necessary before registration.

REL 393 RELATIONAL COMMUNICATION PRACTICUM
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours.

Religious Studies

Undergraduate Course Descriptions - Current Religious Studies

REL 103 RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE
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 107 JUDAISM IN HISTORY: FROM THE BIBLE TO 1492
The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews' understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the first part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the earliest references to Ancient Israel circa 1200 BCE to the expulsion of Jews from Spain in 1492.

REL 108 JUDAISM IN HISTORY: FROM 1492 TO PRESENT
The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews' understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the second part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the expulsion of Jews from Spain in 1492 to the present.

REL 109 THE JEWISH EXPERIENCE
An introductory course offering a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people, surveying the basic aspects of traditional Jewish life and thought as well as the people's many-sided experience of the modern world.

REL 110 THE CHRISTIAN EXPERIENCE
An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future.

REL 111 THE AMERICAN RELIGIOUS EXPERIENCE
Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

REL 113 THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES
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
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**
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**
A survey of the varieties of Hindu practice and thought. Hinduism in India and throughout the world will be examined.

**REL 143 BUDDHIST EXPERIENCE**
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**
A survey of the varieties of African religious practice and thought.

**REL 161 INDIGENOUS RELIGIONS OF NORTH AMERICA**
An introductory exploration of the close ties particular religious traditions of Native North America have with their own distinctive historical realities, geographic-celestial topographies, and political and social structures. Considers variety of oral, written, ritual, visual and archaeological texts.

**REL 162 POPULAR AND INDIGENOUS RELIGIONS OF MEXICO AND CENTRAL AMERICA**
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**
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-LISTED WITH CTH 183)**
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as CTH 183.

**REL 190 INTERPRETING SACRED TEXTS**
A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

**REL 199 RELIGIOUS STUDIES - OFF CAMPUS**
Religious Studies credits earned off-campus. Topics vary.

**REL 200 DEBATES ABOUT GOD**
A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions.

**REL 201 RELIGION AND ETHICS I**
Analytic and normative approaches to ethics in Western philosophical and Christian traditions.

**REL 202 ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES**
An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world religious traditions will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

**REL 205 RELIGION AND ETHICS II**
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**
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**
A study of the development of Christian theologies in Western civilization from post-New Testament times to
the Rénaissance, with emphasis on St. Augustine and St. Thomas Aquinas.

REL 214 TRANSFORMATION IN CHRISTIANITY: THE REFORMATION TO THE PRESENT
A study of the development of Christianity since 1500 C.E., exploring the Protestant and Catholic
Reformations, the growth of Christianity in the United States, and its encounter with a variety of
Enlightenment and post-Enlightenment themes and figures, especially concerning science, justice, relativity
and religious pluralism.

REL 217 ISLAM IN GLOBAL CONTEXTS
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
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 219 SLAVERY, RACE AND RELIGION
This class examines religious arguments, from the 1500's through the 1700's, for and against slavery.
Students will investigate different historical and theoretical definitions of slavery. Students will also gain an
introduction to the relationship between slavery, evangelicalism, capitalism, and Enlightenment moral
philosophy.

REL 220 PSYCHOLOGY AND RELIGION
Psychological factors operative in acquisition, formation and development of religious expression and
commitment.

REL 221 RELIGION IN SOCIETY
Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

REL 222 CONTEMPORARY MORAL ISSUES
A study of the relations between religious beliefs and moral action to be carried out through an examination
of the ethical and moral response of various religious traditions to selected moral issues such as war and
peace, sexual behavior, etc.

REL 223 LITERATURE AND THE SACRED
Variable topics. How human beings across cultures express their intimations of ultimate meaning in a variety
of genres ranging from aphorisms and autobiographies to mythic and fictional narratives.

REL 224 RELIGION AND POLITICS IN THE UNITED STATES
Variable topics. Explores the interplay of religion, politics and culture in the United States, focusing on
citizenship and religious identity in the USA's multicultural, multiethnic, multireligious society. Various
sections will focus on different particular religious communities and themes, such as the Religious Right and
the Religious Left, the political activities of particular communities, and the challenges of interreligious
dialogue.

REL 225 RELIGION AND THE ARTS
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
An examination of the impact of modern technologies on society with particular attention paid to ethical
issues.

REL 227 RELIGIOUS ETHICS AND PROFESSIONAL LIFE
A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions
and values, focusing primarily on medicine, law and business.

REL 228 BUSINESS, ETHICS AND SOCIETY (CROSS-LISTED WITH MGT 228)
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): WRD 103 OR
WRD 103X OR HON 100 or HON 101.

REL 229 MEDICINE, ETHICS AND SOCIETY
Moral and ethical issues arising in contemporary biomedical advances and in health care from the
perspectives of Religious Studies and of Philosophy.

**REL 232 ANCTIENT ISRAEL: HISTORY, LITERATURE, AND RELIGION (CROSS-LISTED AS CTH 212)**
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed as CTH 212.

**REL 233 THE NEW TESTAMENT (CROSS-LISTED WITH CTH 213)**
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**
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**
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 VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD**
An examination of Judaism from the Jews’ return from Babylonian exile in 538 BCE to the promulgation of the Mishnah in 200 CE, with a focus on the Roman period. The Dead Sea Scrolls, as well as concepts of the Messiah, the resurrection of the dead, the final judgment and the idea of the “Bible” will be studied.

**REL 237 GODS IN THE ROMAN EMPIRE**
This course examines the role of gods in the social, political, and economic world of the first four centuries of the Roman Empire. Topics will include: the role of gods in civic life; the imperial cult; the use of the categories religion, superstition, and magic to mark social status; gods, family, and social values; religious innovation and the emergence of new gods; and the rise of Christianity and the worship of Jesus as a god. This course will pay special attention to the social interactions that create and sustain the plausibility of the existence of unseen deities governing the affairs of humans.

**REL 238 THE HISTORICAL JESUS**
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**
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**
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**
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**
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**
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
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
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
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 252 FORGIVENESS AND RECONCILIATION
A study of various understandings of “forgiveness” and “reconciliation” in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with PAX 252.

REL 254 THE BODY & HUMAN RELATIONSHIPS: DIVERGENT MEANINGS, CONFLICTING VALUES
Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

REL 256 WELLNESS, DISEASE AND AIDS IN CROSS CULTURAL PERSPECTIVE
A cultural study of notions related to the body in its well and diseased states, including the significance of “plagues” in history and AIDS as a socio-religious and spiritual event in the life of the planet. Care and advocacy for (and by) people with AIDS in the multicultural Chicago environment will be an important secondary focus.

REL 257 DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS
Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually and ethically.

REL 259 RELIGION AND SOCIAL ENGAGEMENT
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. PREREQUISITE(S): sophomore standing required.

REL 260 RELIGION AND POLITICAL CONFLICT
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
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
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
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 WITH IWS 265)
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 (CROSS-LISTED WITH 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 Isma'il as-Faruqi, Seyyed Hossein Nasr and Fazlur Rahman.

**REL 268 MODERN JUDAISM**
An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel.

**REL 269 JUDAISM IN ANTIQUITY**
This course traces the history of Israelite and Jewish culture and religion from their origins in the world of the Ancient Near East in the second millennium BCE until the rise of Islam in the seventh century CE. We will critically examine the meaning and mutual relationship of such categories as ?ancient Israelite? religion, ?biblical? religion, and ?early Judaism.? We will also discuss the history of religious institutions, texts, and practices, as well as the dynamics of continuity and change in ancient Israelite and Jewish society. This course will pay special attention to the complex relationship that exists between history and collective memory as constructed through texts and rituals.

**REL 270 WOMEN IN THE BIBLE**
An examination of the historical role of women in the Bible and the contemporary concerns of feminist theology, women's spirituality and ethical issues arising from the contemporary application of these biblical texts to women's experiences.

**REL 271 THE QU'AN AND ITS INTERPRETERS (CROSS-LISTED WITH IWS 271)**
A study of the origin, transmission, and interpretation of the Qur'an.

**REL 272 MUSLIM WOMEN IN TEXTS (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**
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 275 COMMUNITY AND AUTHORITY IN MEDIEVAL JUDAISM**
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**
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**
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 CTH 243.

**REL 281 ROMAN CATHOLIC LITURGY (CROSS-LISTED WITH CTH 231)**
A study of the emergence, meaning and dynamics of ritual in the Roman Catholic tradition.

**REL 282 ROMAN CATHOLIC SPIRITUAL LITERATURE**
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**
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 (CROSS-LISTED WITH 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
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
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
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 WITH IWS 295)
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'tazilites. 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
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.

REL 299 RELIGIOUS STUDIES, OFF-CAMPUS
Religious Studies credits earned off-campus. Topics vary.

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 WITH WGS 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 ISLAMIC LAW (SHARIAH) AND AMERICAN CULTURE
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 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 the history, philosophy and cultural meaning of body-oriented liberative techniques as they developed on the Indian subcontinent and Himalayan region in Hinduism and Buddhism. Students registering for this course are expected to have studied one or both of these traditions in courses such as REL 142, 143, 242, or 243, or in other courses. Background in theory is also useful.

REL 345 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
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 SACRIFICE AND TIME IN ANCIENT MEXICO AND CENTRAL AMERICA
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 362 JEWS AND THEIR MESSIAHS
This course will introduce students to the history of messianic beliefs in Judaism from biblical times to the present. It is often assumed that ?messianism,? i.e. the belief in a savior figure destined to come in the future to usher in a new age of redemption and moral goodness, has always been central to Judaism. The course will examine whether our modern concept of ?messianism? can be used as a valid tool to describe Jewish religious experience. The course will also analyze the extent to which Jewish messianic beliefs varied over time by examining major messianic texts and movements in their historical, literary, and cultural contexts.

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 SEXUALITY, GENDER AND RELIGION: 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 384 THE CULTURE OF AMERICAN CATHOLICS
How has the unique experience of immigration shaped the American Catholic Church from the colonial period to the 21st century? How did the idea of “the Church” as an authoritative hierarchy come about in the mid-20th century, and how has that notion been challenged by immigrant communities, as well as artists and intellectuals? Drawing on the disciplines of history, sociology, anthropology, cultural theory, literature and the arts, this course looks at those who built the church and those who challenged and changed it. (Course is cross-listed as REL 384, CTH 384 and MLS 464.)

REL 390 INTEGRATING SEMINAR
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
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
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 398 INDEPENDENT STUDY
A two-credit course done under the supervision of a faculty member with the permission of the Department Chair.

REL 399 INDEPENDENT STUDY
PREREQUISITE(S): Junior or senior standing and permission of the department chair.

Russian

Undergraduate Course Descriptions - Current - 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
Continued emphasis on the four skills in culturally authentic situations.

RUS 103 BASIC RUSSIAN III
Further work on the basic elements of the Russian language, spoken as well as written, with due regard to the cultural context of Russian expression.

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 STUDY ABROAD**  
Variable credit. PREREQUISITE(S): Permission required.

**RUS 199 INDEPENDENT STUDY**  
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**RUS 201 ADVANCED RUSSIAN LANGUAGE I**  
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. PREREQUISITE(S): RUS 106 or equivalent.

**RUS 202 ADVANCED RUSSIAN LANGUAGE II**  
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. PREREQUISITE(S): RUS 201 or equivalent.

**RUS 203 ADVANCED RUSSIAN LANGUAGE III**  
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. PREREQUISITE(S): 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 STUDY ABROAD**  
Variable credit. PREREQUISITE(S): Permission required.

**RUS 299 INDEPENDENT STUDY**  
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**RUS 316 RUSSIAN NOVEL**  
The course will allow students to read and analyze novels from important Russian authors such as Tolstoy, Gorky and Zamyatin. Students will write papers and present short stories on these authors as well as others. PREREQUISITE(S): RUS 106 or equivalent. Cross-listed with MOL 316.

**RUS 317 RUSSIAN SHORT STORY**  
The course will allow students to read and analyze short stories from important Russian authors such as Chekov, Bunin and Bulgakov. Students will write papers and present short stories on these authors as well as others. PREREQUISITE(S): RUS 106 or equivalent. Cross-listed with MOL 317.

**RUS 318 MASTERPIECES OF RUSSIAN LITERATURE**  
This course will explore masterpieces of Russian literature from a variety of genres: plays, novels, short stories and poetry. Works by authors such as Tolstoy, Chekov, Dostoyevsky, Gogol, Nabokov, Pushkin, Turgenev, Akhmatova, Mayakovsky, Pasternak and Yevtushenko will be read within their historical context to provide a basis for literary appreciation and analysis. PREREQUISITE(S); RUS 106 or equivalent.

**RUS 360 REALISM IN RUSSIAN DRAMA**  
This course will explore masterpieces of Russian drama from the 18th and 19th centuries. Playwrights such as Puskin, Gogol, Turgenev, Tolstoy, Chekov and Ostrovsky will be studied to examine Realism within the context of the dramatic genre. PREREQUISITE(S): RUS 106 OR EQUIVALENT.

**RUS 361 TWENTIETH CENTURY RUSSIAN DRAMA**  
This course will explore Russian Drama within the context of the pre- and postwar period. Playwrights such as Chekov, Bulgakov, and emigre writers, as well as post-Soviet authors, will be examined. Through extensive treatment of the dramatic genre, students will have a clearer understanding of Russian drama as an art form. PREREQUISITE(S): RUS 106 OR EQUIVALENT.

**RUS 369 RUSSIAN LITERATURE AND FILM**
Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in films by Soviet and Post-Soviet film-makers. Readings in the original (Russian) of Tolstoy, Dostoevsky, Ostrovsky, Chekhov, Bulgakov, and Pasternak's work.

**RUS 397 SPECIAL TOPICS IN RUSSIAN**
See schedule for current offerings.

**RUS 398 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**RUS 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.
Subjects beginning with the letter S are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

School for New Learning
Science, Technology, Engineering and Math
Scientific World
Scientific Data Analysis- Visualization
Secondary Education
Sociology
Socl/Cult Stud Ed/Hum Dev Ugrd
Software Engineering
Sound Recording Technology
Spanish
Study Abroad Program

School for New Learning

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

Science, Technology, Engineering and Math

STEM 230 INTRODUCTION TO EARTH AND SPACE SCIENCE
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. PREREQUISITE(S):
LSP 120 or HOÑ 180. Formerly SDV 230.

**STEM 231 INTRODUCTION TO EARTH AND SPACE SCIENCE (WITHOUT LAB)**
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. Students will develop an understanding of 1) the processes that shape Earth's surface and interior over geologic time, 2) the formation, evolution, and physical properties of the sun and its planets, asteroids, and comets, 3) the physical basis for phenomena such as eclipses, phases, and seasons, 4) the formation, evolution, and properties of stars, galaxies, and the universe, 5) the historical progression of human understanding of Earth's geologic history and its place in space and time, and 6) the associated technologies that have enabled this progression. Students will encounter several historical examples that illustrate the provisional nature of science and the interaction of experiment, observation, and theory. The format of the course is lectures, discussions, laboratory activities, and student group presentations. Formerly SDV 231.

**STEM 240 SCIENCE AT THE EDGE OF SPACE**
Earth's atmosphere and near-space environment play an increasingly important role in our lives in areas such as global warming, ozone depletion, and telecommunications. The upper atmosphere is also a starting point for human exploration of space beyond Earth. In addition to learning about Earth's upper atmosphere and beyond, students will build simple scientific experiments and launch them on a weather balloon to an altitude of 100,000 feet. (Lab Fee) Formerly SDV 240.

**STEM 310 SCIENTIFIC MODELING**
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. Formerly SDV 310.

**STEM 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(S): MAT 150. Formerly SDV 360.

**STEM 361 SCIENTIFIC DATA ANALYSIS II**
Advanced statistical and data-mining methods with science-related case studies. Topics include multiple regression, logistic regression, decision trees, and naive Bayesian classification. PREREQUISITE(S): STEM 360. Formerly SDV 361.

**STEM 390 SENIOR CAPSTONE I**
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(S): STEM 361. Formerly SDV 390.

**STEM 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. Formerly SDV 391.

**STEM 399 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Consent of chair. Formerly SDV 399.
designing, managing, and securing home networks. Truman Bridge Course. Competences: S3X, S1X, S5, FX. Faculty: Zaya Khananu. May be taken for a maximum of 3 competences.

