University Studies Program
Southeast Missouri State University

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Welcome to Southeast Missouri State University!

As a member of our freshman class of 1988, you have an historic opportunity. Yours is the first class to experience University Studies -- a new "general education" program developed at Southeast over the past decade and being implemented this year.

I believe your participation in this new program will be the most important thing that happens to you while you are at the University. I predict you will find after graduation that this part of your educational experience, as much as the work you will do in your major area, will have given you a "competitive advantage" for life after college.

The skills and understanding you will be offered in University Studies -- gathering information, thinking critically, communicating well, making value judgements, appreciating art and music and drama, gaining a perspective on our civilization so you can function responsibly and successfully in it -- these are the treasures you will take with you when you leave this institution.

A highlight of this program is your freshman seminar. This is a new concept here at Southeast and such courses are rare at American colleges and universities. Your seminar will be a small class. You will be taught by one of our best faculty members. You will get an overview of the objectives of University Studies. You will discover what a college education can do for you, and what it is to be an educated person.

A person ought to be changed by the college experience, and the freshman seminar will say to you, "Don't be afraid to change." Making those changes and mastering the objectives of University Studies -- becoming a truly educated human being -- is your responsibility.

I hope you will respond to this challenge with the best effort you can muster.

Sincerely,

Bill W. Stacy
President
General or liberal education programs at most colleges and universities normally comprise about one-third of the baccalaureate curriculum. These programs are designed to provide the knowledge, skills and experiences which are necessary to enable students to lead full and productive lives as educated men and women. At Southeast Missouri State University the liberal education program is called University Studies and the theme of this program is Enhancing the humanity of the student.

The University Studies program consists of an introductory course (GS-101, Introduction to University Studies), a core curriculum of twelve courses at the 100-200 level and three upper-level interdisciplinary courses. The program is outlined on page six.

For the Fall of 1988 more than sixty new courses have been developed at the 100-200 level. Upper-level interdisciplinary courses are presently in the planning stages and will be available when you are ready to enroll in them. Courses at the 100-200 level are listed by category on page seven. Page eight is a checklist on which you may indicate courses as you enroll in them. Recall that one course is required in each of the twelve categories.

Following are descriptions of all University Studies courses available for the Fall 1988 semester. These descriptions are provided to assist you in selecting courses in the twelve categories of the core curriculum. Attempts have been made to have courses more or less equivalent in each category and you are urged to select courses on the basis of your particular needs and your academic goals, rather than perceived rigor. Indeed, one measure of an educated person is the recognition of one's strengths and weaknesses as well as a sense of how to enhance the one and correct the other.

The School of University Studies welcomes you to this new program. In developing these new courses the faculty was primarily concerned with selecting the information and skills that educated people should possess in order to become as fully human as possible. We urge you to approach these courses with the same concern.
UNIVERSITY STUDIES PROGRAM AT SOUTHEAST MISSOURI STATE UNIVERSITY

PROGRAM THEME: UNDERSTANDING AND ENHANCING THE HUMAN EXPERIENCE

The program consists of the First Year Introductory Course, required of all students with 19 hours or less.

First Year Introductory Course ................................................................. 3 hours

The 100-200 Core Curriculum has the theme:

ACQUISITION OF KNOWLEDGE: GAINING PERSPECTIVES ON THE INDIVIDUAL, SOCIETY AND THE UNIVERSE

The core is separated into three perspectives with four categories of courses in each perspective. One course is required from each of the twelve categories.

100-200 Core Curriculum ................................................................. 36 hours

Perspectives and categories are:

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<tr>
<th>Perspectives on Individual Expression</th>
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<th>Perspectives on Human Institutions</th>
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<td>Artistic Expression</td>
<td>Behavioral Systems</td>
<td>Development of a Major Civilization</td>
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<td>Literary Expression</td>
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<td>Oral Expression</td>
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<tr>
<td>Written Expression</td>
<td>Physical Systems</td>
<td>Social Systems</td>
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The 300-400 level courses have the theme:

INTEGRATION OF KNOWLEDGE: LIVING IN AN INTERDEPENDENT UNIVERSE

Each student will take two 300-level interdisciplinary courses which will stress integration.

300 Interdisciplinary Courses ......................................................... 6 hours

Each student will also take a 400-level senior seminar which is interdisciplinary, and which will require students to demonstrate the ability to do appropriate interdisciplinary research, to interpret and analyze the results, and to present that research in both oral and written forms.

400 Senior Seminar ................................................................. 3 hours

TOTAL 48 hours
University Studies Program at Southeast Missouri State University
100-200 Core Curriculum
Theme: Acquisition of Knowledge:
Gaining Perspectives on the Individual, Society and the Universe

Perspectives on Individual Expression

Artistic Expression
Art in Context
Ceramics: A Metaphor for Understanding Human Experience
Perspectives in Art
Reading the Visual Image
Musical Encounters
Aesthetics and the Arts
Theatre Appreciation

Perspectives on Natural Systems

Behavioral Systems
Ethical Theory
Psychological Perspectives on Human Behavior
Psychological Development Across the Life Span

Logical Systems
Computing
Logical Decision-Making
College Algebra
Symbolic Logic

Physical Systems
Chemistry in our World
Earth Science: Environmental Hazards
The Physical Landscape: A Spatial Analysis
Physical Concepts
Exploring the Universe

Perspectives on Human Institutions

Development of a Major Civilization
Ancient Egypt
American Peoples and Civilization
European Peoples and Civilization
African Civilization
American Civilization
Chinese Civilization
Classical Civilization
European Civilization
Islamic Civilization
Latin American Civilization
Japanese Civilization

Political Systems
United States Political Systems
Comparative Political Systems
Social Systems
People and Places of the World
Cultural Geography
Values and Social Issues in Business
Social Philosophy
World Religions
Society, Culture and Social Behavior

Economic Systems
World Food and Society
Economic Problems and Policies
Principles of Microeconomics
Comparative Economic Systems
University Studies Student Checklist

First Year Introductory Course ____________________ 3 hours

100-200 Level Core Curriculum 36 hours

**Perspectives on Individual Expression**

Artistic Expression

Literary Expression

Oral Expression

Written Expression

**Perspectives on Natural Systems**

Behavioral Systems

Living Systems

Logical Systems

Physical Systems

**Perspectives on Human Institutions**

Development of a Major Civilization

Economic Systems

Political Systems

Social Systems

300 Level Interdisciplinary 6 hours

______________________________

400 Level Senior Seminar 3 hours

______________________________
First Year Introductory Course

GS-101  Introduction to University Studies

Course Content

This course has two basic purposes: 1) to assist the student in becoming acquainted with the university, including resources available to assist them, as well as what it is to become an educated person; 2) to introduce the students to the University Studies program, its goals, objectives, and purposes.

Nature of Course

This course utilizes an atmosphere which creates a great deal of student interaction. Readings are assigned as a method for discussions. Even though the course is discussion intensive in the beginning, it moves to writing intensive as the semester progresses.

Because this course is taught by faculty from all disciplines, each section will vary somewhat from other sections. However, all students will also be exposed to many like experiences regardless of the section they chose.

Student Expectations

Students are expected to participate in class activities and satisfactorily complete assignments and examinations.

The following means are utilized to determine the course grade:

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<tr>
<th>Unit</th>
<th>Percentage</th>
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<tr>
<td>I</td>
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<td>II</td>
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<td>III</td>
<td>50%</td>
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Unit evaluations may include written assignments, oral presentations, participation, and/or tests. Instructors may add or subtract 5% in any category.
This course is a presentation of our perceptions of the world based upon an analysis of the many creative experiences that we call art. From evidence accumulated through archaeological studies we are able to piece together some of man's most elemental understandings of himself and his existence, while the study of the many forms of current self expression suggests that from those meager beginnings, man has progressed into a complex being in a complex society. This society, or context, for man is the object of study for this course. Various units of study summarizing man's artistic accomplishments from prehistoric origins to the present will examine major accomplishments in visual arts, music, theatre, dance, film, literature, and architecture in the context of philosophy, religion, and politics. An historical, chronological presentation will be followed.

Students in this course will be given the opportunity to experience the creative process in a direct way in that each unit of study will include a section titled Suggestions for Continued Thought. Students will be expected to experience the arts of man by producing art or examining closely some of the many results of man's creative impulse.

General topics for study will include the following:

I. PREHISTORY: Social and natural environment, early human symbols and artifacts from archeological evidence
II. MESOPOTAMIA: Religion, literature, and everyday life from Sumerian to Persian cultures
III. ANCIENT EGYPT: The old, middle, and new kingdoms
IV. THE GREEKS AND ROMANS: Humanism and Intellectualism
V. THE MIDDLE AGES: Barbarians to early Christians
VI. THE RENAISSANCE: Age of discovery and curiosity
VII. THE TWENTIETH CENTURY: Context and concepts
Ceramics: A Metaphor for Understanding Human Experience

Ceramics, one of mankind's oldest and lasting handicrafts, provides us with a record of human needs and aspirations through the ages. Pottery and other clay artifacts will be examined and compared in function, design, technique and decoration to gain enhanced understanding of the cultures that produced and used them.

Course Content will Include

1. Slide presentations of ceramics in history
2. Guest lectures by archaeologist
3. Written research reports on ceramics from assigned cultures
4. Group oral and visual presentations
5. Hands on experience forming and firing pottery
6. Archaeological field trip digs

Museum study

Student Expectations

1. Participation in all class sessions
2. Essay examinations on the four course content areas
3. Participation in field trips which will include archaeological digs and museum studies (may involve a fee)
4. Participation in group activities which will include oral class presentations, clay prospecting, and primitive pottery firing
5. Two library research reports will be required
6. Hands on pottery forming assignments
7. Comprehensive final examination (essay)
Perspectives on Individual Expression

AR-112 Perspectives in Art

Course Content

The course content can best be described in the following manner:

Unit I: How Does Art Relate to the Real World?
(How does art function in our daily life?)

Unit II: What Are The Styles of Art?
(What role do emotions and intellect play in art?)

Unit III: What is The Language of Art?
(What are the elements and principles of art?)

Unit IV: What Interaction is There?
(How are the following used: drawing, painting, architecture?)

Unit V: How Do The Visual Arts Function in Their Time?
(From pre-historic times until today, how has art manifested itself?)

Nature of Course

There will be a balanced emphasis among the following:

1. The teaching format will include a balanced mix among:
   a. presentation and discussion of course goals, expectations, and resources
   b. lectures (based on text, video-tapes, slides, current art events in daily life, and up-coming art exhibits off-campus)
   c. question and answer dialogue with students in lectures, visual presentations, panel sessions, museum visits, etc.
   d. solicitation of student opinions and beliefs during daily class activities.