**SW 106 MIND, BRAIN, CONSCIOUSNESS: THE MIND AND BIOTECH REVOLUTION**
What is so special about the mind? Why is brain-death the death of the human? What is consciousness and how do we define it? Does artificial intelligence actually exist or is this a construct of the technologists? In this class, we will examine questions about the mind-body division, right brain-left brain distinctions, the differences between robots and humans, and how the brain processes information and sensory data. We will use both biotechnology research and artistic experience to explore these questions. Wright Bridge Course. Can be taken for up to 3 competences. Competences: S3A, S3F, A5, A2D, A2A. Faculty: Daniel Galemb and Polly Hoover

**SW 121 INTERNET APPLICATIONS FOR SMALL BUSINESSES**
This course explores 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: Staff

**SW 126 S5 /EXPERIENTIAL LEARNING EVALUATION: INFORMATION TECHNOLOGY**
S5 Information Technology. Can use contemporary information technology effectively.

**SW 193 THE SCIENCE OF SEXUAL ORIENTATION**
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation. Competence: S2X. Faculty: Don Opitz

**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 201 WEB PAGE DESIGN**
With so many people jumping on the Web publishing bandwagon, you can easily feel like you've been left 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
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 prevent human populations from growing at such a rate that we accelerate the extinction of plant and animal species? Do we have an obligation to ensure that future generations 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
students will gain an understanding of the body’s stress response.

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. Competencies: S1A, S3C, S4, FX. Faculty: Kevin Downing

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 different 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 perspectives 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 URBAN ENVIRONMENTAL SCIENCE
The study of environmental science uncovers the relationship between the built environment and the natural processes of the earth. This includes human interactions and the impact on habitats, plants, animals and those non-living entities that we rely on such as water, air and soil. An examination of the dynamics of human population growth and migration, food production and climate issues, chemical toxicology and health, waste and sustainability, energy production and consumption will illustrate how these issues are connected by increasing global urbanization. This course will provide the framework to guide your decisions as a consumer and a citizen in both a global and local environment. Role-playing 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 show the connections of your behavior to global consequences. Through reading, research, writing, class discussion, individual and group projects, students will learn the key to a sustainable future. Competencies: S-4, S-1-A, S-2-D. Faculty: Nadine Bopp Faculty: Nadine Bopp

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 OUTCOME ORIENTED COMMUNICATION
Businesses are run by people who work in a constantly changing communication and organizational environment. Modern communication involves many types of communication media such as written reports, telephone, email, websites, text messaging, online conferencing and face-to-face meetings. All of these communication media are not equal when addressing business problems and using the wrong communication media for specific types of problems can actually create problems that were not there in the first place. The Outcome Oriented Communication? method covered in this class presents communication as a proactive tool for avoiding problems instead of as a remediation tool for correcting problems that might have been avoided with proper communication. It was developed by the instructor in conjunction with his consulting, academic and professional work. Students will be encouraged to use their lives as a laboratory during the duration of this course as a way of testing the concepts against their own reality, finishing the course with a much better understanding of how to adapt their personal communication style to different personal and business problem solving situations. Competences: H-3-X, S-3-X, FX

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.
A movement toward connecting diverse aspects of the universe within a Grand Unified Theory. Competencies: analyses of twentieth-century developments in the science of cosmic history, its creative process, and its reconsideration of the physics of both the cosmic and the subatomic. This course invites students to engage in critical radiation, "red shifts," and other astrophysical data. But puzzles remain that compel the boldest of thinkers to features of cosmic history are now supported by a growing body of evidence from studies of background Hubble's "Big Bang," and subsequent theories regarding dark energy, dark matter, black holes, and other aspects. 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, holes, red shifts, and tenth dimensions. 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. Competencies: H3A, S3D, A3C, FX.

Faculty: Joseph Chen

**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-friendly 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. Competencies: S4, S2X, S1B, FX. Faculty: Yirser Ra Hotep

**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. Competencies: H3A, S3D, A3C, FX.

Faculty: Jill Joachim

**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 THE AGING (OR REENGAGING) BRAIN?**

In this course, we will examine the latest research on the aging process and, specifically, its relationship to the brain. We will cover a mix of material from psychological and, especially, neuroscientific fields. Students will also be introduced to the field of neuroplasticity, which is revolutionizing how we understand the functioning power of the brain. Neuroplasticity, in simple terms, is the brain's ability to rearrange its connections and, therefore, its functions based on experiences. In other words, the brain has the capacity to literally change itself, based on experiences, to achieve positive results. The goals of this course are to understand how the brain works, examine its impact on our daily actions, study how aging impacts brain functioning, discover the learning and adjustment potential of the brain, and apply the principles of the 3 P's. We will use numerous examples to understand the brain, including health, work, relational, and personal settings. Students will ultimately answer the question of whether they will have an aging or reengaging brain. Competencies: H3X, S2X, S2C, FX. Faculty: Joseph Chen

**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 Cincotta); 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, A-5, 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: 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 ENVIRONMENTAL SOCIOLOGY
This course opens the discussion of the relationships and conflicts of society's perception of the built and natural landscape. It crosses the intersection of technology and industry and their resulting social problems. The study of society includes the phenomena of equity and inequality that beset humans and the living and non-living components that we experience daily. The act of consumption and the economy of technology, over time, impact human populations, mold our social experiences, and inform the actions that determine the physical environment in which we live. Ideologies, cultural, moral and ethical values present risk and knowledge that hone the attitudes and actions within our human communities. Humans, often being pragmatic, ultimately learn to mediate conflicts (environmental, social, cultural, economic and political) in order to perpetuate the institutions and social dynamics of our civilization. Competences: S3E, S1B, S3C, H1E.

SW 225 INFORMATION TECHNOLOGY
The world in which students will live and minister will be shaped more and more by information technology. In this course, students will learn how to effectively use computers and computer programs. They will develop computing skills that they can use in their academic studies, in their community lives, and in their ministries. They will learn how to use computers to communicate more effectively, to do research, to find information on the Internet, to organize and analyze data, to manage financial information, and to present information to others. Through this course, therefore, students will develop and demonstrate their competence to use contemporary information technology effectively and to understand general computing principles and solve problems using computer-based applications. (2 competencies) S5, S1D.

SW 226 CAREERS IN SCIENCE
"Careers in Science" is a course designed to enlighten and broaden your knowledge about the many science careers (i.e. environmental science, biology, chemistry, food science, nutrition, geology, math etc). You will determine the appropriate career path that is best suited to your interests, knowledge, skills and abilities. This class will also offer graduate school and/or professional training preparation. Competences: S1X, FX. Faculty: Akilah Martin

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: S-4, S-2-A, S-2-C, S-3-A. Faculty: Anne B. Donnersberger

**SW 228 ENVIRONMENTAL SCIENCE**
Africa has some of the most valuable environmental resources in the world. But it is also experiencing some of the greatest environmental tragedies. Everyone is affected by the degradation of the land, the destruction of forests, the loss of biodiversity and the pollution of air, water, and food. The poor and marginalized are the most vulnerable to these problems. Justice and peace are impossible without healthy, sustainable environmental policies and practices. Everyone ministering in the contemporary Church and society must understand and address these environmental challenges. This course will help students learn how to interpret contemporary scientific information about the environmental issues that impact every aspect of life in Africa. They will examine gender and cultural issues that relate to environmental problems. They will also critique potential solutions to environmental problems. Through this course, therefore, students will develop and demonstrate their competence to describe and explain connections among diverse aspects of nature and to understand the scientific and social dimensions of an environmental issue. Competences: S4, S3C

**SW 229 BUSINESS AND WAR FROM A COGNITIVE SCIENCE PERSPECTIVE**
This course will use principles from Cognitive Science to investigate the causes and effects of American military and economic policies. With reference to pertinent aspects of psychological, neurological, and philosophical motivations for human decisions on strategies related to war and trade, and in view of historical patterns of societal behavior in these areas, a systematic effort will be made to ascertain America’s self-image and the forces driving our cooperative and adversarial relationships with other nations. Students in this course will be required to participate through selected readings, brief reports on those readings, and class discussions. Each student will choose a specific topic of interest for individualized study, which will entail research and writing for an academic paper, a class presentation, and an effort to publish the work on one of a number of selected websites. A strong emphasis will be placed on the use of currently popular and freely available video and audio software to present findings. Students will learn how to use presentation software, edit video and audio files, convert presentation files to other formats, and upload results to the Internet. Competences: H1J, H5, S1A, S5. Faculty: Paul Buccheit

**SW 230 UNDERSTANDING AND APPLYING PROJECT MANAGEMENT**
Project Management is a very important business discipline that can become very complicated. There are numerous Project Management methodologies, and all of them share the same basic steps and tools. The purpose of this course is to demystify Project Management by presenting its basic framework and tools. The course translates Project Management theory into a practical and effective methodology the student will be able to apply on the job. Starting with working definitions of Project and Project Management, the course describes how projects are initiated, evaluated and organized with analytic techniques such as discounted cash flow and PERT/CPM. Project execution and control are covered next, along with the documentation and communications skills that are needed to keep a project on track. The course concludes with an overview of Project Management applied to computer software development. Competences: L7, H2X, S3X, S5, FX. Faculty: Clifford Ratza

**SW 231 URBAN DIRT**
Urban Dirt is a course designed for the student who desires to know the difference, complexity, and the diversity between soil and dirt. The benefit of learning about soils is multi-fold: understanding the Earth, understanding how and where your food grows, gardening, impact on water quality, and most of all understanding your role in improving overall environmental quality and sustainability. In addition, this class will offer introductory knowledge of soils and its dynamism. Although learning soils can be very scientific, there are several social and artistic views of soils. If you ever wanted to know why soils are various colors, various fertility, uses, mapping, home to various organisms, then this is the course to take. Understanding the complexities of soil, will aid in understanding Earths and its intricacy. Competences: H2X, S1X, S2X, S4. Faculty: Akilah Martin

**SW 232 DIMENSIONS OF AGING: CHANGING IDENTITIES**
Living longer provides us many opportunities and challenges. Our parents, our relatives, our friends and ourselves are all involved in aging. This is a journey that we all take without much planning or preparation. We will explore many facets and perspectives on aging to deepen our understanding and empathy and enable our own plan. Students will examine the aging process from many perspectives, including social, psychological, economic, physical, and health. We will identify and analyze our attitudes toward aging. Through reading, lectures, guest speakers, interviews and personal planning we will: - analyze and evaluate broad societal and specific cultural attitudes toward aging. - evaluate strategies for successful aging and design a personal plan. - develop interviewing and discussion skills around complex and changing identities related to aging. Competences: A3G, H1B, H2X, S2X, S3B. Faculty: Patrick Ryan

**SW 233 DESIGNING DYNAMIC ORGANIZATIONS - A HOLISTIC VIEW**
In the twenty-first century the business landscape is changing more rapidly than ever before, organizations of every level are facing a myriad of restructuring issues. To meet the emerging needs, organization design is
becoming more, not less, important. There is a need for dynamic, reconfigurable organizations that recognize and respond to rapid changes. A well-thought-out organization design empowers and enables employees to work in the highly interdependent, team-oriented environments that typify today's business landscape. Further, the clearer the rationale for the design, the more quickly design decisions can be reassessed and modified to respond to external forces. This course provides business leaders at all levels everything they need to implement positive, progressive change. Competences: A2C, H2C, L7, S3F, FX. Faculty: Kumiko Watanuki

**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 YOGA AND WELL-BEING**

The ancient practice of yoga offers a combination of benefits: physical endeavor, relaxation, contemplation and stress reduction. This course will explore the many dimensions of yoga. Class meetings provide time for the practice of yoga movement, focused breathing and meditation, all of which help to reduce stress. Students explore the impact of these practices on body and mind through independent research, reflection and class discussion. As a result of this course, students will learn fundamental yoga movement; identify the impact of yoga on the physical body; explore yoga philosophy; and understand how yoga is one component of well-being. Competences: A3B, H3F, S1X, S2C. Faculty: Rebecca Russell

**SW 236 ADVANCED INTERNET**

This course is designed for students who want to move their basic computer skills up to the next level. It addresses more advanced concepts of computer literacy. Students in this course will take their Internet skills to new levels, how to get comfortable surfing the web and how to navigate the flood of information once they find what they're looking for. Students will learn how to enhance effectiveness of search engine, expand their knowledge about other browsers application and general networking concepts, apply the techniques to safeguard against viruses and SPAM and keep computers free from unwanted visitors. Students will find helpful information on the most talked about newcomers to the online world such as social networking sites like Facebook and MySpace, blogging, and downloading media content from YouTube and iTunes, as well as an introduction to the personal email and instruction for safe surfing. Competences: S5, S3X, S1X, FX. Faculty: Zaya Khananu

**SW 237 ENERGY, CHEMISTRY, AND SOCIETY**

This course is designed to introduce students to the fundamental principles and processes in chemistry that will help in their understanding of energy and the environment, including their interaction with society. Current public issues (e.g., conservation, pollution, energy policy, global climate change, etc.), which covers earth sciences as well as other branches of science, serve as the framework. It integrates significant aspects of the physical sciences, particularly chemistry, with the student’s other studies as well as everyday experiences. This course carefully discusses the impact of our actions on the lifetimes of the current energy resources. The connection between the macroscopic world we experience and world of atoms and molecules will be explored. Sufficient use of quantitative and real chemistry will put the topics on a sound basis for students who have had little mathematical or scientific background. Competences: S1B, S1C, S2B, S3A, S3D. Faculty: Dr. Nithya Rajan

**SW 238 BIOLOGY OF AGING**

Students will explore current and historical understanding of the human aging process, with emphasis on normal versus abnormal changes. Each student will select 1) a body system and 2) a related disorder/abnormality to focus on in anchoring their experiences. In addition, students will complete a project...
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 GOLD, OIL, GEMS AND SOIL: THE SCIENCE OF MINERAL AND ENERGY RESOURCES
From the oil, coal, and nuclear materials that supply us energy to the metallic minerals and soils that make available building materials, electronics, jewelry and food, modern civilization is dependent on an assortment of non-renewable resources. This course will introduce you to the geologic processes that generate society’s principal mineral and energy resources including oil, natural gas, coal, nuclear materials, gold, industrial metals, gems, and soils. We will investigate how geological circumstances result in the geographic distribution and scarcity of mineral and energy resources, the historic interdependence to and competition of societies for these resources, and the geopolitical and economic consequences of resource depletion due to population growth and global industrialization. Topics investigated will include: oil formation and peak oil; coal/natural gas formation and cap and trade policies; nuclear fuels and enviro-statism; gold formation, gold as money, and gold as a cultural artifact; gem formation, crystallography and gem use in jewelry; metallic mineral formation, industrial use, and scarcity trends; soil formation, farming and soil depletion; and the global outlook on mineral and energy resources. Competences: S1B, S2C, S3C, S4, FX. Faculty: Kevin Downing

SW 242 FOOD: CULTURE, CUISINE AND SCIENCE
Food is much more than sustenance. It often defines us, our origins, our families and speaks to us about succor, satisfaction, and the winning of hearts.

This course sets students loose in the environment of their own kitchens with a number of structured exercises that demonstrate scientific principals first hand. It includes classroom discussion and examination of these principles. Furthermore, students will discuss how cuisine and cooking styles are unique to and important to world cultures and the people who experience them. In addition to attendance and discussion, learners will keep food journals and short final papers or presentations. The course will be a hybrid class, meeting both on line and on campus. Competences: S4, H5, H1E, S3C. Faculty: Jill Joachim

SW 243 DESIGNING ONLINE TRAINING
This course looks at instructional design in much more depth and 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, thuyen have the students design actual instructional training modules. Competences: FX, H2X, H3X, S2X. Faculty: Ruth Gannon-Cook

SW 244 STATISTICAL REASONING: UNDERSTANDING AND USING STATISTICS
This course will teach students the basic concepts of statistics. Students will investigate topics including descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. Considerable time will also be devoted to discussing how statistics are used and abused. Competences: H3X, S2X, S3X, FX. Faculty: John Hemmerling

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:
SW 246 PHARMACOLOGY AND HEALTH
This course will be an overview of the main human biological systems in health while highlighting and emphasizing the chief pharmacological agents used to treat common human diseases and pathologies of those systems. Discussion will include pharmacokinetics, drug action mechanisms, side effects, costs, and the role that prevention might play in attempting to minimize drug utilization. The course will include a historical overview of the use of medicine throughout the ages and consider current drug development. Through the use of a textbook, current literature review, discussion and audio visual adjuncts, the course will help to build a foundation for basic understanding of the relationship between healthy human biological systems, pathology development, and how pharmaceutical agents relate to health and disease. Competences: S2A, S2C, S2D, S3B. Faculty: Patricia Stifter

SW 247 SCIENCE TECHNOLOGY 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 some major discoveries that occurred in the past 100 years and how these discoveries have effected society for good or sometimes not so good. We will look at how the work of women and minority scientists has been included/not included into the mainstream. 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-Illsley

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 WIDGETS, CLICKS, & TWEETS: ESSENTIALS OF APPLIED WEB TECHNOLOGY
This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies. Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use. Competences: H2G, S1D, FX. Faculty: Rick Salisbury

SW 251 UNDERSTANDING GLOBAL HEALTH CONCEPTS AND PRACTICES
Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences and humanities, learners will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. We will explore the factors shaping the global distribution of disease and their connection with issues of social, economic and political development, as reflected in the Millennium Development Goals. We will also consider the impacts of globalization on health risks and availability of health resources. By engaging in critical assessment and proposing innovative solution ideas, we will develop all four competences offered for this course. Competences: H5, H1X, S1X, S3X. Faculty: Dr. Isidore Udoh
SW 252 ENVIRONMENT AND 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. As a foundation emphasis will be placed scientific method, cellular structure and reproduction and an overview of environmental issues impacting health today. Relationships of the nutrition-digestive and respiratory systems of the human body as environmental portals will be studied. Problem-solving skills will be employed in the manipulation of data. Investigation of norms and the deviations from these norms in selected physiological systems also will be studied. Competences: L7, S4, S1A, S2D, S3B. Faculty: Jill Joachim

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 DePaul ID Services at 312/362-5959. Please see: http://www.depaul.edu/~kskorupa/computing. Pre-1999 Competencies: PW-3, AL-M, WW. BA-1999 Competencies: L-7, A-2-D, F-X.