Student Expectations

The following will be adapted to the standards of general students (i.e. non-art majors). The following will be adapted to what would be reasonably expected in a 100 level three semester hours course.

1. A daily notebook of a) key concepts developed in daily class activities and b) personal written reactions and reflections on these concepts.

2. A course paper involving library research and using periodicals and texts. Topic to be chosen by the student based on area of interest.

3. Three to four objective/essay/slide tests.

4. To participate in a University bus trip to out-of-town art exhibitions when appropriate (may involve a fee).

5. To participate in buzz sessions, panels, and other class activities.
AR-210  Reading the Visual Image

Much of our society's communication is visual. The visual arts, photographs, television, advertisements, illustrations as well as body language, clothes, signs, and company logos all communicate through visual images. Just as a person may communicate verbally and not understand the principles of speech, or even how to read or write, so do many people not understand the process of reading visual images although they communicate visually. This class consciously explores the process of reading the visual image.

The class presentation is a combination of lecture and discussion. There are a variety of assigned readings and some out of class assignments. There is a term paper which analyzes images of a specific topic. Students have a wide choice of topics. The visual arts are emphasized but all of the above areas of visual communication are part of the class. The grade is based on midterm and final exams, the term paper, and participation in class discussions.

Students interested in communications, art, advertising, education, and psychology will find this class particularly interesting.
MU-181  Musical Encounters

This course is designed to increase students' knowledge and understanding of music through attendance at live musical performances as well as classroom discussions. Students will have the opportunity to interact with the conductors/performers/composers during special discussion sessions prior to the performances. Because the live performances constitute a major component of this course, students who enroll should plan their schedules to allow the evening attendance at approximately 8 concerts throughout the semester.

Reading assignments for this course will not be extensive. Students will be expected to write evaluations of several of the concerts. They will also be expected to participate in class discussions and sessions with the conductors/performers. There will be 2 scheduled examinations which will consist of objective questions plus some listening selections to describe. One creative project will be required. No previous knowledge of music will be assumed.

The result of this class is intended to be a greater enjoyment of music through increased understanding of the process of creating and performing music.
PL-203  Aesthetics and the Arts

Catalog Description

An introduction to the concepts, theories, literature, criticism and modes of perception appropriate to understanding the arts, developing aesthetic attitudes and making reasoned evaluative judgments.

Course Content

Aesthetics is the study of the qualities of art, literature, music, and our natural environment which evoke evaluative responses. The questions studied in aesthetics include, for example: What is art? How are the arts best classified? What are the traditions and genres of the arts? What are the roles of form, expression and representation in the arts? How do the arts relate knowledge and truth? What is the function of art criticism? What is the nature of aesthetic value?

Nature of the Course

The purposes of this course are to acquaint students with the main traditions in aesthetics; to develop the ability to think, speak and write about art and the aesthetic experience; to encourage the development of aesthetic attitudes and perceptions; to assist students to appreciate the role of artistic activity and aesthetics in society; and to help students develop the ability to make reasoned aesthetic judgments.

Student Expectations

Students are expected to attend class regularly, read assigned texts, prepare written assignments, and engage in class discussion. To attend such concerts, performances, gallery shows, exhibitions, films, or lectures as may be available, listen to selected recordings, and read such poems, plays, stories or other literature deemed appropriate. To write a review or analysis of (a) a work of art, (b) an aesthetic experience, and (c) a philosophical or theoretical work. To perform satisfactorily on midterms and final examinations.

Student Evaluation

Students will be evaluated on the basis of their performance in four areas. (a) Take home quizzes. (b) Written reviews or assigned papers. (c) Midterm essay exam. (d) Final essay exam.
TH-100  Theatre Appreciation

TH-100 looks at how theatre affects our lives. Specifically, it covers the different forms of theatre, from the obvious (television drama, film drama, and live theatre) to the less obvious (role playing and other theatre activity in everyday life). Generally, discussion centers around live theatre and theatre in everyday life (since the roots of all dramatic forms lie here) and carries over into other areas. The course follows a structural approach, stressing how dramatic experiences are put together.

TH-100 contains three major blocks of material. A section on theatre spaces looks at various locations where theatre activity happens, formal and improvised. A section on playwrights and dramatic structure studies types of scripts and the way they are put together. A section on acting and directing investigates the core of all theatre activity, the actor-audience relationship.

The course utilizes a combination of class discussion of assigned reading and oral and written exercises based on that reading. Required observation of theatre in daily life, live plays, film, and videoplays also provides much of the basis for discussion of theatre skills and principles. An independent study component offers the opportunity to apply acquired knowledge; such projects might include playwriting, acting, technical duties and projects, public relations for theatre, as well as more traditional academic projects. Projects are determined in conference with the instructor.
LI-220  Fiction and the Human Experience

This course examines the function of the basic elements of fiction and emphasizes the fictional treatment of universal themes such as the individual and society, initiation and maturation, love and conflict, and alienation and the search for faith, in approximately 40 short stories and two novellas. For each thematic unit, students are assigned several readings and some research into pertinent criticism. Class work involves a combination of lecture-discussion, small group discussions, reports, in and out-of-class writing, and two or more examinations requiring both objective and interpretive responses. Students are further expected to complete a project in which they might analyze representative works of a given writer or trace a theme in the works of two or more writers.

The objectives of this course are to enable the student to read, interpret, talk and write about fiction competently and confidently.
LI-221  Poetry and the Human Experience

Course Content

Study of poetic elements (for example, imagery, allusion, and use of sound) and poems selected from various time periods (ancient to contemporary) and cultures (Western, Middle Eastern, Oriental, for example). Additional materials related to the ideas in individual poems and to the nine objectives of the University Studies program will be provided.

Nature of Course

The object is to help students become more thoughtful readers of poetry. This means developing an understanding of the way poems are put together and making qualitative judgments about them, but it also means relating the ideas in the poems to oneself and one's world (the nine objectives). The class includes a variety of activities. There will be some lectures and class discussions, but most of the work will be done in small groups. The atmosphere will be that of an informal workshop. Students will be expected to be active and regular participants in the class's work. In addition to reading and listening to poetry, students will analyze poems for technique and ideas. The ideas in the poems will be dealt with in assignments involving the nine objectives. The semester project is to compile a personal annotated sampling of contemporary English-language poets. Students will be expected to do some reading aloud (in small groups and in class). There will be some exercises of a more or less creative nature, but students will not be required to write poems.

Basis for Student Evaluation

Satisfactory performance on three examinations plus the final, on written and oral exercises and reports, on the term project, and on preparation for and performance in class. Tests will consist of objective, short answer, and essay problems.
LI-222 Mythic Dimensions of Literature

Course Content

We will begin with a study of the major gods and heroes of Classical mythology. Then, using this initial study as a foundation, we will consider mythologies from a variety of cultures (students will be involved in choosing which ones) and a number of works of literature with mythic elements and themes. We will seek to see in myths and mythic motifs the shared concerns of human beings throughout the ages and to understand the interrelated mythic elements in such diverse fields of study as history, archaeology, religion, philosophy, art, and literature.

Nature of Course and Expectations of Students

We will have regular reading assignments in the textbooks. Students will need to do some supplemental reading, often in areas of their own choosing, to contribute to class discussions of the mythologies of various cultures and to prepare two research assignments, one of which will be presented orally. Students, in consultation with the instructor, will choose research topics pertinent to their own interests (e.g., a pre-med student might investigate the demi-god physician Asclepius, a sports fan the mythological origins of the Olympics). These research assignments, occasional brief "though questions," and essay questions on three major exams will call on students to write coherently and comprehensively. Students will be encouraged to participate in class and group discussions, which will make up much of our class time. The instructor will sometimes lecture on topics about which he/she is knowledgeable, but students will be encouraged to interact with questions and appropriate comments. A variety of short assignments will complement lectures, discussions, exams, and research assignments. The semester grade will be determined as follows:

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<tr>
<td>Major exams</td>
<td>50%</td>
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<tr>
<td>Research assignments</td>
<td>30%</td>
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<tr>
<td>Participation, shorter assignments</td>
<td>20%</td>
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The Variety of Literature

Stories and poetry--some of the most exciting that people have enjoyed for many years--are the main subjects for reading and class discussion. All varieties--from the lyrics of popular songs by John Lennon to the "symphonies" of Shakespeare, from short stories about life in Ireland or Russia to maybe a Hemingway war novel--are included.

There will be many short poems and stories that can be read in a few minutes and three or four longer works which will take several class meetings to cover. There will be about eight short quizzes, some of the essay-type, and a final examination. Some out-of-class readings will be suggested too, the library materials available.
PL-110  Readings in Philosophy

Course Description

Students are introduced to selected issues in philosophy through a study of original philosophical and literary works. In addition to acquainting themselves with the main issues and methodologies of philosophy and learning to appreciate the meaning and significance of the readings to be studied, students are encouraged to develop skills in critical thinking and to learn the art of reflective reading and writing.

Nature of the Course

There is a significant emphasis on reading, writing, and discussion. Reading assignments are usually original works which should be thought of as the subjects of investigation rather than as textbooks from which information can be easily retrieved. Writing assignments are regularly made and often require one to write about the readings under discussion. Philosophy is a conversational mode of inquiry and active participation in class discussion is expected. All exams are essay. Expect also to write a short paper, as well as to do some elementary research in the library.
RS-202  Old Testament Literature

Catalog Description

An historical and critical study of the literature of the Old Testament, using tools of modern biblical scholarship and literary criticism.

Course Content

Old Testament Literature is a study of the books of the Old Testament viewed as works of literature. The course includes an overview of the Old Testament and its books, questions of authorship, the nature of inspiration, the basis of scholarship as applied to ancient manuscripts, and a survey of various translations. Each book to be studied is placed in its historical and geographical context. Specific topics covered in the course include: The literature of the Torah (the primeval period, creation myths, ancestral saga, the literature of liberation law and ritual); the literature of historical narrative; the literature of praise, worship, and spiritual inquiry; kinds of Hebrew poetry; the drama of Job; the Psalms, the Proverbs, and the wisdom literature; and finally the literature of prophecy.

Nature of Course

The purposes of the course are to provide students with the tools of analysis and background knowledge necessary for understanding the Old Testament as a collection of literary texts; to introduce students to the methods of interpretation, including types of literary criticism, and how to apply them to the books of the Old Testament; to discover the formal and stylistic features of the books of the Old Testament and relate them to content; to assist students in developing skills for analytic reading and research.