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 knowledge 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. Pre-requisites: 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 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
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, BODY, MIND, SPIRIT: YOGA AND MEDITATION, answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first half of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate
inner peace. This first hour and a half will use yoga postures, breathing exercises, and meditation techniques. The second half of each class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance. We will read Yoga Mind Body and Spirit: A Return to Wholeness by Donna Farhi, and the The Yoga Sutras of Patanjali, research articles on the scientific studies of yoga’s benefits from journals and websites, etc. 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 various systems of the human body; and 3) explore the spiritual benefits of meditation. Please note: PLEASE EMAIL TEACHER BEFORE CLASS BEGINS. Competences: A3B, H3F, S2C, S3B. Faculty: Maureen Dolan

**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 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 285 GHOST OF PRECALCULUS**

The purpose of this course is to continue to develop the student’s logical, pattern recognition, organizational,
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 MAKING MULTIMEDIA BUSINESS PRESENTATIONS
This course will instruct the student in the use of popular multimedia software for the development of professional-quality business presentations. Training will be provided in the areas of video and audio editing, graphics enhancement, slideshow creation, and moviemaking. Students will demonstrate their work through in-class presentations and via the internet. The primary focus of each student's multimedia presentation will be the impact of technology on the current state of the U.S. economy. Each student will select and research a specific issue related to technology and finance, prepare a professional-quality video, and present the results of his/her work in class. Competences: A5, H2G, S1D, S5. Faculty: Paul Buchheit

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, PW-B, PW-F, WW. BA-1999 Competencies: S-2-X, S-3-X, L-6, F-X. Faculty: Pervez Rahaman, Pat Ryan

SW 291 HISTORY OF LIFE ON EARTH
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 multi-celled plants and animals, the rise, success, and demise of the dinosaurs, the diversification of the mammals, and the origins of our own species. In this course, you will explore how fossils and scientific reasoning are integrated to discern the complex history of life on earth. You will also evaluate the impact the discovery and recognition of earth's fossil record has had on society over the last several hundred years such as the position of humans among other species and the corresponding creation-evolution debate. Competences: S1B, S2A, S2C, S3D, S4. Faculty: Kevin Downing

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,
SW 293 AGING REASON
Reasoning, like human life, comes in layers that need to be unraveled 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 naïve 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 environmental problem. Pre-1999 Competencies: PW-2, PW-A. Faculty: Kevin Downing

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-X

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: Staff. See a syllabus at http://condor.depaul.edu/~dmurphy/

**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 315 ENVIRONMENTAL ETHICS AND SUSTAINABILITY**
This experiential class focuses on readings from Leopold's A Sand County Almanac, including his important essay, "Thinking Like a Mountain? as well as readings from John Muir, who grew up in nearby Portage, Wisconsin. Students will visit the Leopold Center, the world's greenest building, as well as the famous 'shack" where Leopold lived and wrote. They will also tour the Crane Foundation, which works with endangered waterbirds around the world. A visit to one of America's largest farmers' markets, followed by a sustainable lunch at a Wisconsin restaurant, will provide ideas on how Leopold's philosophy can be brought into daily life. During the class, students will reside at Holy Wisdom, a retreat center with a restored prairie in Madison. The area to be visited is unique in the Midwest. Most of the prairieland in the region was formed when vast glaciers crushed the land flat during various Ice Ages in the past. But a small area of southwestern Wisconsin, northwestern Illinois, and eastern Minnesota were never glaciated. There, the hill-and-stream erosion of more than 400,000 years has led to a quite different environment than the surrounding area. Called the "Driftless Area" (because there was no glacial "drift" or dust), the region is famously scenic and was home to the great American architect Frank Lloyd Wright, whose designs reflect the landscape of the region. As the course will be held in autumn, we may anticipate beautiful colors in the deciduous forests. Competences: A4, S4. Faculty: Patricia Monaghan

**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 affect 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 "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 alternatives. Demonstrations and mini lab sessions will be included to offer students direct experience with forms of energy. Competences: S4, S1A, S3D, S2C. Faculty: John Tallarovic.

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 Szczerba at pszczerb@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/~pszczerb/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: Siobha’n Ni’Bhuachalla

**SW 329 DATABASE DEVELOPMENT FOR MANAGING INFORMATION**

Database Development for Managing Information is a two competence course over a full 10 week term (4 Credits) term. Using the Office 2010 tools suite (in particular Access 2010), this course takes students through the entire process for building a database system that will be used to capture, store and present information. In addition to database concepts like designs, reports and SQL queries, the students will discuss and analyze relationships between technology and society. Competences: S1D, S3X, H2B, FX.

**SW 330 THE LIVING BIOSPHERE: A NEW LOOK AT 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, S3B, L7, S1A 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 nesting there. The goal of our class is to experience birds and habitat that are unique to this area and to study their relationship to humans. This relationship puts birds in peril by forcing them into concentrated, small patches of habitat yet shows signs of hope in the form of protecting habitats such as our forest preserves and restoring habitats such as the Midewin prairie. Participants should expect to work in the field on some Friday evenings in addition to five Saturdays, with classroom discussion interspersed with field experiences. Competencies: S1A, S2A, S3C, S4. Faculty: Kurt Leslie

**SW 332 VIRTUAL BIODIVERSITY: EXAMINING LIFE ON EARTH**

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 333 THE HUMAN GENOME PROJECT
This course presents a basic understanding of genetic principles necessary to discuss the impact on society of the Human Genome Project. Classical genetics, from its inception as a discipline, held that every organism’s genetic makeup was conditioned primarily by environmental factors. Darwin summarized this by claiming that environmental pressures produced organisms whose genetic makeup ensured survival in a particular environment (the survival of the fittest). Contemporary genetics, however, is entering a new era in which both the environment and genetic technologies share in the mission of modifying an organism’s genetic makeup. The project of sequencing the human genome has enabled scientists for the first time to identify health-related genes and, based on this, to design new treatments for age-old diseases. At the same time, the Human Genome Project, and genetic research based on it, is raising ethical concerns for the way genetic knowledge will impact health care into the 21st century. Genomics, as the new discipline is being called, explores this complex but fascinating world of cutting-edge genetic research. It is this very world that we will explore in our class setting through a variety of methods including laboratory investigations, class discussions, and student presentations. This class begins by meeting at Truman College. Subsequent sessions will be held at both Truman College and DePaul University’s Loop Campus. You may register for up to three competencies. Competencies: S4, S1E, S2A, S2D, S3A. Faculty: Barbara Berchioi

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 course 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, S1B, S2A, S2D, S3A. Faculty: Cecelia A. Radlowski

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. All computer systems and applications will change over time. As business requirement change and new techniques are implemented, computers and applications will need changes to keep pace. As we begin the 21st century, computer literacy will undoubtedly become prerequisite in whatever career a student chooses. In this course, we will enhance your knowledge of Microsoft Office software applications. The class consist of some lecture and mostly computer Lab activities. We will expand your knowledge and skills required for communicating and moving information electronically by introducing you to application shortcuts and seldom used features. We will also gain an appreciation for the effect of information technology on people. The framework of this course is based on the use of Microsoft Office 2007 software to include Word, Excel, Access, PowerPoint and Office Tools with specific hands-on exercises in the computer Lab. This class assumes you have a basic knowledge of earlier versions of Microsoft Office (2000-03). We will also introduce you to features of the Vista Operating System. Competencies: S1D, S3X, S5, FX. Faculty: Michael Lightfoot Syllabus: http://www.snl.depaul.edu/WebMedia/People/SW_336_Lightfoot.pdf

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. Competencies: 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, S1D. Faculty: Patricia A. Szczzerba

**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
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 economic, political, social and environmental health perspectives. 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: 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 COMPUTERS AND SOCIETY
This course explores how computing technologies such as computer software, hardware, and networking have affected our society. You 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. Competences: S1E, S3A, S3F, H2G. Faculty: David Lash

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 2007, 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: Joan Cantwell

**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. Faculty: Dan Hibbler

**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 Szczerba

**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. Competencies: S1B, S2A, S4. Faculty: Kevin Downing. Syllabus: http://snl.depaul.edu/WebMedia/People/SW_371.pdf

**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
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

Scientific Data Analysis- Visualization

SDV 230 INTRODUCTION TO EARTH AND SPACE SCIENCE
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. PREREQUISITE(S): ISP 120 or HON 180.

SDV 231 INTRODUCTION TO EARTH AND SPACE SCIENCE (WITHOUT LAB)
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. Students will develop an understanding of 1) the processes that shape Earth's surface and interior over geologic time, 2) the formation, evolution, and physical properties of the sun and its planets, asteroids, and comets, 3) the physical basis for phenomena such as eclipses, phases, and seasons, 4) the formation, evolution, and properties of stars, galaxies, and the universe, 5) the historical progression of human understanding of Earth's geologic history and its place in space and time, and 6) the associated technologies that have enabled this progression. Students will encounter several historical examples that illustrate the provisional nature of science and the interaction of experiment, observation, and theory. The format of the course is lectures, discussions, laboratory activities, and student group presentations.

SDV 240 SCIENCE AT THE EDGE OF SPACE
Earth's atmosphere and near-space environment play an increasingly important role in our lives in areas such as global warming, ozone depletion, and telecommunications. The upper atmosphere is also a starting point for human exploration of space beyond Earth. In addition to learning about Earth's upper atmosphere and beyond, students will build simple scientific experiments and launch them on a weather balloon to an altitude of 100,000 feet. (Lab Fee)

SDV 310 SCIENTIFIC MODELING
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(S): MAT 150

SDV 361 SCIENTIFIC DATA ANALYSIS II
Advanced statistical and data-mining methods with science-related case studies. Topics include multiple regression, logistic regression, decision trees, and naive Bayesian classification. PREREQUISITE(S): SDV 360.

SDV 390 SENIOR CAPSTONE I
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(S): 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
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**
Variable credit. PREREQUISITE(S): Consent of chair.

Secondary Education

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**SEC 309 TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS**
Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development. Emphasis on the development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. PREREQUISITE(S): SEC 364 or equivalent.

**SEC 310 TEACHING, HISTORY, AND SOCIAL SCIENCES IN SECONDARY SCHOOLS**
Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today’s secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers’ responsibilities in curriculum development and decision making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation, and classroom management also will be discussed. PREREQUISITE(S): SEC 364 or equivalent.

**SEC 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL**
This course is an invitation to secondary education as a profession, an opportunity for students considering education as a career to explore the reality of teaching and learning a disciplinary content area in a variety of Chicago-area schools. Students will become familiar with different narratives of teaching through teacher and student biographies, testimonials, literature, film, and classroom observations. They will explore the interrelationships between, for example, popular cultural beliefs about schooling; teacher and student identities; and classroom interaction. The instructor will coordinate observations in several classrooms as the basis for intensive, guided reflective work, aimed at supporting students' initial and subsequent efforts of developing identities as disciplinary content educators (25 hours of high school classroom observation required).

**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 326 TEACHING WRITING**
This course prepares teacher candidates 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.

**SEC 328 TEACHING LITERATURE**
This course prepares teacher candidates 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.

**SEC 329 TEACHING YOUNG ADULTS LITERATURE**
This course is devoted to the study of Young Adult Literature: an exciting, emerging genre of literature. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching;
and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects.

**SEC 339 TEACHING SCIENCE IN THE SECONDARY SCHOOL**
This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. **PREREQUISITE(S):** SEC 364 or equivalent.

**SEC 363 ORIENTATION TO SECONDARY TEACHING AS A PROFESSION**
(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**
(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 ART AND PEDAGOGY**
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 TEACHER AS ARTIST**
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 384 CAPSTONE IN SECONDARY EDUCATION**
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 390 SECONDARY STUDENT TEACHING**
(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.

**SEC 399 INDEPENDENT STUDY IN SECONDARY EDUCATION**
(1-4 credits) **PREREQUISITE(S):** Permission of instructor, program chair and associate dean.
SOC 101 INTRODUCTION TO SOCIOLOGY
Introduction to the language, theories, methods, and research findings of the sociologist at work.

SOC 105 SOCIAL PROBLEMS
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
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
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
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
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
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
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
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
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
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 223 SOCIOLOGY OF HEALTH AND ILLNESS [FORMERLY SOC 350]
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 350.

SOC 224 INTRODUCTION TO STATISTICAL REASONING
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): LSP 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
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 235 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 236 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 245 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 248 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 250 GROUP DIVERSITY**
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(S): SOC 101 or 105

**SOC 253 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**
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**
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 271 POPULATION PROBLEMS**
An examination of important population related problems and issues facing nations today. Selected topics include comparative population policies and their societal implications, population control, mortality patterns, changing patterns of illness and epidemic disease, contemporary migration and refugee patterns and related national policies, and the societal responses to changing age structures.

**SOC 279 INTRO STATS FOR THE SOCIAL SCIENCES**
Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. PREREQUISITE(S): MAT 100 or 101. Cross-listed with MAT 242.

**SOC 280 MASS MEDIA AND CULTURE**
Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media.

**SOC 281 SOCIOLOGY OF ROCK MUSIC**
Rock music is studied as an object of culture, both as art and as mass culture. Attention is given to its creation, dissemination and appreciation.

**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 290 SPECIAL TOPICS IN SOCIOLOGY**
In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students. PREREQUISITE(S): SOC 101 or 105.

**SOC 291 SPECIAL TOPICS IN SOCIOLOGY**
Two-credit-hour courses on special topics in Sociology.

**SOC 292 COLLECTIVE ACTION**
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**
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(S): SOC 101 or 105.

**SOC 305 POWER, CONSTRUCTIONS OF DEVIANCE, AND SOCIAL CONTROL**
This course employs a variety of theoretical paradigms to examine social constructions of deviance and conformity. It pays close attention to the relationship of such behaviors to conventional values, institutions, power, and mechanisms of social control.

**SOC 306 FAMILIES**
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**
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 CRITICAL PERSPECTIVES ON CRIMINAL JUSTICE**
In this course, students will explore the history and social meaning of "criminal justice" in the United States. Readings, reflections, and discussions will push students to examine the criminal justice system as a system of social control and will alert students to the raced and classed character of this system.

**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 312 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 313 LAW, POWER AND RESISTANCE**
In this course, students examine the law in its social context. Readings, reflections, and discussions will push students to explore the role of law both in the production and maintenance of inequality and in marginalized people's struggles for justice. Prerequisite(s): SOC 208 or SOC 220 or PSC 260 or BLW 201.

**SOC 316 STREET GANGS**
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 317 GENDER, CRIME AND JUSTICE**
In this course students explore the ways in which gender intersects with crime and justice in the U.S. and increasingly, globally. Using feminist and critical perspectives, this course interrogates the gendered and racial nature of the criminal justice system, examines the ways in which gender intersects with patterns of offending, victimization, survival, and resistance, and looks at the ways that criminal justice institutions and gender interact. It also asks students to think critically about alternatives to incarceration and other ways of establishing ?justice.?

**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
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 AGING AND THE LIFE COURSE**
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 older people. Introduction to life course theories.

**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**
Exploration of the nature of theory and an analysis of selected social theorists. PREREQUISITE(S): 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**
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. PREREQUISITE(S): 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 WITH REL 221)**
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**
An introduction to field research in an urban environment. PREREQUISITE(S): 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 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**
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**
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 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**
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**
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 384 ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION**
This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

**SOC 385 THE SOCIAL SIGNIFICANCE OF BLACK MUSIC AND ENTERTAINMENT**
The course is a sociological interpretation of Afro-American culture by focusing on the social significance of black entertainment; the course draws attention to how entertainment has been used to make social commentary.