Student Expectations

Students are expected to attend class regularly, to do the daily textbook reading assignments, take notes, and participate in class discussions. Students are expected to complete all written and oral assignments. They will be expected to do regular in-class writing such as short summaries of the day's lesson, analysis of form and style of a selected reading, or presentation of a solution to a critical problem of interpretation.

Basis of Evaluation

Grades will be based on four announced tests and a final examination. Test questions will be taken from the assigned readings and class lectures. Tests will include both essay and multiple choice questions. Each test will include at least one essay question.
FR-100  French Language and Culture I

Catalog Description and Credit Hours of Course

Acquisition of an appreciation of the culture of French-speaking peoples and study of speaking, understanding, reading, and writing French. (3 credit hours)

Prerequisites

None

Course Description

This course combines an introduction to the study of the French language with a study of some major aspects of French culture.

Students learn to pronounce French words and to use basic vocabulary and structures. Structures include present tense of regular and common irregular verbs, negative and interrogative structures, articles, and prepositions. Students will learn basic French vocabulary needed to function in a French speaking environment.

Emphasis is on use of French in oral communication situations, e.g. asking questions, describing daily activities, food, weather, numbers, time expressions, etc.

Students will compare structures in French and English, such as subject-verb agreements, word order, notions of gender, formal and informal address, etc. They will be called upon to use critical thinking and analytical skills.

Cultural content is an important part of the course. Students will learn basic geography and become familiar with features of daily life: food, shopping, university life, cultural life, etc. They will engage in guided out-of-class activities, including library projects and supplementary reading in English. Cultural awareness and interrelationships are discussed.

Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

The course includes frequent quizzes and exams over French vocabulary and structures. Students will be expected to write brief reports in English on cultural topics.
FR-120 French Language and Culture II

Catalog Description and Credit Hours of Course

Continued study of the culture of French-speaking peoples through the practice of speaking, understanding, reading, and writing French. (3 credit hours)

Prerequisites

FR-100 or equivalent

Course Description

This course continues the study of French language and culture. Emphasis is placed on developing increased proficiency in speaking, understanding, reading, and writing French.

The course consists of regular written and oral assignments from the textbook. Supplementary source materials are available in the library and in the language laboratory. The course includes frequent quizzes and exams over French vocabulary, structures and culture.

Students learn the structures of the language, as well as the cultural context of the language, through practice of oral communication situations. Structures introduced at this level include narration in the past and future, the use of descriptive adjectives and adverbs, and the use of prepositions. Students will be expected to master the use of these and other structures. In addition, students will compare structures of English and French in order to understand the functioning of language.

The cultural content of the course will be integrated with the oral communication abilities developed. Students will master certain cultural skills and knowledge through the appropriate use of the language in context. They will participate in individual and group projects both in and outside of class, using materials in the textbook and resources available on campus.

Class activities involve oral assignments, pronunciation practice, slides, films and reports on cultural figures. Students will be expected to write brief reports on cultural topics. Grades will be based on a composite of students' written and oral performance. Cultural knowledge and understanding will also be part of the final grade.
Perspectives on Individual Expression

FR-200 French Language and Culture III

Catalog Description and Credit Hours of Course

An expansion of students' knowledge of modern spoken French and of modern French culture. Exercises in grammar, conversation and reading build on previously acquired language skills in order to develop reasonable proficiency in the language and to study the language as an expression of a culture. (3 credit hours)

Prerequisites

FR-120 or equivalent.

Course Description

This course builds on students' previous knowledge of French to develop proficiency in speaking, understanding and reading. Major aspects of French culture and contemporary French life are included in the material presented.

The course consists of regular assignments from the textbook for recitation in class, as well as written homework and oral presentations in French. Also included are reading from outside sources and listening comprehension exercises in the language laboratory. Oral and written quizzes and exams are given in class.

The class emphasizes an active approach to learning and student involvement in class is essential. Students will prepare material for class and individual or group culture projects will be assigned. Students should expect to practice speaking, reading, writing and understanding the French language and French culture.

The facilities of the language laboratory and of the library will be used to supplement the in-class practice. Suggested activities include listening comprehension programs, study of specific cultural institutions and study of audio and visual aids. Students will also be asked to compare French language and culture with their own native culture.

There are frequent quizzes in class, as well as written and oral assignments and projects. Grades will be based on a composite of students' written and oral performance. Students will be expected to demonstrate cultural knowledge and understanding as part of the course grade.
GN-100  German Language and Culture I

Catalog Description and Credit Hours of Course

Acquisition of an appreciation of the culture of German-speaking peoples and study of speaking, understanding, reading, and writing German. (3 credit hours)

Prerequisites

None

Course Description

This course combines an introduction to the study of the German language with a study of some major aspects of Germanic culture.

Students learn to pronounce German words and to use basic vocabulary and structures. Structures include present tense of regular and common irregular verbs, negative and interrogative structures, articles, and prepositions. Students will learn basic German vocabulary needed to function in a German speaking environment.

Emphasis is on use of German in oral communication situations, e.g. asking questions, describing daily activities, food, weather, numbers, time expressions, etc.

Students will compare structures in German and English, such as subject-verb agreements, word order, notions of gender, formal and informal address, etc. They will be called upon to use critical thinking and analytical skills.

Cultural content is an important part of the course. Students will learn basic geography and become familiar with features of daily life: food, shopping, university life, cultural life, etc. They will engage in guided out-of-class activities, including library projects and supplementary reading in English. Cultural awareness and interrelationships are discussed.

Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

The course includes frequent quizzes and exams over German vocabulary and structures. Students will be expected to write brief reports in English on cultural topics.
GN-120 German Language and Culture II

Catalog Description and Credit Hours of Course

Continued study of the culture of German-speaking peoples through the practice of speaking, understanding, reading, and writing German. (3 credit hours)

Prerequisites

GN-100 or equivalent

Course Description

This course continues the study of German language and culture. Emphasis is placed on developing increased proficiency in speaking, understanding, reading, and writing German.

The course consists of regular written and oral assignments from the textbook. Supplementary source materials are available in the library and in the language laboratory. The course includes frequent quizzes and exams over German vocabulary, structures and culture.

Students learn the structures of the language, as well as the cultural context of the language, through practice of oral communication situations. Structures introduced at this level include narration in the past and future, the use of descriptive adjectives and adverbs, and the use of prepositions. Students will be expected to master the use of these and other structures. In addition, students will compare structures of English and German in order to understand the functioning of language.

The cultural content of the course will be integrated with the oral communication abilities developed. Students will master certain cultural skills and knowledge through the appropriate use of the language in context. They will participate in individual and group projects both in and outside of class, using materials in the textbook and resources available on campus.

Class activities involve oral assignments, pronunciation practice, slides, films and reports on cultural figures. Students will be expected to write brief reports on cultural topics. Grades will be based on a composite of students' written and oral performance. Cultural knowledge and understanding will also be part of the final grade.
GN-200  German Language and Culture III

Catalog Description and Credit Hours of Course

An expansion of students' knowledge of modern spoken German and of modern German culture. Exercises in grammar, conversation and reading build on previously acquired language skills in order to develop reasonable proficiency in the language and to study the language as an expression of a culture. (3 credit hours)

Prerequisites

GN-120 or equivalent.

Course Description

This course builds on students' previous knowledge of German to develop proficiency in speaking, understanding and reading. Major aspects of German culture and contemporary German life are included in the material presented.

The course consists of regular assignments from the textbook for recitation in class, as well as written homework and oral presentations in German. Also included are reading from outside sources and listening comprehension exercises in the language laboratory. Oral and written quizzes and exams are given in class.

The class emphasizes an active approach to learning and student involvement in class is essential. Students will prepare material for class and individual or group culture projects will be assigned. Students should expect to practice speaking, reading, writing and understanding the German language and German culture.

The facilities of the language laboratory and of the library will be used to supplement the in-class practice. Suggested activities include listening comprehension programs, study of specific cultural institutions and study of audio and visual aids. Students will also be asked to compare German language and culture with their own native culture.

There are frequent quizzes in class, as well as written and oral assignments and projects. Grades will be based on a composite of students' written and oral performance. Students will be expected to demonstrate cultural knowledge and understanding as part of the course grade.
SC-105 Fundamentals of Oral Communication

Course Content
Because there are few professions for which effective communication skill is not important, this course is potentially valuable to any student, regardless of major.

The course is designed to acquaint students with the basic principles of effective oral communication and, more importantly, to give students first-hand experience in sharpening their communication abilities. The goal of the course is to teach students to make intelligent rhetorical choices.

Course content includes the types and functions of public speaking, classical rhetorical theory, delivery and nonverbal communication, style, organization, use of evidence and reasoning, strategies of persuasion, informative speaking, visual aids, the role of speaker credibility, and motive appeals.

Nature of Course
1. Emphasis on reading: the primary source of reading assignments is the textbook, but students are also expected to do outside reading in connection with a semester project (see below) and in researching their classroom presentations.
2. Group projects: at least one presentation (the debate speech) is done with a partner. Occasionally other team or group projects are assigned.
3. Emphasis on writing: students are required to submit complete outlines of the speeches they present. In addition, a five page analysis of a significant speech from American or world history is required.
4. Out-of-class projects: students are expected to prepare their presentations and papers outside of class. Classroom time is devoted to treatment of communication principles and to presentation and discussion of students speeches.
5. Teaching format: a variety of teaching formats, including lecture, in-class exercises, and group discussion are utilized. The primary teaching format involves student presentations.
6. Other: the department believes that effective communication skills are crucial in today's modern society and that they can be learned by anyone, regardless of previous experience or natural ability. By the same token, the department does not believe that skill in communication is merely a knack or a talent. Rather, its development must be based on sound theory and principles. While instructors strive to create a non-threatening classroom atmosphere, hard work and concerted study are required to develop effective communication abilities. The department rates the course as "moderately difficult."

Student expectations
1. Classroom presentations: typically, over the course of the semester students are required to present 3-4 speeches including:
   a. speech of introduction. 2-3 minutes
   b. expository speech (to inform on a significant subject within the University Studies categories of either Natural Systems or Human Institutions). 5-8 minutes
   c. argumentative (debate) speech (done with a partner on a question of value). 5-8 minutes
   d. persuasive speech (advocating a policy or solution to a problem). 7-10 minutes
2. Examinations: typically, two exams, a mid-term and a final, usually of the objective type, are given.
3. Papers: a five page analysis of a significant speech from American or world history is required.

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SN-100    Spanish Language and Culture I

Catalog Description and Credit Hours of Course

Acquisition of an appreciation of the culture of Spanish-speaking peoples and study of speaking, understanding, reading, and writing Spanish. (3 credit hours)

Prerequisites

None

Course Description

This course combines an introduction to the study of the Spanish language with a study of some major aspects of Hispanic culture.

Students learn to pronounce Spanish words and to use basic vocabulary and structures. Structures include present tense of regular and common irregular verbs, negative and interrogative structures, articles, and prepositions. Students will learn basic Spanish vocabulary needed to function in a Spanish speaking environment.

Emphasis is on use of Spanish in oral communication situations, e.g. asking questions, describing daily activities, food, weather, numbers, time expressions, etc.

Students will compare structures in Spanish and English, such as subject-verb agreements, word order, notions of gender, formal and informal address, etc. They will be called upon to use critical thinking and analytical skills.

Cultural content is an important part of the course. Students will learn basic geography and become familiar with features of daily life: food, shopping, university life, cultural life, etc. They will engage in guided out-of-class activities, including library projects and supplementary reading in English. Cultural awareness and interrelationships are discussed.

Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

The course includes frequent quizzes and exams over Spanish vocabulary and structures. Students will be expected to write brief reports in English on cultural topics.
SN-120 Spanish Language and Culture II

Catalog Description and Credit Hours of Course

Continued study of the culture of Spanish-speaking peoples through the practice of speaking, understanding, reading, and writing Spanish. (3 credit hours)

Prerequisites

SN-100 or equivalent

Course Description

This course continues the study of Spanish language and culture. Emphasis is placed on developing increased proficiency in speaking, understanding, reading, and writing Spanish.

The course consists of regular written and oral assignments from the textbook. Supplementary source materials are available in the library and in the language laboratory. The course includes frequent quizzes and exams over Spanish vocabulary, structures and culture.

Students learn the structures of the language, as well as the cultural context of the language, through practice of oral communication situations. Structures introduced at this level include narration in the past and future, the use of descriptive adjectives and adverbs, and the use of prepositions. Students will be expected to master the use of these and other structures. In addition, students will compare structures of English and Spanish in order to understand the functioning of language.

The cultural content of the course will be integrated with the oral communication abilities developed. Students will master certain cultural skills and knowledge through the appropriate use of the language in context. They will participate in individual and group projects both in and outside of class, using materials in the textbook and resources available on campus.

Class activities involve oral assignments, pronunciation practice, slides, films and reports on cultural figures. Students will be expected to write brief reports on cultural topics. Grades will be based on a composite of students' written and oral performance. Cultural knowledge and understanding will also be part of the final grade.
SN-200  Spanish Language and Culture III

Catalog Description and Credit Hours of Course

An expansion of students' knowledge of modern spoken Spanish and of modern Spanish culture. Exercises in grammar, conversation and reading build on previously acquired language skills in order to develop reasonable proficiency in the language and to study the language as an expression of a culture. (3 credit hours)

Prerequisites

SN-120 or equivalent.

Course Description

This course builds on students' previous knowledge of Spanish to develop proficiency in speaking, understanding and reading. Major aspects of Spanish culture and contemporary Spanish life are included in the material presented.

The course consists of regular assignments from the textbook for recitation in class, as well as written homework and oral presentations in Spanish. Also included are reading from outside sources and listening comprehension exercises in the language laboratory. Oral and written quizzes and exams are given in class.

The class emphasizes an active approach to learning and student involvement in class is essential. Students will prepare material for class and individual or group culture projects will be assigned. Students should expect to practice speaking, reading, writing and understanding the Spanish language and Spanish culture.

The facilities of the language laboratory and of the library will be used to supplement the in-class practice. Suggested activities include listening comprehension programs, study of specific cultural institutions and study of audio and visual aids. Students will also be asked to compare Spanish language and culture with their own native culture.

There are frequent quizzes in class, as well as written and oral assignments and projects. Grades will be based on a composite of students' written and oral performance. Students will be expected to demonstrate cultural knowledge and understanding as part of the course grade.
EN-140  Rhetoric and Critical Thinking

Course Content

In addition to instruction in and practice of the elements of composition, selected essays will be read and analyzed as a basis for the development of the student's own writing skills and as the springboard to discussions and assignments addressing the nine objectives of the University Studies program.

Nature of Course

Primarily a workshop class, this course will involve writing and reading essays. Students will be expected to share their work in pairs and small groups and to edit classmates' papers and to participate actively and regularly in the class's work. A major component is techniques of research; a research paper is required. As appropriate, the writing assignments will call on students to relate the materials in the assigned essays to themselves and their world (the nine objectives). For example, a rhetorical study of Martin Luther King Jr.'s "I Have a Dream" speech would require students to develop some awareness of the historical and social context of the speech, to compare that situation with the current scene, and to draw conclusions involving, for example, values systems and appropriate or possible courses of action.

Basis for Student Evaluation

Satisfactory performance in in-class workshops and on exercises and informal writings, on a minimum of eight essays (plus revisions), at least one research paper, and the final examination (WP-002).
Perspectives on Natural Systems

PL-204 Ethical Theory

Catalog Description
A normative study of human behavior including an examination of ethical theories and theories of moral development. (3) No prerequisites.

Course Content
Normative ethics is the study of how human beings ought to behave (as opposed, for instance, to the study of how they do, in fact, behave). This course focuses on five distinct normative ethical theories. The content of each theory will be examined and then evaluated in light of (a) the other theories, (b) case studies involving application of the theory, and (c) psychological theories of moral development. Finally the relation between a normative ethical theory and theories of moral development is examined. Some of the topics to be covered include:

I. The Nature and Evaluation of Ethical Systems
   A. Normative versus descriptive ethics
   B. Norms and normative systems
   C. Some uses of ethical theories

II. Aspects of and Types of Ethical Systems
   A. Axiology--a theory of value
   B. Deontology--a theory of duty

III. Five Types of Normative Ethical Theory
   A. Ethical Naturalism
   B. Religious Ethics
   C. Utilitarian Ethics
   D. Ethics of Pure Reason
   E. Contractual Ethics

IV. Normative Ethics and Moral Development
   A. Cognitive psychology and moral development
   B. Ethical theory and moral development theory

Nature of the course
This course is geared toward developing (a) an understanding of the content of various normative ethical theories and (b) the ability to apply those theories to problematic situations. Students will be expected to do a good deal of reading out of class and the class sessions will be of the lecture-discussion sort. In class students will be encouraged to explain the readings and to apply the readings to case situations. Students should devote between 5 and 6 hours of work per week to this course.

Student Expectations
A. Attend class regularly (be prepared to be called on in class)
B. Maintain an Ethics notebook
C. Complete several homework assignments (10% of the final grade)
D. Complete two short papers (20% and 25% of the final grade)
E. Complete a mid-term examination (20% of the final grade)
F. Complete a final examination (25% of the final grade)
PY-101 Psychological Perspectives on Human Behavior

Course Content

The course covers the basic concepts and principles of psychology as applied to a wide variety of human behaviors. The student will become acquainted in a systematic and comprehensive manner with theory and research findings pertaining to major areas of psychology. These areas include theories of personality; learning and memory; social behavior and interpersonal attraction; developmental processes over the life span; motivation and emotion; coping, abnormal behavior and therapy; sensation and perception; and ethical issues in research. Through the study of these various aspects of human behavior and experience, the student will acquire a fuller understanding of his/her own behavior.

Nature of the Course

The course is designed to promote critical thinking and communication about our own behavior and the behavior of others through lectures, reading of the text, class discussions, and group projects. By participating in these activities, students can increase their knowledge of human behavior and place their own experiences in better perspective.

Student Expectations

Students are expected to perform satisfactorily on examinations and assignments and to participate in class discussions and projects. Examinations include both objective and written items.
PY-220 Psychological Development Across the Life Span

Course Content

This course is intended to provide a survey of physical, intellectual, social and emotional development across the life span. Particular emphasis will be placed upon examining the interrelationships which exist among these areas of human development in light of present and past socio-cultural influences.

Nature of Course

1) Emphasis on Reading. Students will be asked to read the assigned sections of the text and to locate and to read relevant professional articles which relate to the subject matter.

2) Group Projects. On some occasions students may be asked to form small groups (2-3 persons) in order to lead group discussion concerning some topic in the course. This exercise may not occur each semester.

3) Emphasizes on Writing. Students will be asked to provide written responses to some test questions (essays), to summarize and interpret the articles they have read in relation to their own experiences, and to write some form of a term paper consisting of an integration of their views and observations in light of materials they have read.

4) Out-of-Class Projects. In general there will not be any out-of-class projects, excluding the term paper and article summaries.

5) Teaching Format. A variety of formats will be used, including informal and formal discussion and traditional lecture.

Student Expectations

Students are expected to demonstrate their knowledge of and ability to apply information they have learned on formal tests in discussions, and in their writing assignments. With respect to tests students will experience both objective and subjective type items. Students will be asked to demonstrate preparation for formal discussions and a willingness to participate in both formal and informal discussions. On writing assignments students will be expected to read and interpret selected aspects of professional articles and to apply that information to their own experiences.
BS-105  Environmental Biology

Environmental biology is a course designed to introduce students to some basic biological principles in the context of pertinent environmental issues. The biological principles addressed are those primarily dealing with ecology: climates, biomes, interactions of organisms and environment, energy flow, population growth, and so on. Specific environmental issues covered may vary from section to section but typically will include human population growth, energy use, natural resource use, and environmental contamination. In addition, the course will introduce students to the process of science, the concept of scientific authority and the role of scientists in environmental policy making.

The course will be taught using a mixture of teaching strategies; less than 25% will be traditional lecture. Discussion, debate and written position papers will be the primary classroom activities. Because of this, there will be considerable emphasis on out-of-class preparation including assigned reading, paper writing and group activities. Several field/laboratory experiences will be conducted on an outside-of-class basis.

Students in the course will be expected to attend all in-class and outside-of-class activities. A high level of participation in small group discussions and classroom activities is expected.

Student performance will be assessed as follows:

- Class participation 5%
- Written arguments as class preparation and written reviews of class discussions 20%
- Short reports, assignments, position papers 35%
- Exams 40%

Exams will typically consist of short answer and essay questions. Analytical and synthetic skills will be required as well as knowledge of the primary factual material of the course.
BS-107  Investigations in Biology

How do we know what we know? Can we be certain? How do we test our ideas and opinions? Is their truth, is everything just what you think, or can we understand the Universe in which we live? Are we all really scientists?

Using Biology as the theme, this course will explore the process of science. In it, students will gain experience at the basic components of scientific exploration, building finally to experiments in which they develop their own hypotheses, devise and conduct experiments, and evaluate the data. Throughout the process, students will explore and compare parallel techniques for developing and evaluating values and opinions.