**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 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 COMMUNITY BASED SOCIOLOGY**
Combines basic understanding of sociological principles with field experience.

**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**
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 credit hours). PREREQUISITE(S): Permission of instructor required.

**SOC 399 INDEPENDENT STUDY**
PREREQUISITE(S): Senior standing and permission of chair.

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Socl/Cult Stud Ed/Hum Dev Ugrd

**SCU 207 SOCIAL AND HISTORICAL ISSUES IN EDUCATION**
This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.

**SCU 336 ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT**
Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e.,
parents, grandparents).

SCU 337 HUMAN GROWTH AND DEVELOPMENT
This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the 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 399 INDEPENDENT STUDY
(1 to 4 credits) Education core unit. PREREQUISITE(S): Permission of Department Chair and Associate Dean.

Software Engineering

Undergraduate Course Descriptions - Current

SE 325 INTRODUCTION TO SOFTWARE ENGINEERING
This course introduces students to the activities performed at each stage of the development process so that they can understand the full lifecycle context of specific tasks such as coding and testing. Topics will include software development processes, domain modeling, requirements elicitation and specification, architectural design and analysis, product and process level metrics, configuration management, quality assurance activities including user acceptance testing and unit testing, project management skills such as risk analysis, effort estimation, project release planning, and software engineering ethics. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 396 or CSC 242 or CSC 262 or IM 330

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 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 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 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

REC 200 INTRODUCTION TO SOUND RECORDING TECHNOLOGY
(2 credits) Introductory course to acquaint students with concepts and techniques of sound recording technology. Open to all music students and required for SRT majors.

REC 201 RECORDING TECHNOLOGY I
(4 credits) Open only to School of Music students. Basic studies in audio 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
(4 credits) Open only to School of Music Students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on principles of digital recording, editing, and sampling. This is part of a two-year sequence of courses for sound recording technology majors. PREREQUISITE(S): REC 201.

REC 203 RECORDING TECHNOLOGY III
(4 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis analog recording and signal processing. This is part of a two-year sequence of courses for sound recording technology majors. PREREQUISITE(S): REC 202.

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. Arts and Literature.

REC 300 CONTEMPORARY FILM SCORING
(4 credits) Undergraduate level course designed for Music, CDM, 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
(4 credits) Open only to School of Music students. Basic studies in audio 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 203. COREQUISITE(S): REC 304.

**REC 302 RECORDING TECHNOLOGY V**
(4 credits) Open only to School of Music students. Basic studies in audio 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**
(3 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on surround sound mixing, digital video, and DVDauthoring. PREREQUISITE(S): REC 302. COREQUISITE(S): REC 306.

**REC 304 SOUND PRACTICUM I**
(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**
(2 credits) Practical experience with technological applications in the recording studio. PREREQUISITE(S): REC 304. COREQUISITE(S): REC 302.

**REC 306 SOUND PRACTICUM III**
(2 credits) Practical experience with technological applications in the recording studio. PREREQUISITE(S): REC 305. COREQUISITE(S): REC 303.

**REC 307 COMMERCIAL MUSIC PRODUCTION**
(4 credits) For students with a music theory background that want to learn how to realize music using digital sequencing and sampling. This course will focus on creating tracks in pop genres that could be used in soundtracks, video games, and commercials. PREREQUISITE(S): Music student or consent of instructor).

**REC 360 TOPICS IN SOUND RECORDING TECHNOLOGY**
(2-4 credits) In depth investigation of a topic in sound recording technology

**REC 398 INDEPENDENT STUDY**
Independent Study
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
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
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
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 STUDY ABROAD
Variable credit. PREREQUISITE(S): Permission required.

SPN 199 INDEPENDENT STUDY
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

SPN 201 ADVANCED GRAMMAR AND COMMUNICATION
A systematic study and review of grammar points that typically cause difficulty for students of Spanish as a foreign language. Developing appropriate speech and writing through the study and discussion of films and various types 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 Heritage Language 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 genres 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 252 COMMERCIAL SPANISH I**
Provides business-oriented students with sufficient Spanish language skills to be able to conduct basic business activities in Spanish-speaking countries. Strongly recommended for students planning to take SPN 320 "Advanced Commercial Spanish".

**SPN 254 SPANISH FOR LAW PROFESSIONALS**
The objective of this course is to provide vocabulary, idiomatic expressions, and cultural information for the specific needs of the professionals in the legal field.

**SPN 297 SPECIAL TOPICS IN SPANISH**
See schedule for current offerings.

**SPN 298 STUDY ABROAD**
Variable credit. PREREQUISITE(S): Permission required.

**SPN 299 INDEPENDENT STUDY**
Variable credit. PREREQUISITE(S): Permission of chair & instructor required.

**SPN 301 SPANISH LITERATURE I: MIDDLE AGES THROUGH THE GOLDEN AGE**
Middle Ages through the Golden Age.

**SPN 302 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**
This course focuses on Miguel de Cervantes's Don Quijote. It examines how this "first modern novel" responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation.

**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**  
Topics include: essay of Spain; Spanish-American essay; 19th-century; 20th-century; 21st-century essay.

**SPN 317 THE HISPANIC SHORT STORY**  
Topics include: short story in Spain; Latin American short story: Mexican, South American, Central American.

**SPN 318 THE HISPANIC 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 COMMERCIAL SPANISH II**  
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**  
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**  
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 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 328 MODERN LATIN AMERICAN THEATRE**  
Study of representative drama from the "revolutionary" period in modern Latin American theatre, 1960s-1970s.

**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 332 NINETEENTH CENTURY SPANISH NOVEL**  
This course is based on the reading, discussion and critique of major representative works in the novel of Spain of the 19th century.

**SPN 333 GOLDEN AGE THEATER**  
Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes.

**SPN 335 U.S. LATINA WRITERS**
Survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society.

SPN 339 THE GENERATION OF 1927
This course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca.

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 372 LITERATURE OF THE DOMINICAN REPUBLIC
This course examines the literary and cultural production of the Dominican Republic and how it explores or proposes (trans)Caribbean identities.

SPN 374 LITERATURE OF THE CONQUEST
This course explores the early encounters between Europe and the Americas. Analysis of letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources.

SPN 375 LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM
General introduction to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century.

SPN 376 SOR JUANA INES DE LA CRUZ
This advanced course in literature is dedicated to study the main works of the greatest Mexican poet of the Colonial period and one of the best writers of all times, Sor Juana Ines de la Cruz (1648-1695).

SPN 377 PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE
This interdisciplinary course will introduce students to the history, culture, politics, and general life of the peoples of Peru.

SPN 378 FOUNDATIONAL FICTIONS
This course explores the relationship between national consolidation and romantic novels. It is based on the reading, discussion, and analysis of major representative "Foundational Fictions" in 19th-century Latin American Literature. PREREQUISITE(S): SPN 220 highly recommended.

SPN 391 SOCIOLINGUISTICS OF HERITAGE LANGUAGE LITERACY
This course explores the sociolinguistic issues related to gaining literacy in a heritage language, specifically, Spanish. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service.

SPN 392 TRANSNATIONALISM AND SOCIAL JUSTICE
This course explores the overarching theme of violence across different Latin American social realities.

SPN 393 LATINO MEDIA AND DIGITAL CULTURE LITERACY
This course explores Latino media literacy from a local, national, transnational and bilingual perspective. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service.

SPN 394 LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT
This course explores local Chicago histories and institutions and their engagement in politics and advocacy for Latinos. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service.

SPN 397 SPECIAL TOPICS IN SPANISH
See schedule for current offerings.

**SPN 398 STUDY ABROAD**  
Variable credit. PREREQUISITE(S): Permission required.

**SPN 399 INDEPENDENT STUDY**  
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

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**Study Abroad Program**

Undergraduate Course Descriptions - Current

**SAP AMST01 SHORT-TERM PROGRAM: AMSTERDAM, BRUSSELS AND PARIS**  
This short-term December intercession program to the Netherlands, Belgium, and France examines the role of globalization and its economic and cultural impacts on the urban areas of these countries. The Program includes two coordinated courses taken in the fall and winter quarters.

**SAP ARCH01 SHORT-TERM PROGRAM: ARGENTINA AND CHILE**  
This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

**SAP ATHN99 TERM PROGRAM: ATHENS, GREECE**  
This term-long study abroad program in Athens is offered for Winter-Spring quarters through Greece's renowned College Year in Athens (CYA). Coursework and excursions juxtapose the history and contributions of ancient Greece with the Greece of today—a country situated geographically, socially and culturally at the confluence of Europe, Asia, Africa and the Middle East. Students earn a total of 32 credits for five courses through CYA. Two courses are required: a Modern Greek language course and an Art and Archaeology course. The remaining three electives are worth 6 credits each and may be chosen from CYA's wide range of disciplines, which include Art and Archaeology, Classical Languages, Environmental Studies, Ethnography, History, International Relations, Literature, Modern Greek Language, Philosophy, Political Science, and Religion.

**SAP BAHM01 SHORT-TERM PROGRAM: BAHAMAS**  
This short-term December intercession program to the Bahamas is for students interested in history, archaeology and applied anthropology. During this three-week program, students explore the Bahamas' history and culture in Nassau, San Salvador, and Abaco. In addition, students participate in either an archaeological research project covering slavery and emancipation or an applied anthropological research project examining migration and community development. The program includes two coordinated courses, one in history and one in anthropology taken in the fall and winter quarters.

**SAP BDP97 TERM PROGRAM: BUDAPEST, HUNGARY (AY)**  
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. DePaul students either live an apartment shared with international students or in a dormitory.

**SAP BDP98 TERM PROGRAM: BUDAPEST, HUNGARY (W-S)**  
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. DePaul students either live an apartment shared with international students or in a dormitory. Students receive a total of 30-36 credits in the winter-spring quarters.

**SAP BDPS99 TERM PROGRAM: BUDAPEST, HUNGARY (AQ)**  
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is
appropriate for a broad range of majors, and is highly recommended for its International Business courses. Students receive a total of 18-22.5 credit hours in the fall. DePaul students either live an apartment shared with international students or in a dormitory.

**SAP BHDB01 SHORT-TERM: BAHRAIN & DUBAI**

his short-term December intercession program takes student to Dubai and Bahrain. The courses explore the commercial context and labor practices in this intensely transnational economy. Students will meet with policy makers, corporate managers and laborers to gain multiple perspective on business practices. Preparatory classes will provide the historical, social and cultural context to understand the region?s economy. Students enroll in two courses associated with this program.

**SAP BJNG99 TERM PROGRAM: BEIJING, CHINA**

This term-long study abroad program in China is offered during the Winter-Spring quarters at Tsinghua University in conjunction with Syracuse University. This program is designed to address the complexities of contemporary China and its languages. The academic program begins with a two-week field study seminar to Beijing, Xi?an and Shanghai, and is followed by classroom study at Tsinghua. Students live in single dormitory rooms on Tsinghua's modern campus.

**SAP BONN98 TERM PROGRAM: BONN, GERMANY (AQ)**

This term-long study abroad program is designed for students interested in German language and society. After successfully completing the winter and spring quarters students have the option of staying for the fall quarter. Students begin the program at DePaul University?s Lincoln Park campus with a focus on learning about German history and society.

**SAP BONN99 TERM PROGRAM: BONN, GERMANY (W-S)**

This term-long study abroad program is designed for students interested in German language and society. After successfully completing the winter and spring quarters students have the option of staying for the fall quarter. Students begin the program at DePaul University?s Lincoln Park campus with a focus on learning about German history and society.

**SAP BRZL01 SHORT-TERM PROGRAM: BRAZIL**

This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return.

**SAP CHNA02 SHORT-TERM PROGRAM: CHINA (COMMERCE)**

This business seminar to Beijing and Shanghai focuses on the evolution of ownership structures in China spurred by the country?s membership in World Trade Organization (WTO). Through visits to majority-Chinese owned companies, Joint Ventures between Chinese and foreign companies, as well as wholly foreign owned companies, students have the opportunity to explore China?s changing economic and regulatory structures and gain an understanding of how Chinese business culture varies across companies according to their different ownership structures.

**SAP CHTB01 SHORT-TERM PROGRAM: CHINA AND TIBET (SNL)**

This short-term study abroad program to China and Tibet is offered by the School for New Learning during the summer. Focusing on ethnic minority cultures located mostly in and around Yunnan province, students examine China's current state as they encounter regions that practice traditional beliefs and customs despite the monumental changes that are occurring. By traveling in present-day China and Tibet, students gain insight into the balance between a society's rich and complex past and the present. Students can register for either 3 or 4 competencies (with committee permission). Non-SNL students may apply for credit for this course with the approval of their department advisors.

**SAP CLMB01 SHORT-TERM PROGRAM: COLOMBIA (SNL)**

This short-term study abroad program to Cartagena, Colombia is offered by the School for New Learning during December intercession. Cartagena, Colombia provides the backdrop for this course which will stimulate your thinking about the meaning of leisure in your life and the interrelated nature of leisure in our global society. Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, and superior natural areas. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure. This program will be led by a faculty member of the School for New Learning.

**SAP CNMX99 EXCHANGE: NAMP (CANADA & MEXICO)**

The Program for North American Mobility in Higher Education is a run cooperatively by the governments of the
United States, Canada, and Mexico. The purpose of this program is to promote a student-centered, North American dimension to education and training. Students gain specialized knowledge of free-trade and migration issues within a cross-cultural environment. Students study abroad for a semester in Canada or Mexico at one of the four partner universities: Universidad Iberoamericana or Universidad de Guanajuato in Mexico; York University or Concordia University in Canada. All students will take part in research for a case study that will be used in a final publication of NAMP (North American Mobility Project).

**SAP CZAU01 SHORT-TERM PROGRAM: CZECH & AUSTRIA (COMMERCE)**
This short-term seminar to Prague and Vienna will broaden your general awareness of the international business climate of Central Europe. You will be provided with an understanding of the business, political and educational issues affecting this region’s transition from a centralized to a market driven economy.

**SAP DBLN98 TERM PROGRAM: DUBLIN, IRELAND (W-S)**
This term-long study abroad program in Dublin, Ireland is offered in cooperation with Ireland's Institute of Public Administration. Upper level undergraduates have the outstanding opportunity to study and intern in the Irish Parliament or a non-governmental organization. During the winter and spring terms, students earn a total of 28 DePaul credits: 10 credits for the internship and 18 credits for the remaining courses.

**SAP DBLN99 TERM PROGRAM: DUBLIN, IRELAND (AQ)**
This term-long study abroad program in Dublin, Ireland is offered in cooperation with Ireland's Institute of Public Administration. Upper level undergraduates have the outstanding opportunity to study and intern in the Irish Parliament or a non-governmental organization. During the fall, students earn a total of 22.5 DePaul credits: 9 credits for the internship and 4.5 credits for each of the three remaining courses.

**SAP ENGL01 SHORT-TERM PROGRAM: ENGLAND (SNL)**
This short-term December intercession program to Great Britain offered by the School of New Learning provides opportunities for students to gain valuable understandings of religion, art, and culture that endures in present day Britain while unraveling its rich and complex past. This program’s structure is that of a pilgrimage, allowing students some time for reflection as well as learning as they encounter sacred space, respond to aesthetic artifacts and religious rituals, and engage in guided inquiry about the role of these institutions of religion, culture, and education in the past as well as the present.

**SAP FRNC01 SHORT-TERM PROGRAM: FRANCE**
his short-term summer program in France takes students on a cycling 'pilgrimage' as they explore issues associated with pilgrimage, Catholic Church history and the life of Vincent de Paul. Special attention will be given to an experiential exploration of the elements of pilgrimage, the historical dimensions of Vincent de Paul's life and its influence on the ideas and practices of modern Vincentians. The purpose of this program is to offer students an intense experiential complement to academic study and intellectual investigations into topics like religious devotion, the historical development of ideas and practices, migration, multiculturalism, poverty, women’s leadership in the Catholic Church, and 'Vincentianism.' Students enroll in two courses associated with the program.

**SAP FRSW01 SHORT-TERM: FRANCE & SWITZERLAND (COMMERCE)**
Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of “a stranger in a strange land,” providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods.

**SAP FYGR01 SHORT-TERM PROGRAM: FY@GERMANY**
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students learn about the important scientific discoveries made by Johannes Kepler and Albert Einstein. Students learn about the people and the society these scientists lived in, apply their discoveries in lab activities, and investigate how science is presented by museums and science education centers in Germany and the U.S. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP FYIR01 SHORT-TERM PROGRAM: FY@IRELAND**
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students explore Dublin’s rich literary and cultural traditions. Students read and discuss travel writing and other literature and are coached in writing about place using a variety of styles and genres. With this foundation, students travel to Ireland to visit Dublin and neighboring areas. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP FYJD01 SHORT-TERM PROGRAM: FY@JORDAN**
This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students use archaeology, anthropology, and geography to uncover past and present experiences of what is now Jordan. Students discuss the impacts that artifacts, key events, and important players had in shaping the region. During travel, students spend time in the capital city of Amman and various archaeological sites. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP FYMX01 SHORT-TERM PROGRAM: FY@MEXICO**
This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students learn about Mayan civilization and its legacies in the Yucatan Peninsula today. Students read literature and view films produced by indigenous writers and filmmakers. During travel to Merida, the capital city of the Yucatan, students visit vibrant neighborhoods throughout the city and Mayan ruins. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

**SAP GMNY02 SHORT-TERM PROGRAM: GERMANY (COMMERCE)**
This short-term seminar will focus in Munich and Berlin, which is one of Germany’s biggest industrial centers. Once a symbol of Cold War division, Berlin today is a link between Western and Eastern Europe. The Berlin-Brandenburg capital region lies at the very heart of an expanding European Union and offers many new and exciting opportunities for the future! Culturally this seminar will take you to Dachau and many other on a WWII tour of Berlin

**SAP HKTL01 SHORT-TERM PROGRAM: HONG KONG & THAILAND (COMMERCE)**
In this business seminar, students will experience Hong Kong and Bangkok, two of the most beautiful, exciting locations of the 21st century. Through various company and site visits, students gain a unique cultural experience as well as the knowledge of global business management and organizations functioning in a foreign environment.

**SAP HNKN99 TERM PROGRAM: HONG KONG, CHINA**
This term-long study abroad program is offered during the Winter-Spring term, hosted by the City University of Hong Kong in conjunction with Syracuse University. Students learn about Hong Kong’s recent and contemporary history through coursework in economics, political science, history and Chinese language. The academic program begins with a two-week field study seminar to Southeast Asia, including Thailand, Malaysia and Singapore. Students then begin their regular studies in Hong Kong before launching into an intensive internship or an independent research project related to their career or academic interests. Students live in university residence halls or hostels near the campus in Kowloon.

**SAP INDA01 SHORT-TERM PROGRAM: INDIA**
This short-term December intercession program takes students through India, beginning in the capital of Delhi and continuing on to the cities of Bangalore and Pune. In addition to guest lectures, guided observations and experiential learning activities, students learn about Indian environmentalism by participating in two restoration projects. The program includes two coordinated courses taken in the fall and winter quarters.

**SAP INDA04 SHORT-TERM PROGRAM: INDIA (COMMERCE)**
This short-term business seminar provides students the opportunity to examine India’s changing macro-environment (political, economic, cultural and demographics) and its fledging micro-environment (information services, manufacturing, retail and financial). During the program, students visit various Indian companies in several major urban centers such as Mumbai, Pune, Bangalore, and Delhi. In addition, students have the chance to visit specific rural areas to become acquainted with domestic-type NGO initiatives.

**SAP IRLD01 SHORT-TERM PROGRAM: IRELAND (SNL)**
This short-term Autumn Quarter program offered by the School for New Learning brings students to one of Ireland’s most scenic regions and the nation’s most renowned arts festivals. Students explore cultural identity as expressed and supported by the arts, as well as the impact of land and landscape on culture and artistic expression. Clifden’s largest festival, Clifden Arts Week, is an internationally renowned venue for the most impressive traditional and contemporary Irish culture. Four competences are available to students who have taken Research Seminar and who enroll for Externship or Advanced Electives.

**SAP ISTN01 SHORT-TERM PROGRAM: ISTANBUL, TURKEY**
This short-term Summer program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.

**SAP JAPN01 SHORT-TERM PROGRAM: JAPAN (CDM)**
This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their
developers and managers help students learn the characteristics and practices of Japan's gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films.

**SAP JAPN02 SHORT-TERM PROGRAM: JAPAN**
This short-term December intercession program in Japan focuses on the historical events of the 1945 atomic bombing, the religious sensibilities and ethics that informed responses to the event, and current nuclear issues. Students visit centuries-old temples and shrines in Kyoto, talk with an atomic-bomb survivor in Hiroshima, and visit Catholic churches Nagasaki, home to Japan's largest Catholic community. The Program includes two coordinated courses taken in the fall and winter quarters.

**SAP JAPN03 SHORT-TERM PROGRAM: JAPAN (COMMERCE)**
This short-term seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors.

**SAP KNYA01 SHORT-TERM PROGRAM: KENYA GBM**
This short-term December intercession program to Kenya is organized in conjunction with the Green Belt Movement (GBM), a grassroots non-governmental organization founded by Nobel Prize winner Wangari Maathai. Her renowned organization focuses on providing income and sustenance to millions through planting trees and restoring the environment. Classroom activities on campus prior to travel introduce students to the courses' topics. While in Kenya, students and GBM members work on community projects such as tree planting, food security, and sustainable agriculture. Students enroll in two courses, one in the fall and one in the winter.

**SAP KNYA03 SHORT-TERM PROGRAM: KENYA & TANZANIA (SNL)**
This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants' ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries.

**SAP KRKW99 TERM PROGRAM: KRAKOW, POLAND**
This term-long study abroad program in Poland is offered in Autumn Quarter. For the first three weeks, students tour Germany, the Czech and Slovak Republics, Hungary, and Austria and meet with students from these countries to discuss current political issues and contemporary life in the region. Students then participate in a short study tour of Northern Poland before beginning classes in October at the Jagiellonian University. During the term additional weekend excursions are planned to sites within Poland. Students study basic Polish at the Jagiellonian University. Other classes are taught in English.

**SAP KYOT99 EXCHANGE PROGRAM: KYOTO, JAPAN (RITSUMEIKAN)**
The Study in Kyoto Program (SKP) at Ritsumeikan's Kinugasa Campus brings together students interested in Japanese studies from around the world. The SKP curriculum includes a range of Japanese language and Japanese studies courses, as well as practical seminars in traditional arts and crafts. Students stay in furnished private single rooms in dormitories on campus. Students participating in this student exchange program can apply for scholarships at the host institution at the time of application.

**SAP LEUV96 TERM PROGRAM: LEUVEN, BELGIUM (W-S)**
This term-long study abroad program is offered in Fall and Winter-Spring. A highlight of this program is the opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

**SAP LEUV99 TERM PROGRAM: LEUVEN, BELGIUM (AQ)**
This term-long study abroad program in Fall and Winter-Spring offers upper level undergraduates an exciting opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

**SAP LNDN98 TERM PROGRAM: LONDON THEATER, ENGLAND**
This term-long study abroad program at the Central School of Speech and Design in London is open only to students from the Theater School.

**SAP LNDN99 TERM PROGRAM: LONDON, ENGLAND**
This term-long study abroad program to London during the Winter-Spring term provides students options for studying and interning in one of Europe's most storied cities. Students enroll in classes at the University of Westminster in disciplines of a wide range. The program has an optional internship component, which provides career-orientated possibilities for students of almost any discipline.

**SAP LYON99 EXCH PROGRAM: ATLANTIS (FRANCE & SWEDEN)**
This year-long trans-Atlantic dual degree program in technology and business prepares students for success in the interconnected world of the 21st century. Funded through a federal grant, this program provides financial support for students from DePaul's College of Computing and Digital Media (CDM) to spend one semester in France and one in Sweden. Students obtain two bachelor degrees upon successful completion of the program.

**SAP MDRD98 TERM PROGRAM: MADRID, SPAIN (AQ-CEA)**
This term-long study abroad program is offered during the Fall quarter, with an option to remain abroad for the Winter quarter. The Fall program through Cultural Experiences Abroad (CEA) focuses on the studies of Spanish language and culture. The Winter program is offered in cooperation with Centers for Academic Programs Abroad and offers students the opportunity to further their linguistic and cultural competencies while interning in their area of study. During the Fall, students earn a total of 18 credits: 13.5 for their Spanish courses taken at Universidad Complutense Madrid and 4.5 for the course taught by the DePaul faculty director accompanying the group to Madrid. Students remaining for the Winter earn an additional 16 credits: 4 for Spanish courses, 4 for an internship course, and 8 for the internship.

**SAP MDRD98 TERM PROGRAM: MADRID, SPAIN (WQ-INTERNSHIP)**
Students who participate in the Fall quarter program in Madrid have an option of remaining in Madrid for the winter and conducting an internship. The Winter program is offered in cooperation with Centers for Academic Programs Abroad (CAPA) and offers students the opportunity to further their linguistic and cultural competencies while interning in their area of study. Students earn an additional 16 credits: 4 for Spanish courses, 4 for an internship course, and 8 for the internship.

**SAP MLBN99 TERM PROGRAM: MELBOURNE, AUSTRALIA**
This term-long study abroad program is offered during Summer-Fall terms. Students enroll at world-class Monash University, located outside of Melbourne. Monash's extensive range of course offerings satisfies the interests of students from any college or major. All students enroll in a Contemporary Australia course with excursions to the outback, the Great Ocean Road and sites around Melbourne. While in Australia, students can take advantage of many activities including outdoor excursions throughout Victoria and activities in and around Melbourne including attending sporting and cultural events. Students earn a total of 24 credits distributed between summer and fall terms.

**SAP MRCC01 SHORT-TERM PROGRAM: MOROCCO**
This short-term December intercession program explores the society and culture of Morocco and the ways in which Morocco has been written about in literature. The program begins in the cosmopolitan capital of Rabat and continues on to the imperial cities of Meknes and Fez. Students learn about Moroccan family life during homestays in Fez. These experiences, as well as the camel trek and desert camping trip provide material for student writing and reflections. Students enroll in two courses associated with this program, one in the fall and one in the winter.

**SAP MRCC02 SUMMER: FEZ/ARABIC LANGUAGE**
This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students partake in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

**SAP MRDA98 TERM PROGRAM: MERIDA, MEXICO (SQ-SERVICE)**
After successful completion of the Winter quarter program in Merida, a select number of students have the option of staying in Merida for the spring and conducting a service-learning internship. Students remaining for the spring enroll in Community Internship (CSS 395) in Merida and two Spanish courses.

**SAP MRDA99 TERM PROGRAM: MERIDA, MEXICO**
This language intensive program in Merida, Mexico is offered during the Winter quarter. The activities, course work, and excursions highlight the ways in which the Yucatan Peninsula has developed cultural patterns and institutions quite different than the rest of Mexico. While in Merida for the winter, students enroll in two Spanish courses, Mayan Culture & Community (ANT 390/CSS 201), and a faculty director course.
SAP MXCY03 SHORT-TERM PROGRAM: MEXICO CITY
This program focuses on three overlapping sites of analysis in Mexico City, the world's fourth-largest megacity. First, students learn about the intense growth Mexico City has experienced over the past several decades and the ways that official urban planning efforts by federal and local officials have addressed the social, environmental, and infrastructural challenges that accompany a massive increase in population. Second, students study neighborhoods that have developed reputations as bohemian enclaves and subsequently experienced gentrification. Finally, field studies provide opportunities to learn about formal and informal spaces of leisure and popular culture. Visits to outdoor marketplaces in a variety of neighborhoods, alternative musical cultural centers, media outlets, and public squares and stadiums that serve as sites of national identity and local pride are included in the itinerary.

SAP NGLS01 SHORT-TERM PROGRAM: NOGALES, MEXICO
This short-term December intercession program takes students to visit communities, organizations and activists on both sides of the Mexico-US border. During course work and travel students explore changes affecting Nogales' economic, social, political and religious life in light of recent immigration policies and the North American Free Trade Agreement (NAFTA). Students also examine firsthand the impact of national borders on populations and return with new perspectives for establishing workable guidelines for social justice. Students enroll in two courses, one in the fall and one in the winter.

SAP NGYA99 TERM PROGRAM: NAGOYA, JAPAN (IES)
This term-long program in Winter-Spring is hosted by Nanzan University in Nagoya and the Institute for the International Education of Students (IES). Students take an intensive Japanese language course and an additional three courses chosen from a range of Japanese Studies courses taught in English. Advanced language students may take seminars taught in Japanese.

SAP NTLD01 SHORT-TERM PROGRAM: NETHERLANDS (PSY)
This short-term summer program gives DePaul students interested in psychology and business the opportunity to research and learn cross-cultural applications of Industrial Organization and Psychology through an experience in the Netherlands and France. Students will read research articles written by researchers in the Netherlands and France as well as readings that specifically address the cross-cultural

SAP OSKA98 EXCHANGE PROGRAM: OSAKA, JAPAN (KANSAI GAIDAI) (AQ)
Participants in this exchange program with Kansai Gaidai University take four courses, two of which are Japanese language classes. The remaining courses are taught in English and give students a broad understanding of Japanese culture, society, and economy. Students may choose electives from a variety of academic areas including art, international studies, political science, and sociology.

SAP OSKA99 EXCHANGE PROGRAM: OSAKA, JAPAN (KANSAI GAIDAI)
Participants in this year-long exchange program with Kansai Gaidai University take four courses each semester, two of which are Japanese language classes. All other courses are taught in English and give students a broad understanding of Japanese culture, society, and economy. Students may choose electives from a variety of academic areas including art, international studies, political science, and sociology.

SAP PARI96 TERM PROGRAM: PARIS, FRANCE (IES-WS)
This term-long program offered during Winter-Spring in Paris is designed for advanced French students with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses at the IES Center and their choice of one of the French universities affiliated with IES.

SAP PARI97 TERM PROGRAM: PARIS, FRANCE (IES-AY)
This year-long study abroad program in Paris is designed for advanced French students with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses each semester at the IES Center and their choice of one of the French universities affiliated with IES. Students may also apply for a credit-bearing internship with a French company or organization.

SAP PARI99 TERM PROGRAM: PARIS, FRANCE (ALLIANCE FRANCAISE)
This term-long study abroad program in Spring Quarter places students in French language classes at the Alliance Francaise, an international language school. Participants increase proficiency in French while experiencing the rich cultural and political life of Paris. Students live with French families. During the homestay, students are paired with roommates from the Alliance Francaise. Students enroll in a total of 16 credit hours: 8 credit hours for French language, 4 credit hours for HAA 397: French Art History, and 4 credit hours for a course taught by a DePaul faculty director.

SAP PERU01 SHORT-TERM PROGRAM: PERU
This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse
students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Science's goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support. Students enroll in two courses associated with the program.

**SAP PRRC01 SHORT-TERM PROGRAM: PUERTO RICO**
This short-term study abroad program provided students the opportunity to witness and participate in transnational processes. Through readings, lectures, site visits, and service learning projects that link Puerto Rico to Chicago, students explore the contexts from which the Puerto Rican nation emerges. The program integrates service learning in Puerto Rico and in Chicago, utilizing the Steans Center's "Bringing It Home" model as a means to examine the direct political, economic, and cultural connections between Puerto Rican communities on the island and Puerto Rican communities in Chicago. Students enroll in two courses associated with the program.

**SAP ROME98 SUMMER PROGRAM: ROME, ITALY**
This program provides an opportunity to study how Italian culture and identity are portrayed through films from classics such as La Dolce Vita and Bicycle Thieves to acclaimed contemporary works like Romanzo Criminale. Visits to filming locations in Rome illuminate how cinema uses settings to shape a viewer's experience of a city, a nation, and a people. Furthermore, discussions with Italian film industry representatives provide a firsthand perspective on the filmmaking process, revealing how creative and practical choices affect the representation of cultural issues. The program includes a survival Italian course and a weekend excursion.

**SAP ROME99 TERM PROGRAM: ROME, ITALY**
This term-long study abroad program in Rome is offered during the Autumn quarter. Students experience the culture and society of Italy while studying the language, art, history, and religious background of the city. They attend language classes at Italiaidea, a local language institute. Service placements are also arranged for students in advanced language classes. Students live with local host families in areas throughout the city. Students earn 18 credits during their stay: 9 credits through Italian courses at the students' appropriate levels, 4.5 credits for a faculty directed course and 4.5 credits for one elective course taught by a local professor.

**SAP RSSA01 SHORT-TERM PROGRAM: RUSSIA**
This short-term summer program focuses on the medieval art and history of Imperial Russia. The program visits in Novgorod and St. Petersburg. These two cities, both designated UNESCO World Heritage Sites, offer one of the world's richest ensembles of urban planning, art, architecture, and historical treasures. Students participating in this program earn 8 credit hours for two 4 credit courses. They will select a course in the spring and summer session.

**SAP SGMY01 SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA**
This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.