The biological content will include simple food chemistry and diet, energy processing, blood pressure and heart rate, and some concepts from among genetics, population ecology and plant processes of photosynthesis, respiration, transpiration, seed germination.

The course format will be two x two-hour class periods per week, on average divided between one discussion period and one laboratory period. A Laboratory Manual work-book will be purchased from Books 'N' Things. Grading will be based on preparations and assignments from the Laboratory Manual, reading summaries and analyses, quizzes, laboratory research proposals and reports and two major examinations. Throughout the course students will undertake and improve their skills through writing and critical thinking exercises. The small class format and group laboratory exercises provide extensive opportunity for active student cooperation.
BS-108 Biology for Living

Course Description

This course is designed to present to the student some of the basic concepts, processes, and problems associated with living organisms. The intent is to develop within the student a sensitivity to the issues involved as well as the intellectual skills necessary for an understanding of these issues.

Course Content

The course will be divided into five topic areas, each requiring three weeks or the equivalent of nine contact hours. General topics will be: The characteristics of life; Energy demand and utilization within living systems; Reproductive processes; Heredity and change; and a final topic to be selected by the class.

Each topic area will have a limited number of relevant, selected, outside readings in addition to the text material. In addition, there will be out-of-class assignments such as periodic laboratory demonstrations and limited, individual investigations with written reports and class discussion of the results.

Teaching Format

In-class periods will be devoted to introductory, orientation lectures by the instructor. These will be followed by lecture/discussions guided by the instructor and involving the class as a whole during the remaining time designated for that topic.

Student Expectations

A) Attendance at all class meetings.
B) Maintenance of an individual journal of events.
C) Individual participation in all discussions and out-of-class activities including written reports, and
D) Satisfactory performance on three 1-hour exams and a final.

Exams

Exams will be of an objective nature (multiple choice, matching, etc.) and an essay component of equal weight to the objective section.
FN-235 Nutrition and Mankind

This course is designed to provide a fundamental knowledge of the science of nutrition and to equip the student with the necessary tools for making informed food choices in the face of an ever-changing food supply.

A study of the nutrient groups, which are carbohydrates, lipids, protein, water, minerals and vitamins, and their nutritional roles in providing for energy, growth, and regulatory processes of the human body is the major focus of the course. This study also leads to the appreciation for the methods of scientific reasoning in understanding a living system.

In class and out of class activities offer students the opportunity to develop critical reasoning skills, to effectively communicate nutrition knowledge through writing and oral discussion, and to gain an appreciation for the past and current research activities in the scientific field.

Student Expectations

A weekly quiz will provide the opportunity for students to communicate in writing their knowledge and understanding of the material covered in discussions/lecture sessions. The four unit tests, including the final exam will be objective in nature.

Computer technology will be used by each student to provide a dietary analysis of their food intake.

The reading and written summary assignment, due near the end of the semester, requires reading from current materials, including professional journals on a chosen stage in the life cycle.
CS-105  Computing

This course serves as an introduction to computing technology and to societal issues involving computers in the context of the University Studies program. No previous knowledge about computers is assumed. This course is appropriate for students who plan to take only one computer class. It is also appropriate for most students who plan to major in Computer Science or to minor in Computer Science or in Information Systems. This course does not carry credit toward the major or minor requirements.

Lecture hours in this course are divided about evenly among three major parts. The first part is about computers and their past, present and future roles in our lives. The second part includes a survival guide to productivity tools, mainly a word processor and spreadsheet. Most students will need such tools in many other courses. The third major part is computer programming. The goal of this part of the course is not to produce computer programmers, but rather for the students to develop a deep appreciation of computer programming as a complex human activity. In order to achieve this students must read and write programs. These parts of the course are interleaved.

The course is scheduled for four hours per week, two hours lecture and two hours lab. Part of the lab time may be used for lectures.

Outside reading and class papers are required. Students will do some work in groups and will be required to complete lab assignments on their own time.
EC-250  Logical Decision-Making

Course Content

The course will emphasize techniques and methods which are necessary to make rational decisions. Students will learn to approach decisions in systematic fashion and to apply well-established principles of decision-making as are found in a variety of disciplines.

Nature of Course

The course will require students to do two out-of-class projects. The projects will require library research and a well-written and organized report. The major portion of the writing for the course will be done in these two reports.

It is anticipated that homework assignments will be given at least once a week. These assignments will consist primarily of decision-making problems requiring applications of principles presented in the course. About 8-10% of the student's grade will be determined by performance on the homework assignments.

The reading content of the course will not be extensive, but it will be intensive. Students can anticipate that it may be necessary to read assigned material several times for complete comprehension. Reflection and application of reading material will be integral parts of the course.

Student Expectations

Students can expect 3 hourly exams during the semester as well as a comprehensive final exam. The exams will be a mixture of problems, objective questions and essay questions. About 3/4 of the student's grade will be determined by performance on the exams. In addition, a small part of the student's grade will depend upon class participation in discussions.
MA-134  College Algebra

The primary purposes of College Algebra are to develop problem-solving capabilities that follow logical patterns and to provide the essential algebraic background for work in other fields or courses. The main mathematical topics in this course are functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, sequences, series, and the binomial theorem. Applications to life and culture, as well as the historical development of these topics, will receive emphasis where appropriate.

College Algebra is taught in a lecture type setting. However there is much interaction between students and the teacher through examples and problems, worked and presented in class. The teacher will present situations to the students that will require reasoning intended to produce better problem-solving skills. Problem sets in the textbook will constitute the main source of assignments to be completed outside of class, but occasionally the students may be required to complete reading assignments from sources other than the textbook and to write on topics of a mathematical nature related to the history or solution of a particular problem.

Students will be expected to participate in class discussions, to work problems both in and out of class, to take quizzes and tests, and to do assignments. Scheduled tests will constitute the major part of the students' grades.
PL-120  Symbolic Logic

Catalog Description

A formal study of argument and inference, emphasizing the application of symbolic techniques to ordinary language. (3) No prerequisites.

Course Content

Logic is the science of argument and inference. Logic allows one to distinguish good inferences (those that reasonable people ought to accept) from bad inferences (those that reasonable people ought to reject). This course focuses on one important subset of inferences, deductive inferences. The course introduces the concept of deductive validity and then develops techniques for determining whether a particular argument is valid. A good deal of time is spent developing a formal machinery for argument analysis. Techniques for translating ordinary language arguments into the formal machinery are developed at length.

Some of the topics to be covered include:

I. Language, Logic and Argument
   A. Recognizing arguments
   B. Analyzing arguments

II. Deductive Validity
   A. Propositional logic
   B. Syllogistic logic
   C. Predicate (relational) logic

III. Inductive Reasoning
   A. Probabilistic reasoning
   B. Analogical reasoning

IV. Deontic Reasoning
   A. History of moral reasoning
   B. Moral reasoning formalized
   C. Legal Reasoning

Nature of the course

This course is geared toward the development of formal techniques and methods for the application of those techniques to ordinary language. Heavy emphasis is placed on skill development and on understanding central logical concepts. Accordingly, class sessions are a mix of lecture-discussions and Socratic examination of students. Exercises are frequently completed in class, with students being called upon both for answers and for explanations of their answers. Students should be prepared to devote 5 (five) hours per week of study time to this course.

Student Expectations

A. Regular class attendance (be prepared to be called on in class)
B. Maintain a Logic notebook
C. Complete routine homework assignments (25% of class grade)
D. Three hourly examinations (objective, problem-solving, short essay) (50% of class grade to be determined on basis of exam performance)
E. Comprehensive final examination (25% of class grade)
Perspectives on Natural Systems

CH-180 Chemistry in Our World

Course Content

The principles governing the systematic behavior of matter, with applications to life and living. One may not receive credit for both CH-180 and CH-181. Two lectures and three hours of laboratory. (3)

"Chemistry in Our World" begins with a look at the way that the Scientific Method is used to increase our understanding of the physical world. We then investigate how physical and chemical properties are used to classify and identify substances.

After we see how substances are similar and different, we begin to examine some of the ways by which chemists have explained these similarities and differences. We begin at the level of the atom, move on to the molecular level, and finally relate the molecular level to the level of our everyday experience.

On the atomic level, we investigate how we came to recognize atoms as "building blocks" from which substances are made. We see how protons, neutrons, and electrons determine the properties of an atom, and we briefly survey radioactivity and nuclear processes.

On the molecular level, we see how atoms form ionic and covalent bonds, and we relate chemical bonding to the structure and properties of molecules. The octet rule lets us predict what kinds of compounds may be formed from the various elements. We then turn our attention to chemical reactions and ways to use the Law of Conservation of Matter to understand how chemical reactions occur.

Finally, we use our understanding of atoms and molecules to explain the structure and behavior of larger samples of matter - solids, liquids, and gases of a size large enough to weigh and observe.

Teaching Format

"Chemistry in Our World" is a course that emphasizes problem solving skills. Consequently, the teaching format stresses discussion of problem-solving strategies. We keep lecturing at a minimum, and we seldom require students to memorize chemical facts.

Student Expectations

Developmental Algebra or its equivalent is required of each student; high school chemistry is recommended. Students are also expected to attend class and laboratory, and to read approximately 150 pages of assigned readings in the textbook. There will be four hour exams and a final; exams make use of problem-solving and descriptive skills, with little emphasis on simple recall.
ES-150 Earth Science: Environmental Hazards

Course Content

This course emphasizes serious environmental hazards such as severe storms, earthquakes, volcanic eruptions, floods, and water-supply contamination. The necessary background to understand these hazards is obtained through fundamental study of atmospheric processes (weather), earth's internal dynamics, stream systems, and groundwater systems.

Nature of Course

1) Readings: In addition to regular reading assignments in the textbook, there are numerous handouts provided in class. Laboratory exercises include a written text which must be studied. Some articles on reserve in the library are required reading. Optional reading lists are also given, and students may submit brief reports on these or other earth science literature from their own library research if they choose.

2) Group Projects: Many of the lab projects will be done by working teams. Simulations involving role-playing will require group interaction. Students may participate in a debate.

3) Writing: A notebook of laboratory activities must be kept. Four formal written laboratory project reports are also required.

4) Out-of-Class Projects: All homework, including reading assignments are out-of-class work. The role-playing and debates will require out-of-class preparation. Some laboratory projects will require data collection out-of-class.

5) Teaching Format: A wide variety of formats will be used including lecture, laboratory investigations, field study, role-playing simulations, student discussion, and debate.