**SAP SHFF98 TERM PROGRAM: SHEFFIELD, ENGLAND (W-S)**
This term-long study abroad program is offered during the Winter-Spring quarters at the University of Sheffield in Northern England. Sheffield's student life is characterized by its diversity and a nationally-recognized student union. A wide variety of course offerings are available to DePaul students, including those in the humanities and social and physical sciences. Students attending Sheffield for winter and spring will enroll in 60 Sheffield credits, equivalent to 24 DePaul credits. These will be distributed evenly between the winter and spring quarters on their DePaul records.

**SAP SHFF99 TERM PROGRAM: SHEFFIELD, ENGLAND**
This year-long study abroad program is offered at the University of Sheffield in Northern England. Sheffield's student life is characterized by its diversity and a nationally-recognized student union. A wide variety of course offerings are available to DePaul students, including those in the humanities and social and physical sciences. Academic year students register for a minimum of 120 Sheffield credit hours. These are equivalent to 48 DePaul credits that are distributed over the three DePaul quarters.

**SAP SHNG01 SUMMER: SHANGHAI/CHINESE LANGUAGE**
This eight-week summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious universities. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also
will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

**SAP SWIS99 TERM PROGRAM: STUDYSWISS+**
The StudySwissPlus Program (StudySwiss+) is a study and internship experience designed specifically for students in the School of Hospitality Leadership (SHL) within the College of Commerce. The program at DCT University Center, an International Hotel and Business Management School in Vitznau, fits the requirements for SHL majors and provides high quality international training to enhance their careers in a leading location to gain such experience. In this incredibly flexible program, students choose either to study in Switzerland between one and three quarters, or extend their stay for an entire year that includes two quarters of study followed by a six-month paid internship in the Lodging or Foodservice industry in Switzerland. Students participating in StudySwiss+ are invited to study with world famous instructors, explore central Europe outside of class, and even add an international work experience to their resume.

**SAP THAI01 SHORT-TERM PROGRAM: THAILAND (SNL)**
This program will introduce students to Thailand’s rich past and changing present by tracing its complex relationships with the countries on its borders. Students will gain a deeper understanding of this land and its people, history, and culture. They will learn that Thailand has a history unique to that of its neighbors and that its culture is not homogeneously "Thai" but is in fact made up of many rich ethnic minorities attempting to coexist.

**SAP VIEN01 SHORT-TERM PROGRAM: VIENNA**
This study abroad program introduces students to the peoples, locations, and traditions significant in Vienna of both the fin-de-siecle and today. Present-day Vienna still bears the stamp of the great personalities that shaped its culture and identity in the late nineteenth and early twentieth centuries, yet it is also a modernizing place, one that combines traditions of the past with innovations of the present, and exists as a global, multicultural center that straddles Western and Central Europe. It is also an ideal site for discovering how culture operates in people’s lives by closely examining the things they eat, how those things are acquired in a large city, and how what people eat can tell us who they think they are. As a city of modern tastes, Vienna is shown through an exploration of music, visual arts, architecture, coffeehouse culture, as well as an examination of Viennese foods and systems of eating.

**SAP VIET01 SHORT-TERM PROGRAM: VIETNAM**
This program offers students an opportunity to travel throughout Vietnam and explore multiple facets of its 1,000-year history, including its history of war in the twentieth century and its global emergence in the twenty-first. This program focuses on how Americans understand and interpret their encounters with other cultures, not only looking at how Americans have perceived Vietnam, but also how contemporary American culture has adopted, and been transformed by, its encounter with Vietnam. The trip features a variety of academic and cultural visits in locales such as Ho Chi Minh City, Hoi An, Hue, Hanoi, and Ha Long Bay.

**SAP WADC99 TERM PROGRAM: WASHINGTON DC**
DePaul University, in collaboration with The Fund for American Studies (TFAS), offers students the opportunity to learn about the political process through a full time internship in Washington, D.C. for the fall semester. The program is designed for undergraduate students interested in American politics and provides internship opportunities in the areas of political journalism, lobbying, government offices and agencies, and the nonprofit sectors. Capital Semester allows students to earn 12 transferable course credits at Georgetown; essentially, students will participate in their internship during the day and take three required evening courses.
Subjects beginning with the letters T, U and V are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

**TEACH Program**

**TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL**
This course is an invitation to secondary education as a profession, an opportunity for students considering education as a career to explore the reality of teaching and learning a disciplinary content area in a variety of Chicago-area schools. Students will become familiar with different narratives of teaching through teacher and student biographies, testimonials, literature, film, and classroom observations. They will explore the interrelationships between, for example, popular cultural beliefs about schooling; teacher and student identities; and classroom interaction. The instructor will coordinate observations in several classrooms as the basis for intensive, guided reflective work, aimed at supporting students' initial and subsequent efforts of developing identities as disciplinary content educators (25 hours of high school classroom observation required).

**TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS**
This course is designed to help students conceptualize issues and opportunities in teaching their disciplinary content to diverse students and in different classroom contexts. Ten hours Level 2 field experiences required. In this course, students will analyze and reflect on how teaching in their disciplines is informed by diverse cultures of schooling and youth, including the influences of economic, social, cultural, political, gender, and religious factors on schooling, educational policy and opportunity. Students will use disciplinary content to critically and creatively reflect on the teaching of that content in secondary schools. Students will be introduced to issues and ways of presenting essential disciplinary content in ways that engage diverse learners, including learners who have not been served well by formal education. Students will also develop a theory of teaching that emphasizes the intersection of disciplinary content with multicultural perspectives.

**Telecommunications**

**TDC 261 BASIC COMMUNICATION SYSTEMS**
(Formerly TDC 361) Introduction to voice, data, and multi-media network communications fundamentals. Wired, Wireless, and Optical applications in Local, Metropolitan, Wide Area Networks are explored. The overview explains how technical, regulatory, competitive, standardization and cultural factors impact modern
overview explains how technical, regulatory, competitive, standardization and cultural factors impact modern network applications. Approved for Scientific Inquiry credit. PREREQUISITE(S): NONE.

**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 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 TDC261).

**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 261.

**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 261.

**TDC 366 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 367 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 368 NETWORK PROGRAMMING**

**TDC 369 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 TDC261.

**TDC 370 NETWORK PROTOCOLS**

**TDC 371 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 372 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 378 INFORMATION STORAGE AND MANAGEMENT
This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed.
PREREQUISITE(S): none

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 384 SCRIPTING FOR NETWORK MANAGEMENT
This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers. Prerequisite: ( IT263 or TDC261) and (CSC211 or CSC261).

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.

Television Production

Undergraduate Course Descriptions - Current T, U & V Television Production

TV 289 THE BUSINESS OF TELEVISION
Course provides historical background of the television business, beginning with the initial launch of the industry in the 1940s. Students examine the establishment of the regulatory system, including the Federal Communications Commission (FCC), the operational structure of stations and networks, the development of cable and satellite broadcasting, and the programming policies and strategies of the present broadcasting industry. PREREQUISITE(S): DC 271

TV 301 TELEVISION PROGRAM DEVELOPMENT
Television program development is a creative and intense process that takes you from the germ of a story idea to a fully thought out series or program. In this class, you will work with your colleagues and the instructor to enhance your skills in storytelling and in pitching your "baby" to industry executives from cable to network to public and independent services. PREQUISITE(S): DC 201, DC 272

TV 320 EDITING FOR TELEVISION
Class emphasizes editing and post production producing under tight deadlines. Students edit commercials, trailers, and PSA projects. PREREQUISITE(S): DC 220, DC 271

TV 330 WEBISODE PRODUCTION
Students will write, produce, edit, screen and webcast a series of five-minute webisodes over the course of the quarter, focusing on short form storytelling for online distribution. Students will have to think creatively, collaborate and act quickly to complete the webisodes on deadline. The class will focus on short serial storytelling discussing composition, structure and editing for the various forms the work will take (narrative, documentary, sitcom, reality, etc...). Production groups will be assigned and create a series. Each student will write at least one script of that series that will be produced. All will take part in the production process.
Theatre Studies

Theatre Studies

Undergraduate Course Descriptions - Current □ T, U & V □ Theatre Studies

THE 100 WORLD OF THE THEATRE
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. Arts and Literature.

THE 105 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 student to the art of theatre design through the examination of the principles of design and composition, the elements of theatrical design, and the nature of collaboration and communication. It is intended for those who plan to work in the theatre in areas other than design. The focus is on the aesthetic, rather than the technical, aspects of design and on how design fits into the framework of the study of theatre in general. The class is intended to prepare those pursuing a career in theatre for communicating and working with designers. Assignments will emphasize the development of creative skills and a common vocabulary in order to establish a framework for informed choices, and for an appreciation of theatre design and its various areas of specialization. In this first course we will explore the fundamentals of visual design. Students will do several basic design projects during the quarter. The process of theatrical design will be introduced by working with a classic script for design analysis and preliminary design parameters.

THE 142 DESIGN WORKSHOP
Design Workshop (4 quarter Hours) Second course in a 3 course sequence. In the second quarter the class will focus on applying the fundamentals of the first course to the specific task of theatre design. The emphasis is on scenic design, but costumes, lighting, and sound will also be featured. The script analyzed in the first course will continue to be used to explore the integration of design parameters with the aesthetic and conceptual goals of production. We will also discuss the design process and some of the techniques utilized by designers. Later in the quarter another classic script will be used as the foundation for a final design project culminating in a scenic design for that script. (PREREQUISITE: THE 141)

THE 143 DESIGN WORKSHOP
Design Workshop (4 quarter Hours) Third course in a 3 course sequence. In the third quarter the emphasis is on group artistic work. In this practicum? quarter students will collaborate in small groups on a design for a mythological story. Following that, and for the bulk of the quarter, students will be assigned to design teams consisting of director and designers. These teams will follow the entire design process, using a Shakespeare script, culminating in the formal presentation of a fully designed production. It is important to understand that the focus of this course is on design process and communication. The technical aspects of theatre design are kept to a minimum. The course aims to help theatre artists in their collaboration with theatre designers. (PREREQUISITE: THE 142)

THE 200 DRAMA ON STAGE
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. Arts and Literature.

THE 201 THEATRE MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS
Theatre Management I (4 quarter hours) Through lecture, discussion, readings, videos, research and projects, the student learns about styles of arts leadership, contemporary issues and best practices in the field of non-profit arts management, the history of non-profit arts administration in the US including leaders in the field and opportunities for careers in the arts. Emphasis is placed on how non-profit organizations balance their
commitment to the Art, the Artist and the Audience. Specific areas of non-profit arts management to be
addressed include the role of the arts manager; the primacy of the mission; planning, change and adaptation;
leadership and group dynamics; and human resources. PREREQUISITE: Open only to Theatre students or by
consent of instructor. (Cross Listed with PAM 301)

THE 202 THEATRE MANAGEMENT I: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT
Theatre Management I (4 quarter hours) Through lecture, discussion and projects, the student learns about
non-profit arts organizational structures, short-and long-term planning, intersection of mission/vision/values
and programming with growth and sustainability, producing vs. presenting organizations, financial
management, management information systems and budgeting. PREREQUISITE: THE 201. Open only to
Theatre students or by consent of instructor. (Cross-listed with PAM 302)

THE 203 THEATRE MANAGEMENT I: MAREKTING FOR THE ARTS
Theatre Management I (4 quarter hours) Through lecture, discussion and projects, the student learns about
strategies and objectives in marketing and promoting the performing arts. Specific focus is given to integrated
marketing and communication strategies; market research and evaluation techniques; organizational image
and branding; patron support services; and audience development. Students will create marketing and public
relations plans and materials, both independently and on teams, which incorporate targeting audiences;
promotions, publicity, and advertising; and working with various forms of media, including social networking
and technology-based platforms. PREREQUISITES: THE 202. Open only to Theatre students or by consent of
instructor. (Cross-listed with PAM 303)

THE 204 HISTORY OF DRAMATIC LITERATURE
History of Dramatic Literature. (4 quarter hours) First 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.

THE 205 HISTORY OF DRAMATIC LITERATURE
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.

THE 206 HISTORY OF DRAMATIC LITERATURE
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.

THE 207 THEATRE MANAGEMENT I: INSTITUTIONAL ADVANCEMENT AND COMMUNITY
ENGAGEMENT
Theatre Management I (4 quarter hours) Through lecture, discussion and special projects, the student learns
about institutional advancement and development as well as collaborations with internal and external
constituencies. Topics include forming partnerships, community outreach, board development and
engagement, fundraising and grant writing, donor cultivation, and the philanthropic community. This course is
the final course in the four-course sequence on Performing Arts Management, and integrates the topics,
vocabulary, themes, and subjects introduced in the previous three courses. PREREQUISITES: THE203. Open
only to Theatre students or by consent of instructor. (Cross-listed with PAM 304)

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
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. May be taken by non-Theatre majors.

THE 225 DRAMATIC THEORY: COMEDY
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. May be taken by non-Theatre majors.
than entertain? How are stories told physically and architecturally? How have theme parks influenced theatre?

Theme parks have become contemporary equivalents of the ancient Greek theatre festivals - places where
the citizenry gather to revisit the myths and history of the community. While much has been written about
theme parks from the perspective of cultural studies, urban planning, and commerce, little attention has been
paid to their function as performance or theatre. Prerequisite: THE 210 or THE 212 or comparable courses as approved by the instructor. Enrollment Info: This course is open to graduate and undergraduate students at The Theatre School. The course may be taken by non-theatre majors with approval by the instructor.

THE 236 DRAMATURGY I: INTRODUCTION TO DRAMATURGY

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. Arts and Literature.
THE 254 POLITICAL THEATRE
This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

THE 255 ANGELS, PUNKS AND RAGING QUEENS: THE ECLECTIC QUILT OF AIDS DRAMA
Acquired Immune Deficiency Syndrome (AIDS) has left an indelible mark on both the history and culture of the world. While fear and loss can paralyze, they can also mobilize. In addition to destroying generations of artists, AIDS has become what some call "the great unifier," giving voice to a new generation of theatre artists. But what are these voices? Cries for social change? Political rants? Stories of remembrance? Lessons to educate? All of the above? What does AIDS mean when it appears onstage in a performance? By interpreting and analyzing plays from both national and global AIDS perspectives, reading critical and reflective essays, and through discussion, students in the course will discover how the ritual of theatre has been used to create the eclectic quilt of voices that is AIDS drama.

THE 256 THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE: PLAYS FOR THE ONCE AND FUTURE AMERICAN AUDIENCE
Over the past one hundred years or so, artists and educators in the United States have specifically dedicated themselves to sharing and creating aesthetic, creative experiences for young people. But what have been the impulses behind these plays and creations? Why specifically devise a theatre for young audiences (TYA)? Are children just little adult theatre goers or has an approach and methodology developed through the years to speak directly to young people? The goal of this introductory course is find some answers to these questions by surveying the history of dramatic literature for children in the United States from the beginning of the last century to the present day. Through readings, lectures, workshops, and discussions students will gain insight into the TYA theories, philosophies, styles, and practices that have accumulated over the years. By excavating the past and examining the present, students will achieve further appreciation and understanding of the spectrum of theatrical experiences written and improvised for children.

THE 257 WRITING LOCALY, THINKING GLOBALLY: INTERNATIONAL THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE
While writing and performing for their local communities, various international artists have made a global impact on the field of theatre for young audiences. This course is an investigation of the principles, procedures, and practices of theatre for young audiences playwrights and artists worldwide. Through analysis of readings, lectures, workshops, and discussions students will explore the skills and aesthetic techniques that theatre creators from around the globe use to communicate with their audiences. By examining historical, theoretical, and artistic intercontinental connections, students will hopefully gain further appreciation and understanding of the contemporary, global theatre for young audiences (TYA) field.

THE 258 SHADOWS OF UNDERSTANDING: THE HOLOCAUST IN THEATRE AND PERFORMANCE
The Holocaust of the 20th Century perpetrated and executed by Nazi Germany, has both seared itself into people's consciousness and become very much a part of world culture. Theatre and performance have been created to try to understand this event and search for meaning. Created through multiple perspectives and styles - historical and political, philosophical and religious, realistic and surrealistic, using dark humor and the power of memory, focusing on gender relations -- there is no one method of presenting the Holocaust artistically. Through a close investigation of key theatre and performances, students will discover many works that were unknown to them and that will help to shed some light on these representations more deeply, reflecting the complexity of the Holocaust in a search for understanding and ultimately seeking to answer this imperative, "Can and should art be made from representations of genocidal atrocity?"