Student Expectations

There are four unit exams (400 points) and a comprehensive final exam (200 points). Many laboratories include graded work (200 points). Participation in class is evaluated and will be a factor in final grade assignment for those students within 3% plus or minus of a grade break point. Attendance is expected at all class meetings. Punctual completion of all assignments is required.
GG-140 The Physical Landscape: A Spatial Analysis

Course Content

Students will study such environmental topics as topographic landscapes, weather elements (e.g. temperature and precipitation), climate, vegetation, soils, and animal life. Interrelationships existing among these components of the physical landscape are examined and spatial variations (i.e. differences from place to place) are explained. A knowledge of interactions between the physical landscape and human inhabitants of planet Earth will help students to understand better the environmental landscape in which they live.

Nature of Course

The course includes a weekly two-hour laboratory in which students utilize basic scientific processes to investigate a problem. Some problems involve investigation at the micro scale (e.g. a detailed field study of a small area), and other problems are investigated at the macro scale (e.g. the study of physical phenomena on world maps).

1) Reading expectation - weekly reading assignments in the textbook will be supplemented with occasional handouts and/or other reference materials (including atlases) in the library.

2) Group projects - group projects are an integral part of the course. One example is the valuing dilemma involving poaching of an endangered species (rhino) and the administrative policy of game managers to shoot poachers on sight.

3) Writing activity - precision in measurement and writing are both important skills of scientific investigation and exercises help to develop students' writing abilities.

4) Out-of-class-projects - students will conduct field observations and develop procedures for gathering information by interviewing informants. Library work will include the use of atlases to gain proficiency in using map symbols to acquire information from maps.

5) Teaching format - the role of the instructor is to clarify, to enrich, and to illustrate with examples information presented in the assigned text readings. This is accomplished by lecturing and by class discussion.

Student Expectations

In addition to hours scheduled for lecture and laboratory, students are to allow time for completion of individual and group projects.

Evaluation of student performance is based on total points accumulated. For the course, 725 points are possible. Three examinations, each worth 100 points, are given in addition to a final exam worth 200 points. These exams will be composed primarily of objective-type questions, but contain 20-25 percent short essay-type questions. In addition, there are fifteen weekly lab exercises, each worth 15 points.

Students who earn 90 percent of 725 points receive an "A", 80 percent a "B", 65 percent a "C", and 55 percent a "D".
Perspectives on Natural Systems

PH-106 Physical Concepts

Course Content

Most of the course content is immediately and directly applicable to everyday living. The course begins with concepts of motion applied to humans, cars, rockets, satellites, planets, stars and atoms. The history of motion is traced from Aristotle, a Greek scientist-philosopher. The concept of energy of motion precedes many other forms studied in this course. The properties of matter (solids, liquids, gases) are studied. Physical properties of students such as center-of-gravity, density, and reaction time are measured in the laboratory. An understanding of heat, temperature, efficiency and entropy are important to energy conservation as well as the preservation of nature. The concept of wave motion is fundamental to sound. Music is analyzed and synthesized from sound waves. The human ear is studied with regard to function and safety. Musical instruments are analyzed. The aesthetic value of music, dance and sports are examined. Electrical and magnetic concepts are forms of energy, appearing usually as wave motion, such as light. Light manifests as color and energy. Many devices such as the eye, camera, binoculars, telescope and optical fibers are used in the laboratory portion of the course. There are about ninety classroom demonstrations in the course; some involve the laser and its applications.

Nature of Course

1. Emphasis on reading
   b. Read articles in newspapers and magazines; bring articles for the bulletin board.
   c. Locate and read one journal article in the library.
   d. Reading will be suggested for group and class research projects.

2. Emphasis on writing
   b. Write at least two abstracts for group and classroom research projects.
   c. Evaluate the writing of other students in the group; write laboratory technical reports.
   d. Write a report on the physics periodicals and abstracts in the library.

3. Group projects and out-of-class projects
   a. Groups will measure the velocity of Mississippi River barges upstream and downstream.
   b. Groups will measure human centers-of-gravity, density, and reaction times.
   c. Students will hold a mock scientific meeting after small groups have investigated different aspects of geometric scaling as it relates to proliferation of nuclear weapons, population growth, pollution, and other things. Students will measure exponential growth and decay and physical quantities described by the inverse-square law.

4. Teaching format
   a. Student participation in the instruction will be greatly emphasized. There will be some lecture explanations with student participation, nearly ninety student-assisted demonstrations of concepts, small-group discussions, several home projects, small laboratory groups, research projects in lab and outside, and several minor home projects from the textbook.
   b. A video camera will record student activities for critique and responses via a monitor.

5. Other
   a. Science and general vocabulary words will be examined for concepts and ideas.
   b. Word definitions will consist of both the operational and formal types.
   c. Defined words will be examined for both denotation and connotation.
   d. The scientific method and methods of logic such as induction, deduction and analogy will be heavily emphasized and applied to everyday living.
   e. Words used in a different context are called "metaphors". Throughout the semester, students will be "pressured" to list metaphorical phrases to acquire a more "powerful" vocabulary.
PH-109 Exploring the Universe

Course Content
A major theme of this course is the radical change in our perception of the Universe over the ages, culminating in our present understanding of the Universe and the Earth's place in it. Accordingly, our present state of knowledge of the Cosmos is approached from an historical perspective. The student will learn how the people of ancient times interpreted the motions of the Sun, Moon and planets, and how the contributions of Copernicus, Kepler, Galileo and Newton revolutionized our understanding of the Universe. Since this will be a first science course for many students, a great deal of emphasis will be placed on the methods astronomers use to learn about the Universe. The laws of physics are the astronomer's most important tools, and the student will develop a qualitative understanding of the law of gravity, the nature of light, and the structure of the atom. Armed with these tools, the student will learn about the physical nature of planets, stars, galaxies, and other objects which populate our Universe. Spacecraft exploration of the solar system, the life cycles of stars, the origin and eventual fate of the Universe, and the possibility of extraterrestrial life are just a few of the topics which will be addressed in the course.

Out-of-Class Projects
Students will be given the option of either writing a short paper on a topic of relevance to astronomy, or conducting a semester-long research project. The research activity would entail visual observations and record-keeping over a period of several weeks or months. For example, a student might use one of the physics department's telescopes once a week to observe and record the positions of sunspots, and use this information to determine the Sun's rotation period.

Night Labs
Evening "stargazing" sessions will be held on every available clear night during the semester, at times which will be announced in class. Students will be required to attend two of these stargazing sessions as part of the laboratory component of the course. Consequently, students who commute long distances or have evening job commitments should consider this before enrolling in the course. These night labs will be very informal, and students will have the opportunity to view the Moon, planets, and other objects with binoculars and telescopes.

Basis of Student Evaluation
Course grades will be based upon 2 one-hour exams, a comprehensive final exam, 15 laboratory exercises, one term paper or research project, and several short homework assignments. The exams will emphasize understanding of ideas as much as straight recall, and will include testing to see if the student can apply concepts to different situations. In general, exam questions will be a mixture of multiple choice, short answer, and short essay. At the end of the semester, the student will be given a tentative course grade based upon a predetermined grading scale. For students within 50 points (5%) of a grade cut-off, several subjective criteria will be considered before assigning a final course grade. For example, students who frequently ask (or respond to) questions during class, seek help outside the classroom, bring in newspaper or magazine articles of interest, or otherwise demonstrate a willingness to learn will receive consideration in borderline cases. In addition, a number of astronomy-related films will be available for viewing outside of class, and attendance at these films will result in extra-credit points.
Perspectives on Human Institutions

AH-100 Ancient Egypt

The course Ancient Egypt is a study in depth of the ancient Egyptian civilization, including its history, culture, art, politics, religious beliefs and the ancient Egyptian hieroglyphic language.

Course Content

The course will include an introduction to the study of Egyptology and cover the following major historic periods:

A. Old Kingdom
   1. Three Great Pyramids
   2. The Great Sphinx

B. Middle Kingdom
   1. Temple building
   2. Religious beliefs
   3. Development of Hieroglyphics

C. New Kingdom
   1. Political development of the Pharaohs
   2. Tutankhamun, Akhenaten, and Ramesses II

D. Late periods and decline of Egypt
   1. Greek influence
   2. Roman Influence

Nature of the Course

The study of ancient Egypt is one of the most fascinating studies of any of the world’s great cultures. There will be a major emphasis upon outside reading assignments which relate to class work, and the development of one research paper. The use of the reference books and audio visual materials in both Kent Library and the Department of Art will prove invaluable to the students in this class. The teaching format will be basically slide-lecture presentations with ample opportunities for class discussions.

Student Expectations

The following will be expected:

A. Regular class attendance
B. Maintain appropriate class notes
C. Participation in class discussions
D. One research paper
Perspectives on Human Institutions  Development of a Major Civilization

GG-160  American Peoples and Civilization

Course Content

The major premise of the course is that the formation of American civilization has been derived from diverse ethnic groups. An understanding of American civilization requires the study of the beginnings of American settlement by the English, French, Dutch, German, African and Spanish settlers during the colonial era. Political institutions, (e.g. federalism), economic institutions (e.g. agriculture), and social institutions, (e.g. religion) will be examined to understand how American civilization evolved. The influence of immigrant groups in the nineteenth century is studied for their contributions (e.g. music and food). Lastly, in the course the unique characteristics of the American civilization, such as individualism, are presented.

Nature of Course

1) Readings: Most of the assignments will be in the textbook. There will be additional reading assignments (i.e. articles) in American cultural geography.

2) Group Projects: Role-playing projects will be used for value issues involving ethnic groups and the interaction of cultures and the environment (total 2-3 in the class).

3) Emphasis on Writing: Writing assignments will include a student journal and a paper on an approved topic of the student's choice.

4) Out-of-Class Projects: A library assignment is required in the early part of the course to familiarize students with its resources.

5) Teaching Format: Lectures and discussions about relevant class topics will be used.

Student Expectations

Exams (3 or 4) will account for 70% of the grade. These exams will be a combination of objective and short essay or paragraph questions. Class projects will be used to determine the remaining percentage.
GG-170 European Peoples and Civilization

Description

The focus of interpretation of European civilization in this course emphasizes the cultural diversity of the land of Europe. The civilization derives from a number of distinct ethnic groups whose cultural heritage contributes to the whole. Thus origins, diffusions or expansions and contemporary distributions of the ethnic groups of Europe, e.g. the French, Germans, Celts, will be examined. The unifying features of the civilization, the major European institutions, will be studied as well, such as the Roman empire or the Hanseatic League. They are often in tension against the disunifying forces of ethnicity. The development of the cultural landscape of Europe is an important theme in the course and will be studied for both the rural and urban environments. Lastly in the course the cultural contributions of Europe to the world will be identified such as Marxism and Capitalism.