THE 259 PERFORMING MOSAIC: JEWISH CULTURE'S INFLUENCE ON AMERICAN THEATRE AND PERFORMANCE
Over the years the abundance of artistic contributions from Jewish creators: playwrights, performers, composers and lyricists, acting teachers and producers - has helped to shape the American Theatre as we know it. Through a critical reading of the plays in their context and viewing performances on video this course will explore the unique synthesis and the long and colorful relationship between Jews and theatre in America. Critical questions to be asked are: How does the ethnic mosaic of America and American values and multiculturalism act as an incubator? How did anti-Semitism and stereotypes play a role? Does the cultural memory of the Jew as the "outsider and survivor in history" provide a particular aesthetic?

THE 260 CHICKS, MEAN GIRLS AND FEMMES FATALES: WOMEN WRITING IN THE AMERICAN THEATRE
This course examines ninety years of women's dramatic writing in America from the jazz age to today. We will look at plays written by women, theoretical essays about the plays, and playwrights' biographies, as well as historical materials illuminating plays? themes and forms. Identity has always been important to American dramaturgy and women have always occupied a unique place in the theatre?as actresses, as spectators,
icons, as demons and finally as creators. Women have been playwrights but they have also been producers and theatre adventurers.

**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 INTRODUCTION TO THE PRODUCTION PROCESS**
Introduction to the Production Process (4 credit hours). This course introduces students to the specifics of the production process and focuses on similarities and differences between the curricular perspective of the production process at The Theatre School and that of the professional world. Through readings, lecture, and discussion, students will gain an orientation to the responsibilities and expectations of first-year crew assignments, basic skills involved in stage management, examples of the production process from both the Chicago and national theatre scenes, and the concept of collaboration as a fundamental component of all production work.

**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 I**
Performance Workshop 1 (4 quarter hours) The 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 in-class performances of selected scenes and/or monologues from a variety of contemporary American plays.

**THE 292 PERFORMANCE WORKSHOP II**
Performance Workshop 2 (4 quarter hours). The second course in a 3-course sequence. Students expand on basic performance skills emphasized in Performance Workshop 1. The emphasis in this second quarter focuses on the actor’s approach to text, intentionality and motivation, objectives, obstacles, the tactics used in realizing physical actions in performance, and an introduction to the director-actor relationship in rehearsal. (Prerequisite: THE 291)

**THE 293 PERFORMANCE WORKSHOP III**
Performance Workshop 3 (4 quarter hours). The third course in a 3-course sequence. The focus of the final course is on the practical dynamics of the director-actor relationship. Students in Performance Workshop 3 serve as the acting company for those students in the third quarter of the BFA Directing sequence. (Prerequisite: THE 292)

**THE 301 THEATRE MANAGEMENT II: INTRODUCTION TO COMMERCIAL THEATRE**
(Theatre Management 11 (4 quarter hours) Through lecture, discussion and projects, the student learns about the current environment in the world of commercial theatre. Focusing on the study of producing, students will learn about the nature of the work of the producer, general manager, and other key figures; securing rights to theatrical properties; raising capital for theatrical productions (filings, offerings, Securities and Exchange Commission); facilities and touring issues. Studies include researching commercial theatre entities and individuals. PREREQUISITE: THE 203. Open only to Theatre students or by consent of instructor. THE 301 may be taken concurrently with THE 207.

**THE 302 THEATRE MANAGEMENT II: HUMAN RESOURCES MANAGEMENT IN THE COMMERCIAL THEATRE**
(Theatre Management II (4 quarter hours) Through lecture, discussion and projects, the student learns about human resource management and compliance with federal employment laws including review of employee
handbooks, employee benefits, payroll and withholding, I-9, W-2 and W-4 forms, employee vs independent contractor status as well as hiring someone who is a corporation. The course reviews the history, membership, contracts and work rules of the theatrical unions in the United States, collective bargaining, labor arbitration and non-union human resource management in commercial theatre. PREREQUISITE: THE 301. Open only to Theatre students or by consent of instructor.

**THE 303 THEATRE MANAGEMENT II: FINANCIAL MANAGEMENT IN THE COMMERCIAL THEATRE**
(Theatre Management II (4 quarter hours) Through lecture, discussion and projects, the student learns about financial planning, budgeting and accounting, box office income, booking agreements and deals, paying labor and other expenses, income statements, and settlements. Attention is paid to distinguishing between facility licensing agreements and booking contracts. PREREQUISITE: THE 302. Open only to Theatre students or by consent of instructor.

**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**
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**
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**
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**
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**
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: CLASSICAL DRAMATURGY**
The first class in the three-term Dramaturgy II sequence, this course continues the work of Dramaturgy I and focuses on the preparation for work on a classical play. Prerequisite: THE 234, 235, and 236 or permission of the instructor. Enrollment info: This course is open to graduate and undergraduate theatre majors, non-theatre majors who have completed THE 234, 235, and 236, or with permission of the instructor.

**THE 335 DRAMATURGY II: NEW PLAY DRAMATURGY**
This course is taught in conjunction with The Theatre School?s playwriting program and focuses the
This course is taught in conjunction with The Theatre School’s playwriting program and focuses on the dramaturgical work involved in new play development. Enrollment info: This course is open to theatre majors and non-majors who have completed the Dramaturgy I sequence.

THE 336 DRAMATURGY II: DRAMATURGY CAPSTONE
The final class in the dramaturgy sequence, this course focuses on issues relevant to dramaturgical work. Students in the class will be required to write a thesis essay that emphasizes a dramaturgical issue relevant to their own production work. This course is open to theatre majors only.

THE 341 ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA
Born out of ACT UP and the AIDS militant movement of the late 1980s and early 1990s, Queer Nation concerned itself with the issue of gay and lesbian enfranchisement and power. They created the battle cry, “We’re here, we’re queer, we’re fabulous, get used to it;” thereby granting the gay community ownership of the word “fabulous.” Fabulosity not only became a new manifesto for queer politics and camp, but also became synonymous with irony, tragic history, defiance, genderfuck, glitter, and drama. Currently, young playwrights have shifted the visor of gay drama from overtly political dramas to stories of identity and love. In replacing direct political messages with more personal appeals for social progress, is contemporary gay drama still fabulous? By interpreting and analyzing the most current queer plays, reading critical and reflective essays, and through discussion, students in the course will decide for themselves if “fabulous” is a thing of the past or stronger than ever in the present.

THE 344 HAMLET IN PERFORMANCE: SCRIPT, STAGE, SCREEN
It is through performance that the essence of Shakespeare materializes. In this course we will examine the relationship of Hamlet to theory, theatrical performance, and film. What makes a good production of Hamlet or a bad one? Was Hamlet rooted in economic necessity? What is lost or gained by filmic representation? To comprehend Shakespeare as a writer whose Hamlet continues to fascinate modern audiences, the course looks at not only the page-to-stage translations but also the critical cultural context in which he first achieved artistic success.

THE 345 POLITICAL THEATRE
This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

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 OF THE ARTS FOR THEATRE
Survey of the Arts for Theatre (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 OF THE ARTS FOR THEATRE
Survey of the Arts for Theatre (4 quarter hours). Second course in a three-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 OF THE ARTS FOR THEATRE
Survey of the Arts for Theatre (4 quarter hours). Third course in a three-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 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
(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
(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
(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 IN DRAMATIC 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 IN DRAMATIC 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 IN DRAMATIC 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 471 THEATRE STUDIES PRODUCTION PRACTICE III
Theatre Studies Production Practice III (4 quarter hours) This course makes assignments based on the student’s ability and experience.

THE 472 THEATRE STUDIES PRODUCTION PRACTICE III
Theatre Studies Production Practice III (4 quarter hours) This course makes assignments based on the student’s ability and experience.

THE 473 THEATRE STUDIES PRODUCTION PRACTICE III
Theatre Studies Production Practice III (4 quarter hours) This course makes assignments based on the student’s ability and experience.

THE 490 THEATRE STUDIES INTERNSHIP
(2 to 12 quarter hours) The internship provides the student with an opportunity to learn by working with professionals in an area related to his/her area of study at The Theatre School.
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 105 INTRODUCTION TO STAGE MANAGEMENT  
Intro to Stage Management is a required class which takes place during the fall quarter of the stage management students' first year. The class covers a combination of stage management methods used at The Theatre School and best professional practices for the beginning stage manager. Visits to The Theatre School shops and discussions with shop supervisors introduce the first year stage managers to the needs, requirements, and preferred professional methods as defined by the construction processes of the shops.

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 120 SOUND SOFTWARE  
This class is an overview of the computer programs Sound Design majors will need to create their work. This helps them get a jump-start on how to manipulate sound files on the computer within Peak and Logic, with an overview of the M7CL console they will be using when they start designing the following year.

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 II  
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 III  
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 208 SOUND TECHNOLOGY I
This class introduces students to the fundamentals of sound technology. Students will become familiar with a range of audio components and specifications, and learn how they function, how they connect to each other, and why they are used in a modern theatre. Students will be able to put together a sound system and understand how audio signals flow through that sound system.

**TEC 209 SOUN D TECHNOLOGY I**
This class teaches the history of the recording industry by learning about the most popular studios that shaped the sound of recorded music. You will also learn the practice and set-up of studio recording.

**TEC 210 SOUN D TECHNOLOGY I**
Every day of this class presents you with a sound system that is not producing sound. And each day there is a lesson to learn about how to approach and troubleshoot problems that often arise when designing sound for theatre.

**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 320 TECHNICAL COLLABORATION
This class is designed to teach students how to collaborate, and hone their tech cueing skills, within a small storefront theatrical setting that they will undoubtedly come across when they graduate and move into the Chicago theatre community. In this class, the students will learn how to create opening and closing cues; transitions that punctuate, build/decline, propel, and show passage of time. The cues will then be amended in the workshop, to help the students learn to work quickly in changing timings and mood. Making quick artistic decisions and implementing them efficiently is the goal.

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
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
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 tyeing, 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 tyeing, 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 tyeing, 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**
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.

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University Internship Program

Undergraduate Course Descriptions - Current T, U & V University Internship Program

**UIP 240 CAREER PATHWAYS: EXPLORE YOUR OPTIONS**
This 2-credit course will help you analyze your values, skills, personality preferences and studies as a foundation for career possibilities. You will meet with a mentor from the Chicago community, who shares your career interests, and you will examine a variety of career paths, supported by research and personal reflection. This course is not recommended for seniors.

**UIP 250 LIBERAL STUDIES INTERNSHIP**
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. PREREQUISITE(S): Completed orientation workshop

**UIP 251 VALUES-BASED LEADERSHIP: MAKING A DIFFERENCE WHILE MAKING A PROFIT**
The primary focus of UIP 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 D2L discussions.

**UIP 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.

**UIP 253 PUBLIC SERVICE CAREERS**
Public service jobs involve working with organizations that aim to produce a public good, rather than produce a profit. Those organizations may be nonprofits (providing low-income housing, or supporting the arts, e.g.); community organizing groups (such as ACORN, the Association of Community Organizations for Reform Now); foundations, which typically provide funding to nonprofit organizations; unions; and the local, state, and federal governments.

This course will provide an opportunity to students to familiarize themselves with career opportunities in the public service sector by focusing on (a) the types of problems that public service organizations attempt to address; (b) the different strategies used by different types of public service organizations; and (c) the range of available public service jobs. The course will promote the life-long process of integrating work and learning, enable students to view their internship within a broad perspective, assist career decision-making, promote individual success through on-the-job experience, and provide students with valuable networking opportunities, all with a focus on public service careers. PREREQUISITE(S): Student must have a Public Service internship to be eligible for UIP 253.

**UIP 254 CORPORATE SOCIAL RESPONSIBILITY**
Corporate Social Responsibility analyzes the mutually dependent relationship between businesses and society, focusing on how organizations can contribute their resources, expertise, and innovations to the benefit of our local, national, and global communities. Using an approved internship experience as a basis for observation, reflection, and problem solving, this course studies the commitment of corporate leadership as it grapples with gaining competitive advantages while striving towards social ideals. By examining their own internship experiences, along with real world case studies, research, and commentary, students will examine the critical decision-making processes organizations address as they balance competitive advantages against the weight of social progress.

**UIP 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.

**UIP 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.

**UIP 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.

**UIP 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.

**UIP 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.

**UIP 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.

**UIP 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.

**UIP 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.

**UIP 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.
UIP 324 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.

UIP 325 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.

UIP 326 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.

UIP 327 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.

UIP 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.

UIP 351 CO-OP TUTORIAL
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.

UIP 366 CO-OP REFLECTION: ENSURE YOUR CAREER SUCCESS
Students will put learning into practice by reflecting on their Co-op or long-term internship. Students will acquire access to and knowledge of the organizations, problems and conditions in which they are working; observe how societal and world issues surrounding leadership, social responsibility and spirituality affect their workplaces, all while preparing for a career in your field of interest. The course will be taught using a variety of guest speakers, group discussion, new media, and other interactive resources.
Visual Effects

Undergraduate Course Descriptions - Current T, U & V Visual Effects

**VFX 200 INTRODUCTION TO VISUAL EFFECTS**
Students will explore contemporary concepts and approaches to production in the current state of film and video effects work. Digital and traditional methodologies will be covered, with a concentration on digital exercises illustrating modern techniques. PREREQUISITES: NONE

**VFX 278 DIGITAL COMPOSITING I**
This course is an introduction to compositing and special effects in digital post production. Using current editing/compositing software, students will learn techniques used to combine live action footage with 2D and 3D animation and graphics. PREREQUISITES: DC 220 and VFX 200

**VFX 321 DVD AUTHORING**
This course is designed to guide the student in the creation of a fully interactive DVD with menus, chapters, multiple tracks, "Easter eggs," and special features. Students will utilize the current editing/motion graphics/compression/titling software in the creation of their professional quality DVD's. The class will also explore Blu-Ray and HDDVD formats. PREREQUISITES: DC 220

**VFX 378 DIGITAL COMPOSITING II**
This course expands on topics covered in VFX 278. Emphasis is on developing the student's understanding of advanced compositing techniques and design. PREREQUISITES: VFX 278

**VFX 391 VIRTUAL CINEMA**
Utilizing traditional, live-action, filmmaking techniques along with green screen compositing and CGI students will create high-definition narrative motion pictures. Working on a "digital backlot" students will employ HD cameras while actors work in front of a green screen to all for the artificial backgrounds as well as some major foreground elements to be added later during the post-production stage. Students will be expected to collaborate with animation students in the creation of their final projects. PREREQUISITES: VFX 378, DC 390
Subjects beginning with the letters W, X, Y and Z are listed below and on the navigation bar to the left. These descriptions reflect the courses as of May 15, 2011. For the most up-to-date descriptions, please visit Campus Connection.

Women's and Gender Studies
World Language Education
Writing, Rhetoric, and Discourse

Women's and Gender Studies

WGS 100 WOMEN'S LIVES: RACE/CLASS/GENDER
This course will introduce students to Women's & Gender 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.

WGS 200 WOMEN'S STUDIES IN TRANSNATIONAL CONTEXTS
This course is a transnational approach to Women's & Gender 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 of its possibilities and challenges.

WGS 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 their interaction might affect the behaviors and choices of young women as they mature.

WGS 215 GENDER AND EDUCATION
This course examines gender as a social construct 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 in which gender bias and sexism interact with other forms of prejudice, inequality, and oppression.

WGS 225 CONSTRUCTING GENDER AND SEXUALITY
This course will explore through interdisciplinary theory and research how gender and sexuality are socially constructed. It will examine how such constructions have evolved over time and how individuals of diverse identities and cultural backgrounds have been affected by the changes. Discussion will focus on the roles
played by powerful societal institutions (e.g., religious, political, and medical) in effectively defining what is considered gender-appropriate behavior and legitimate sexual expression. Finally, the activism of recent social movements to psychological and politically empower individuals who are neither heterosexual nor traditionally masculine or feminine will be explored.

**WGS 249 GENDER AND POLITICS IN IRELAND**
This course explores the relationship between gender and politics in Ireland, focusing on the political history of gender relations in Ireland, women's political involvement throughout the enormous changes of the 20th Century, and contemporary legal and public policy issues related to sex/gender. The attitudes and behaviors of women as voters, activists, officeholders and peace activists will be examined, as well Ireland's place in global gender issues. We will pay particular attention to the changes that have taken place since Ireland's entry into the EU, the "Celtic Tiger" transformations of the Irish economy, and the impact of the recent worldwide economic recession on gender and politics in Ireland, along with the efforts of women, North and South, to further the process of peace in the North, which has been wracked by violence for several decades. Cross-listed with IRE 249.

**WGS 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.

**WGS 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.

**WGS 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, African, 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.