Nature of the Course

1) Readings: Most of the assignments will be in the textbook. There will be additional reading assignments (i.e. articles) in the library.

2) Group Projects: Role-playing projects will be used for value issues involving ethnic groups and the interaction of cultures and the environment (total 2-3 in the class).

3) Emphasis on Writing: Writing assignments will include a student journal and a paper on an approved topic of the student's choice.

4) Out-of-Class Projects: A library assignment is required in the early part of the course to familiarize students with its resources.

5) Teaching Format: Lectures and discussions about relevant class topics will be used.

Student Expectations

Exams (3 or 4) will account for 70% of the grade. These exams will be a combination of objective and short essay or paragraph questions. Class projects will be used to determine the remaining percentage.
GH-100 African Civilization

Grappling with Sub-Saharan Africa may be one of the most important problems for Americans in the 1990's. With the danger of a race war in the south, overpopulation and starvation throughout the continent and government forms different from our own, it will be vital to understand the problems before policies are developed.

This course will not, however, focus solely on the present. To understand the present situation it is necessary to look at Africa's past. The course is divided into three sections:

1. ANCIENT AFRICA was the home of many important civilizations. Even when measured by European standards, they were impressive because of their influence, size and accomplishments. This section also focuses on the society of traditional Africa including its art, music, religion, village life and other customs.

2. COLONIAL AFRICA would certainly describe the period when the Europeans began to make inroads into African life. This section will explore the nature of the European intrusion and its effect on African life. The slave trade would be one important segment, but the class will also try to develop an understanding of the changes in traditional African society brought on by European colonization and what traditional elements managed to survive.

3. MODERN AFRICA deals with Africa since World War II. After the war Africans demanded and were granted independence, but they had to confront and solve many problems. The class will examine those problems with a view toward deciding where the Africans are going and how the past has shaped their decisions.

Since African Civilizations deals with material most students have never experienced, there will be an even greater emphasis on audio-visual aids than in most classes. The discussion method will be employed extensively for maximum student involvement. The small class size will insure a relaxed atmosphere in the classroom and ample opportunity for individual help outside class.

To help develop skills in information gathering and written communication, each student will research and write a short paper. The textbook (African in History by Basil Davidson, 298 pages) will be supplemented by short articles on specific topics and a novel (Chinua Achebe. Things Fall Apart, 191 pages). Examinations will include a variety of question types, but there will be some essay on all tests so students may elaborate more effectively. Each student will be allowed to bring one 3x5 note card to each test as an organizing aid. To emphasize the importance of student participation, a portion of the course grade will be based on the quality of student in-class participation.
The primarily aim of American Civilization is to examine and explain how America developed into a major and unique civilization. That examination will involve both positive and negative views of America as we attempt to understand how American society evolved into its present form.

Since a complete look at America's past is impossible in a three hour course, a series of themes will be defined which are most important in understanding who Americans are. A wide variety of topics will be explored depending on the instructor assigned to teach the class, but among those themes which may be considered are:

1. PEOPLES OF EARLY AMERICA - Will examine the societies and values of America's first immigrants; Indians, Europeans and Africans.
2. THE IDEA OF REVOLUTION - America was born by breaking its bonds with England. How has this revolutionary ideal changed the American perspective of the world?
3. DEVELOPMENT OF GOVERNMENTAL INSTITUTIONS - Looks at the nature of America's representative democracy, the Constitution and the present political framework.
4. AMERICAN HUMANITARIANISM - One element that bridges the centuries of America's past is a commitment to reform. Whether seen in the movement to abolish slavery, end child labor, change the future for women and minorities or end poverty, Americans believe in progress.
5. INDUSTRIALIZATION IN AMERICA - "Build a better mousetrap and the world will beat a path to your door" has been an ideal in America since its foundation. How did America's industrialized society begin and what have been the effects on the society and economy?
6. THE FACE OF WAR - An examination of the way war has changed since the Civil War. This segment will use visual aids to look at war as seen by participants over the last century. Vietnam will be used as a case study.

The topical approach will allow for a maximum of discussion and student interaction. A variety of audio-visual aids will be used to illustrate the themes under consideration. These will range from musical recordings to films and slides. The relatively small class size will insure a relaxed and open atmosphere in the class with ample opportunity for individual assistance.

To enhance information gathering and written communication, a short paper will be written by each student. Written communication will also be encouraged on examinations. At least part of each exam will be essay in format. To emphasize the importance of student participation, a portion of the course grade will be based on the quality of student in-class participation.

The textbook for American Civilization will consist of a brief chronological history text (Charles Sellers and Henry May, A Synopsis of American History) as well as a variety of short outside readings. These readings will range from articles on specific topics to works of literature.
GH-110 Chinese Civilization

China is the oldest uninterrupted civilization in the world and the nation of China contains more people than does any other nation. It is obvious, therefore, that persons attempting to become knowledgeable about the present world and about the status of human civilization, need to understand something of Chinese civilization.

This course will introduce students to a significant culture different from their own. It will present students with a world view at least as old as their own and one that was the basis for the development of a civilization as great as their own civilization. Students will encounter aspects of Chinese religion, philosophy, art, history and various other cultural institutions in such a way that their own world view should be challenged and broadened. When students come to understand the strength and persistence of Chinese culture and values, they ten can appreciate the depth and magnitude of change required to bring about the Chinese Revolution of the twentieth century. Both traditional Chinese civilization and the new emerging Chinese civilization are quite interesting and intriguing. Boredom will not be a problem in this course.

Students will read a modern textbook, Adopting the Past, Building the Future, write a small research paper, and take creatively designed examinations as the major work load required in this course. They will also be challenged to enter into class discussions on a regular basis.
GH-115 Classical Civilization

Course Objectives

A. To acquaint the student with the major characteristics of ancient Greek and Roman civilizations

B. To learn the historical method as a means of critical thinking

C. To develop effective communication skills: reading, writing, listening and speaking.

Course Requirements

A. Three major exams and a final exam

B. Short paper (5 to 10 pages)

C. Weekly readings from sources other than the textbook

D. Class notes - chapter outlines (notebook)

Course Outline

Available on request in the History office, SS312
Virtually every corner of the globe has been influenced by Europe's culture, its political systems, its philosophies and technology. The extent of this influence is such that it is nearly impossible to understand the modern world without first having some understanding of the nature of European Civilization.

This course involves an historical study of the development of European civilization from its origins in the Medieval period until the present. It is a civilization that arose on the ruins of the ancient world, passed through a series of stages of development and, as with all living civilizations, is still in the process of evolving. Political, cultural, social and economic aspects of European life will be considered so as to provide a rounded view of the unique characteristics of European Civilization.

The subject matter will be dealt with through both lecture and class discussion. The textbook will be supplemented with additional readings and each student will be required to research and write a short paper. Examinations will include a variety of types of questions with special stress placed on essay questions. Students will be expected to maintain lecture notes, participate in class discussions, complete all assignments by the required date and take all tests and examinations.
GH-125  Islamic Civilization

The course involves an historical study of the development of Islamic Civilization from Muhammad until the present. Study will center on the Islamic heartland of the Middle East and North Africa. Stress will be placed on understanding the unique aspects of the Civilization's culture, social organization and political development, with particular attention being given to Islamic religion as a factor in shaping other aspects of the Civilization. The first half of the course will be primarily concerned with learning what constitutes the traditional elements of Islam, while the second half will concern Islam in the modern world and such contemporary problems as the Arab-Israeli conflict, Middle Eastern oil and Islamic revolution.

The subject matter will be dealt with through both lecture and class discussion. The textbook will be supplemented with additional readings and each student will be required to research and write a short paper. Examinations will include a variety of types of questions with special stress placed on essay questions. Students will be expected to maintain lecture notes, participate in class discussions, complete all assignments by the required date and take all tests and examinations.
GH-130  Latin American Civilization

A survey of the civilization and culture of Hispanic and Portuguese America from Pre-Columbian times to the present day, with emphasis upon nation building and the development of the distinctive Latin American culture. Classes will consist of lecture and discussion based upon reading and written assignments.
PS-209  Japanese Civilization

Course Content

A study of Japanese civilization from the myths of the origins of Japan, to the present, as seen through translations of original sources. The students will also be introduced to Japanese aesthetics (art, poetry, literature), as well as philosophical and religious developments which are part of the Japanese national heritage. The student will be provided with some insight into the workings of the contemporary Japanese mind.

Nature of Course

1. Emphasis on Reading
   There will be large emphasis on reading. Students will be expected to complete all readings in the textbook.

2. Group Projects
   Projects concerning Japanese modes of behavior will be assigned.

3. Emphasis on Writing
   There will be significant emphasis on writing. The examinations will be written, testing logical thinking as well as content.

4. Out-of-Class Projects
   A term paper dealing with some aspect of Japanese civilization will be required.

5. Teaching Format
   Primarily lecture, with some class discussion.

6. Other
   Students will be expected to make a short oral presentation to the class, either singly or in pairs.

Student Expectations

1. Attend class
2. Take notes
3. Successful completion of essay exams
4. Participate in class discussions
5. Completion of oral and written projects
AG–201  World Food and Society

Course Content

Food production and distribution in the advancement of societies in developed and developing countries. (3) No prerequisites.

Nature of Course

A. General description - the course is based on the assumption that food production and distribution is basic for the existence of man and animals and the development and survival of societies throughout the world. It assumes that food science and technology, food processing, distribution, and services are directly related to social, economic, and political structures throughout the world.

The course will provide an opportunity for students to explore, obtain knowledge, and acquire an understanding of the importance of food in our societies and for the health and well being of man and animals.

B. Teaching format - lesson plans will be developed for each lecture--discussion session. Each lesson will include a topic, purpose, objectives, reading references, course notes, teaching-learning activities, and a progress evaluation. The activities will vary for each lesson and will include both classroom and outside class activities. Lectures, discussions, panels, and visual aids (slides, video tapes, etc.) will be utilized throughout the semester.

C. Student Assignments - class preparation assignments will include readings, utilization of library resources, and completion of assigned teaching-learning activities. Assignments to collect information from a variety of sources will be important for students to understand the dimensions of world food problems and the potential for food security in developed and developing countries. Projects will be assigned to identify food supplies and food quality in various cultures.

D. Expectations of students - attend class, participate in class discussion and complete reading assignments in a timely manner, show evidence of study outside of class, prepare and complete written assignments, and take examinations on scheduled dates.