**WGS 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.

**WGS 290 SPECIAL TOPICS**
See course schedule for current offerings.

**WGS 300 FEMINIST THEORIES**
Disagreements about what counts as feminist theory have raged as the borders of feminist discourse have shifted over the past two and a half decades. Yet most feminists continue to insist that sex/gender be considered basic categories of analysis and theory. Broadly conceived, feminist theory--historical or contemporary--represents an attempt to understand and interpret the roots and causes of women's place in the world. This course examines how different theoretical perspectives address gender, class, racial, and sexual inequalities and the method(s) proposed for social change. Students will be required to critically engage these theories in terms of how they address the commonalities and differences among women, especially insofar as these are grounded in race, class, and sexual identifications and dissonances. This course is a core requirement for the Women's & Gender Studies major.
WGS 303 GENDER, VIOLENCE AND RESISTANCE
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, sexuality, and national differences and inequalities shape the experiences of violence, the social and institutional responses to violence, and strategies for resistance and change.

WGS 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.

WGS 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.

WGS 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's 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.

WGS 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.

WGS 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.

WGS 320 TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE
This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence.

WGS 322 FEMALE IDENTITIES: YOUNG ADULT LITERATURE
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.

**WGS 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 construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

**WGS 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. Cross-listed as PSC 363.

**WGS 330 LESBIAN LIVES**  
This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 430.

**WGS 332 CREATING CHANGE: CONTEMPORARY GLBT POLITICS**  
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. Cross-listed as PSC 312 and LGQ 332.

**WGS 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 woman 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.

**WGS 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, as subjects, artists, consumers or critics of film.

**WGS 338 SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW (CROSS-LISTED AS WGS 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.

**WGS 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

**WGS 354 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.

**WGS 375 FEMINISMS OF THE BLACK DIASPORA (CROSS-LISTED AS WGS 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.

**WGS 378 UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND**
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 milieus 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.

**WGS 386 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. Cross-listed with WGS 486 and ABD 386.

**WGS 387 TEEN VIOLENCE PREVENTION**
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. PREREQUISITE(S): Permission of instructor

**WGS 388 QUEER THEORY: AN INTRODUCTION (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.

**WGS 390 WOMEN ACROSS CULTURES (CROSS-LISTED AS MLS 441, WGS 490)**
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): WGS 200, one WGS course and either junior/senior standing or permission of Women's and Gender Studies Director required. (Cross-listed as WGS 490 and MLS 441)

**WGS 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 WGS 491)

**WGS 392 INTERNSHIP**
By arrangement. Variable credit.

**WGS 394 WOMEN, SELF, AND SOCIETY SEMINAR**
Women, Self and Society Seminar (cross-listed as Women's and Gender 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.

**WGS 395 WOMEN'S STUDIES ADVANCED SEMINAR (PREREQ: WGS 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): WGS 391 or permission of instructor.

WGS 398 TRAVEL/STUDY
(Cross-listed with WGS 498)

WGS 399 INDEPENDENT STUDY
By arrangement. Variable credit. PREREQUISITE(S): Permission of the instructor and the Women's and Gender Studies Director.

World Language Education

Undergraduate Course Descriptions - Current

WLE 330 TEACHING LITERACY K-12
This course provides an overview of the curriculum, instruction, and assessment strategies used in K-12 classrooms to foster and develop students' L1 and L2 literacies. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of world languages to grow in their understanding of the literacy-learning contexts that students will bring to their language classrooms. Issues that emerge in planning and conducting literacy instruction in schools are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 1). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice instructional strategies; to make informed curricular and instructional decisions; and to use assessment to inform one's planning.

WLE 349 TEACHING MODERN LANGUAGES
Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 2). PREREQUISITE(S): SEC 364 or equivalent.

WLE 350 METHODS OF TEACHING WORLD LANGUAGES IN THE ELEMENTARY SCHOOL
This course is designed to provide training in the theory and methods of teaching Foreign Languages in the elementary school (FLES) to both pre- and in-service teachers. Pre-service teachers include World Language majors interested in elementary school teaching and elementary majors who are proficient in a world language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a world language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling. Issues surrounding elementary methods are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 2).

WLE 360 SECOND AND WORLD LANGUAGE ACQUISITION
This course is an introduction to the theoretical study of second or world language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, and age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second and world language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 1).

WLE 370 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
The purpose of this course is to provide the theoretical, research, and pedagogical foundations that underpin effective instructional practices for world language teaching and learning through the content areas. The central premise of the course is to reformulate world language instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. This methods course is organized around the Standards for Foreign Language Learning, commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. Issues surrounding integrated instruction are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 2).

**WLE 384 CAPSTONE IN WORLD LANGUAGE EDUCATION**
This course is taken concurrently with WLE 385, Student Teaching in World Languages. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers. COREQUISITE(S): WLE 385.

**WLE 385 STUDENT TEACHING IN WORLD LANGUAGES**
(12 credits) Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with WLE 384, World Languages Capstone. PREREQUISITE(S): Application and approval required. Open only to DePaul students.

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**Writing, Rhetoric, and Discourse**

Undergraduate Course Descriptions - Current W, X, Y & Z Writing, Rhetoric, and Discourse

**WRD 98 PREPARATION FOR COLLEGE READING (FORMERLY WRC 107)**
For students who need extra preparation in the development of college reading skills. Emphasizes development of reading strategies suitable for understanding a range of texts. Formerly WRC 107.

**WRD 101 BASIC WRITING I (FORMERLY ENG 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. Formerly ENG 101.

**WRD 102 BASIC WRITING II (FORMERLY ENG 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). Formerly ENG 102.

**WRD 103 COMPOSITION AND RHETORIC I (FORMERLY ENG 103)**
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. Formerly ENG 103.

**WRD 103X COMPOSITION AND RHETORIC I (FOR NON-NATIVE SPEAKERS)**
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. These sections are specifically designed for students whose first or dominant language is not English. Students will have the opportunity to focus on writing challenges that are unique to writing in a second or additional language, including increased attention to language skills and to the cultural expectations of U.S. academic audiences. The lower enrollment capacity of this section will allow for greater attention to students' individual writing needs. These sections address the same course objectives all WRD 103 sections.

**WRD 104 COMPOSITION AND RHETORIC II (FORMERLY ENG 104)**
Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources. Formerly ENG 104. PREREQUISITE(S): ENG or WRD 103 or HON 100 or equivalent.

**WRD 104X COMPOSITION & RHETORIC II (FOR NON-NATIVE SPEAKERS)**
Designed for specifically for non-native English speakers, this course focuses on 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 or WRD 103X or equivalent.
WRD 108 COLLEGE READING (FORMERLY WRC 108)
Devoted to the acquisition and development of analytical, critical, and interactive reading skills essential to continued success in college, regardless of intended major. Emphasizes effective reading techniques, vocabulary development, and comprehension improvement applicable to all academic disciplines. Formerly WRC 108.

WRD 200 WRITING IN THE DISCIPLINES (FORMERLY ENG 200)
Preparation for writing in academic disciplines. Special attention to forms, conventions, and expectations in university writing at the intermediate level. Formerly ENG 200.

WRD 202 PROFESSIONAL WRITING FOR BUSINESS (FORMERLY ENG 202)
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. Formerly ENG 202.
PREREQUISITE(S): ENG 104 or WRD 104 or equivalent.

WRD 203 STYLE FOR WRITERS
This course provides students with opportunities to explore stylistic choices in written prose. Students will examine both published work and their own writing to explore how to manipulate language in specific contexts to achieve specific ends. Writing workshops will help students provide and receive constructive comments aimed at revision of drafts.

WRD 204 TECHNICAL WRITING (FORMERLY ENG 204)
In this course, students learn to communicate and interpret specialized information for readers' practical use. The course highlights the action-orientated goals of technical writing and the importance of accurately communicating information to users. The course provides an overview of key issues related to technical writing such as usability, audience analysis, designing pages and screens, effective collaboration with peers, interpreting and presenting data, and writing clearly and persuasively. Students learn to write, revise and present common technical writing genres such as instructions, tutorials, manuals, reports, product/process descriptions, proposals, and oral presentations. Formerly ENG 204.

WRD 205 HISTORY OF LITERACIES AND WRITING
Literacy is traditionally defined as the ability to read and write. This course will expand that definition to also explore the technological, cultural, and political aspects of literacy from the earliest archeological record of writing to modern information technology and digital literacy. Students will examine practices and narratives surrounding literacy, learn how both physical media and social power constrain what information gets recorded and how, and question the implications of these constraints on the ways we define and engage literacy and writing.

WRD 206 INTRODUCTION TO PROFESSIONAL WRITING (FORMERLY ENG 206)
In this introductory course, students learn fundamentals of professional writing, with a special focus on distinguishing academic writing from workplace writing. The course provides a solid foundation that students can build on as they develop specializations in their professional fields. Through a series of short assignments, students explore the structure and format of typical professional writing documents, examine a variety of workplace writing situations, and begin developing a clear and concise style appropriate for professional settings. Students analyze and write a number of workplace genres, such as memos, emails, letters, resumes, short reports, web documents, and professional presentations. Formerly ENG 206.

WRD 207 INTRODUCTION TO WRITING AND RHETORIC (FORMERLY ENG 207)
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. Formerly ENG 207.

WRD 208 INTRODUCTION TO REASONED DISCOURSE (FORMERLY ENG 208)
Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences. Formerly ENG 208. PREREQUISITE(S): ENG 104 or WRD 104.

WRD 209 GENRE AND DISCOURSE
In this class, students examine how discourse and genres are used to frame issues and instantiate values and beliefs. Students will explore theories of genre and discourse, learn to analyze how genre and discourse operate, understand the relationship of formal features to beliefs and practices, and produce texts in a variety of genres.

WRD 240 ARGUMENTATIVE WRITING
Students in this course will learn techniques for constructing argumentative writing, working with rhetorical methods of inventing and arranging written arguments. Students will examine different genres of argument, but the focus in the course will be on student production and revision. This course builds on and extends skills in argumentative writing that students gain in the first-year writing program. PREREQUISITE(S): WRD 104.
WRD 260 RHETORICAL ANALYSIS
This course will introduce students to methods for analyzing symbolic acts and artifacts in order to understand the perspectives and motivations which shaped them. Students will analyze a variety of rhetorical artifacts from several perspectives including classical rhetoric, argumentation, metaphor, feminism, dramatism, and ethics. Through analysis, students will learn how messages are constructed in order to produce certain effects as well as how to question and respond critically to communication.

WRD 261 DIGITAL CULTURE
Digital information technologies proliferate in our culture, significantly impacting the rhetorical contexts in which we work and play. This course will explore a variety of topics related to the expansion of digital culture and rhetoric such as the development of the Internet; gaming; the construction of personal and group identity; media convergence; the distribution of work; community, group, and subculture formation online; political and policy issues; cyberterrorism; privacy, and the representation of technology in popular media.

WRD 281 WRITING CENSORSHIP
An introduction to censorship as both a mechanism of social control and a fundamental element of all rhetorical situations. Explores the history of censorship in the West and engages theoretical questions about the power of language and its suppression as a force for violence. Affords students opportunities to experiment with effective strategies of resistance by writing under varied conditions of censorship.

PREREQUISITE(S): WRD 104.

WRD 300 COMPOSITION AND STYLE [PREREQ(S): ENG 104 or WRD 104]
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.

PREREQUISITE(S): ENG or WRD 104.

WRD 301 WRITING IN WORKPLACE CONTEXTS (FORMERLY ENG 301)
Students examine the roles of writing (transactional, informative, and persuasive) in professional contexts and learn common features of workplace writing situations (internal vs. external documents, collaboration, distribution of expertise and authority, content management, globalization) and strategies for responding to them. They will also learn about stylistic conventions common to workplace genres (building an effective professional persona through writing - tone, document design) and their typical formats. Theory and analysis will ground discussions of production and production-based projects. Formerly ENG 301.

WRD 306 RHETORICAL TRADITIONS
In this historical survey course, students examine a variety of traditions in rhetorical thought. Students will become familiar with key concepts in the Western rhetorical tradition, while also interrogating the centrality of that tradition by examining marginalized or resistant currents in rhetorical thought.

WRD 309 TOPICS IN WRITING, RHETORIC AND DISCOURSE
See schedule for current offerings. PREREQUISITE(S): ENG 104 or WRD 104.

WRD 320 TOPICS IN PROFESSIONAL WRITING
May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in technical and professional writing.

WRD 323 EDITING
Students will explore a range of practices associated with the revision of prose for publication. Students will learn to edit for style and consistency at the document, paragraph, and sentence levels. They will also compare and learn to apply differing style guides, learn technologies central to modern editorial practice, and examine related topics such as the Plain Language Movement and preparing documents for translation.

WRD 330 LANGUAGE AND LINGUISTICS
This course introduces students to major concepts in and approaches to studying language, covering topics such as language structure, language acquisition, dialect variation, language and identity, language policy, and literacy. The course presumes no prior knowledge of linguistics and will be relevant to students studying in a wide variety of majors. PREREQUISITE(S): WRD 104.

WRD 340 WRITING AND REVISING
This course operates on the assumption that the secret to strong writing is revision. Students will learn about theories of revision, studying how successful writers revise, and will then put those techniques into practice. The goal of the course is to develop strategies and understanding of the rhetorical situations of writing in different contexts. Students will work on developing voice, taking ownership of work, and creating strong, well supported arguments.

WRD 360 TOPICS IN RHETORIC
May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in
depth and apply specialized practices related to a rotating selection of dedicated topics in the theory and history of rhetoric.

**WRD 361 TOPICS IN ALTERNATIVE RHETORICS**
Women, ethnic minorities, gay/lesbian/and transgender writers, and individuals with disabilities are forced to navigate the dominant culture through strategies that draw upon and transform dominant cultural practices. Courses in this topics category will consider questions raised by alternative rhetorics and examine the way rhetorical acts construct such categories and shape the ways in which people are included or excluded from social groups and movements through language use. Students will examine and assess these mediation strategies while also developing theoretical frameworks to analyze and understand them. May be repeated for credit as topics vary.

**WRD 362 SEMIOTICS**
Nonverbal codes and their implications for understanding rhetoric and culture.

**WRD 363 VISUAL RHETORIC**
As both consumers and producers, we engage daily with a variety of textual and graphical elements. Participation in this course encourages critical consideration of such encounters. Students will examine the assumptions and practices that inform the authorship and interpretation of both print-based and electronic texts. The course will explore cultural and rhetorical frameworks for understanding, evaluating, and composing visual elements in various media.

**WRD 368 GLOBAL ENGLISHES**
At the start of the 21st century, English is a global language used in commerce, technology, research, education, and even popular culture around the world. This course explores the role and nature of the English language in a global context. Course readings and discussions will examine the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and the future of English.

**WRD 376 FIELDWORK IN ARTS WRITING**
The study and production of writing about art as social engagement, this course explores various genres of arts writing and their functions from the perspective of critic and artist. Combines fieldwork in the Chicago arts scene ? collaborating and conversing with artists and professional writers ? with classroom-based discussion. Students produce a portfolio of writing about art in a variety of genres including the critical, informative, and reflective.

**WRD 377 WRITING AND SOCIAL ENGAGEMENT (FORMERLY ENG 377)**
Using writing within community service. See schedule for current offerings. Formerly ENG 377. PREREQUISITE(S): ENG 104 or WRD 104.

**WRD 378 TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO**
Students explore the theory and practice of learning and teaching English as a Second Language (ESL) through readings and classroom discussion while teaching or tutoring adult ESL learners at a Chicago-area community center. Classroom and service experiences together help students develop an understanding of second language learning, teaching strategies and approaches, and issues of immigration and language policy in both U.S. and global contexts. (Can count for both JYEL credit and minor credit.)

**WRD 395 WRITING CENTER THEORY & PEDAGOGY (FORMERLY ENG 395)**
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). Formerly ENG 395. PREREQUISITE(S): ENG 104 or WRD 104 and consent of instructor.

**WRD 396 WRITING FELLOWS THEORY AND PRACTICE**
A seminar on tutoring writing across the curriculum. Students will read articles and do writing assignments designed to familiarize Fellows with theories of writing and tutoring and to stimulate thinking about the issues these theories raise. This course will also help develop tutoring skills, including practice writing comments on sample papers, participating in mock conferences, and sharing specifics from students? experiences as Fellows. PREREQUISITE(S): Instructor's permission required.

**WRD 398 INTERNSHIP**
An approved internship obtained in consultation with the department's Internship Coordinator. In addition to internship duties, students will produce weekly journal entries that reflect on internship activities and related coursework; and compile a portfolio of written work product developed during the internship. PREREQUISITE(S): Department consent

**WRD 399 INDEPENDENT STUDY**
Independent study guided by a faculty member. Written permission of supervising faculty member and of department chair required before registration. PREREQUISITE(S): WRD 104