Student Expectations

A. Examinations 50%
   1. Three one-hour
   2. One two-hour final

B. Progress evaluations and quizzes 15%

C. Teaching-learning activities 25%
   1. Projects, special assignments, and/or papers
   2. Review of video tapes, films, and/or slides
   3. Presentations including panel discussions and role playing

D. Course Notebook 10%
EC-101 Economic Problems and Policies

Course Content

The course begins with an introduction of basic economic concepts, principles and theories such as inflation, unemployment, Gross National Product, supply and demand and cost-benefit analysis. These concepts and theories are used to explain how the American economy works in a domestic and international setting. They are also used to analyze current economic problems and evaluate policies designed to alleviate these problems.

Nature of Course

The course has an assigned textbook which will be accompanied by readings from current periodicals and newspapers. Class time will be devoted to lecture, question/answer sessions and discussion. An out-of-class project involving information gathering and analysis will be assigned.

Student Expectations

Evaluation will be based on objective and subjective examinations, class participation, and the quality of the out-of-class project.
EC-215 Principles of Microeconomics

Course Content

Students will be introduced to a number of microeconomic models, beginning with supply and demand analysis. These models will be used to understand how resources are allocated in a market economy. Current problems and issues in microeconomics such as price supports, health care, the minimum wage, mergers, labor unions, pollution and poverty (to name a few) will be discussed and analyzed using economic methodology.

Nature of Course

The course has an assigned textbook which may be supplemented by readings from current periodicals and newspapers. At the beginning of the semester each student will select a product, industry or company as a project topic. During the semester the student will gather information about their topic and organize and summarize this information. Finally, students will identify an issue related to their topic and write an essay which defines the issue, presents arguments related to the issue and reaches a conclusion.

Student Expectations

Evaluation will be based on objective and subjective examinations, class participation and the quality of the project.
EC-275 Comparative Economic Systems

Course Content

The course begins with an introduction of the fundamental economic problems common among all nations regardless of their economic system. Then, students are exposed to various economic institutions and the way different economic systems deal with their production and distribution. Comparisons among market-oriented, mixed, centrally planned and the less developed economic systems will be made with regard to their domestic and foreign economic behavior. Finally, different systems will be evaluated with regard to the fulfillment of their major goals.

Nature of Course

The course would have an assigned textbook and assigned readings. Class time would be devoted to lecture, individual and group discussions, presentation of assigned out-of-class project.

Student Expectations

The evaluation will be based on objective and written examinations, written report, class participation and oral presentation of a project.
Perspectives on Human Institutions

PS-103 United States Political Systems

Course Content

A study of the structure, organization, and decision-making of U. S. government. The course will focus on the Constitutions of the U. S. as well as Missouri political parties and Missouri groups—the legislative, executive, and judicial branches of government.

Nature of Course

(1) Emphasis on Reading
   The class will involve a textbook as well as an issues or policy book which debates the pros and cons of contemporary political issues.

(2) Group Projects
   May be assigned by the instructor.

(3) Emphasis on Writing
   Significant; the class will include essay exams as well as writing exercises which promote critical thinking.

(4) Out-of-Class Projects
   A library assignment in conjunction with a course paper.

(5) Teaching Format
   Primarily lecture, question and answer.

(6) Other
   Students will be expected to make a 5-10 minute oral presentation.

Student Expectations

(1) Attend class

(2) Take notes

(3) Participate in class discussion

(4) Successful completion of essay exams
PS-104 Comparative Political Systems

Course Content

A study of the U.S. political systems in a comparative setting. The course will focus on the Constitutions and governing documents of major countries around the world. Furthermore, the course will address the decision-making institutions of the nations, including the legislative, executive, and judicial bodies. In addition, the class will focus on the Constitution of Missouri.

Nature of Course

(1) Emphasis on reading
   The class will involve a textbook as well as an issues or policy book which debates the pros and cons of contemporary political issues.

(2) Group Projects
   May be assigned by the instructor.

(3) Emphasis on Writing
   Significant; the class will include essay exams as well as writing exercises which promote critical thinking.

(4) Out-of-Class Projects
   A library assignment in conjunction with a course paper.

(5) Teaching Format
   Primarily lecture, question and answer.

(6) Other
   Students will be expected to make a 5-10 minute oral presentation.

Student Expectations

(1) Attend class

(2) Take notes

(3) Participate in class discussion

(4) Successful completion of essay exams
GG-150 People and Places of the World

Course Content

The primary purpose of this course is to help students with little geographic background to learn about the cultural-social complexity of the world. A secondary purpose of the course is to examine the benefits and problems of modern economic development on traditional cultural groups, thereby dividing the world into two unequal parts: Developed World and Developing World. These purposes will be accomplished through examining such contemporary social topics as effects of population growth on migration, urbanization, food supply, and resource management. Of lasting benefit to students is an enlarged interest and understanding of the world which can lead to a greater sense of social responsibility.

Nature of Course

1) Readings: Assignments will be made in the textbook. Additional reading assignments will include articles and chapters from other books.

2) Group Projects: Role-playing projects will be used for value issues involving the interaction of world cultures (total 2-3).

3) Emphasis on Writing: Writing assignments will include a class journal and short projects.

4) Out-of-Class Project: A library assignment will be required in the use of atlases. Students will also receive class handouts to develop critical thinking skills.

5) Teaching Format: Lectures and class discussions about relevant geographic topics will be used.

Student Expectations

Exams (3 or 4) will account for about 70% of the grade. These exams will be a combination of objective and short essay or paragraph questions. Class projects will be used to determine the remaining percentage.
Perspectives on Human Institutions

Social Systems

GG-180 Cultural Geography

Course Content

The purpose of this course is to make the student aware of geographic concepts involving major social and cultural issues (e.g. population and urbanization). This will be accomplished through the use of case studies and examples from the United States and the rest of the world. The course will also provide a framework for interpreting major cultural patterns of the world (e.g. language and religion). Drawing from this framework students will be better able to evaluate their own cultural attitudes about life in relation to values of other world cultures (e.g. family size, food preferences, and religious decisions).

Nature of Course

1) **Readings**: Most of the assignments will be in the textbook in cultural geography. Additionally, there will be reading assignments (i.e. articles) in the library.

2) **Group Projects**: Group discussions and projects will focus on the influence of one's cultural background on social issues such as family size. (2-3 in the course).

3) **Emphasis on Writing**: Writing assignments will be in a student's journal.

4) **Out-of-Class Projects**: An initial library assignment will be made, focusing on the atlas resources in the library.

5) **Teaching Format**: Lectures and discussions about relevant topics will be used.

Student Expectations

Exams will account for 75% of the grade. These exams will be a combination of objective and short essay or paragraph questions. Class projects will be used to determine the remaining percentage.
PL-245 Social Philosophy

Catalog Description
A study of the basic concepts and issues in social philosophy. (3) No prerequisites.

Course Content
Social philosophy examines how society (or societies) ought to be organized. Social philosophers ask questions like "What, if any, legitimate authority can society exercise over an individual?" Before such a question can be answered, however, one needs a theory of human nature in light of which questions about the organization of society can be asked. This course examines several social philosophies and their underlying theories about human nature. Problems of relativism are also introduced. Some of the topics to be considered include:

I. Man as a Social Animal
   A. Human nature and human needs
   B. Society as a remedy for human problems
   C. How ought society be organized?

II. Human Nature and Legitimate Social Authority
   A. What is authority?
   B. Human nature is inconsistent with legitimate social authority
   C. Human nature is consistent with legitimate social authority
      1. Classical Greek theories
      2. Early Christian theories
      3. Renaissance theories
      4. Enlightenment social contractarians
      5. Post-enlightenment social liberalism
      6. Post-enlightenment social conservatism
      7. Contemporary theories of the person in society

III. Human Nature and the Problem of Relativism
   A. Relativism cultural and philosophical
   B. Cultural relativism and the methodology of the social sciences

Nature of the Course
This course is geared toward developing (a) an understanding of the content of various normative ethical theories and (b) the ability to apply those theories to problematic situations. Students will be expected to do a good deal of reading out of class and the class sessions will be of the lecture-discussion sort. In class students will be encouraged to explain the readings and to apply the readings to case situations. 5-6 hours of work per week outside of class should be devoted to this course.

Student Expectations
A. Attend class regularly (be prepared to be called on in class)
B. Maintain a Social Philosophy notebook
C. Complete several homework assignments (10% of the final grade)
D. Complete two short papers (20% and 25% of the final grade)
E. Complete a mid-term examination (20% of the final grade)
F. Complete a final examination (25% of the final grade)
RS-101  World Religions

Brief Description

The study of the major world religions, including an examination of various definitions and characteristics of religion from an historic perspective as well as its impact on societies with particular emphasis on such areas as social structure, family structure, role of sexes, education, selection process (membership), careers, etc. Three (3) Credit Hours.

Class lectures and reading assignments from the textbook will include materials on prehistoric religions, Hinduism, Buddhism, Shintoism, Judaism, Christianity, and Islam. Particular attention will be given to the dynamic relationship between religion and its host culture.

Nature of the Course

Students will be required to read the textbook in preparation for class lectures and discussions as well as source materials related to the significant sacred literature of each religion.

In order to develop research and writing skills, each student will be required to write four two page papers on topics related to important religious subjects which are of particular interest to the student. Through the class presentations, reading assignments, and written projects, it is hoped the student will receive a sound understanding of the religions of the world and a new appreciation of his own religious heritage.

Student Expectations

In addition to the reading assignments and written projects, there will be two class examinations and a final examination. These tests take the form of completion statements and fill-in the blank questions. Study sheets are provided for each major religion including ample time during class to ask questions for additional information and clarification.
Perspectives on Human Institutions

SOCIAL SYSTEMS

SO-102  Society, Culture and Social Behavior

Course Content

The impact of society and culture on human behavior is analyzed. The affects of values, social institutions, and culture on the human experience is emphasized within a scientific framework. In the concluding part of the course, the material will be evaluated and applied to selected controversial social issues.

Nature of Course

1. Teaching format: A series of lectures, reports and group discussions will be used in the classroom.

2. Emphasis on reading: This course has two assigned textbooks.

3. Emphasis on writing: The student is required to write four reports out-of-class.

Student Expectations

Attend class, take notes, participate in class discussions and role play, and satisfactorily complete class assignments, written reports and examinations. Examinations will normally include both objective and essay type of questions. (Contact the individual instructor for more information on examinations.)

Basis for Student Evaluation

Sixty percent of the grade will be based on test performance, thirty percent of the grade will be based on the four required written reports, and ten percent on the role playing and defense assignments.