University Studies Program
Southeast Missouri State University

Table of Contents

Welcome from the President .................................................. 3
Description of the University Studies Program .......................... 5
Program Structure ...................................................................... 7
Program Objectives ..................................................................... 8
Courses in the 100-200 Core Curriculum .................................. 10
University Studies Student Checklist ......................................... 12

Course Descriptions
  First Year Introductory Course .............................................. 13
  Perspectives on Individual Expression ..................................... 14
    Artistic Expression ......................................................... 14
    Literary Expression ...................................................... 21
    Oral Expression ............................................................ 31
    Written Expression ....................................................... 42
  Perspectives on Natural Systems ............................................ 43
    Behavioral Systems ....................................................... 43
    Living Systems ............................................................ 51
    Logical Systems ........................................................... 57
    Physical Systems .......................................................... 62
  Perspectives on Human Institutions ....................................... 70
    Development of a Major Civilization .................................. 70
    Economic Systems ....................................................... 80
    Political Systems ......................................................... 84
    Social Systems ............................................................ 86

Course Number Index ............................................................. 93
Course Title Index ................................................................. 94
Welcome from the President

Welcome to Southeast Missouri State University and our University Studies program!

As a new student at Southeast, you are beginning a great adventure and you are being offered a great opportunity. The adventure comes in opening yourself to new ideas and new experiences -- making changes in your understanding of the world around you and expanding the range of considered possibilities, both intellectually and in how you view your future. Probably never again in your life will you enjoy the luxury of having the time to study a wide range of topics covering the full range of human experiences. Giving you that opportunity -- guiding you through that adventure -- is the purpose of University Studies.

Of course, you are here to receive professional training that will lead to a rewarding and profitable career after college. You will find that our professional programs at Southeast are as good as you could find anywhere, and our graduates do find rewarding careers.

But do not think of University Studies as requirements to "get out of the way" so you can get on with the business of learning about a profession. It is through your contact with our outstanding faculty members in this general education program that you will become a truly educated human being, able to function in the global village of the 21st century. I predict that in later years you will conclude that the broad background you received in University Studies was at least as important to you in your career as the professional skills which prepared you for your first job.

This is an exciting time in your life, and also in mine, as I assume the presidency of this University. Our work at Southeast will be, for both of us, a great challenge, a great opportunity, and a great adventure. With dedication and diligence, it will also be a great success.

I wish you the best -- during your Southeast years and always.

Sincerely,

Kala M. Stroup
President
Program
Description

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), a core curriculum of 12 courses at the 100-200 level and 3 upper-level interdisciplinary courses. The program is outlined on page 7.

University Studies begins its third year this fall semester and consists of 78 courses in the core curriculum and over 50 courses in the interdisciplinary curriculum. Each of these courses was designed to provide you with opportunities to address the 9 University Studies objectives. These objectives are listed on pages 8 and 9. As you progress through the program you will approach these objectives from many different directions and in many different ways. For example, you will be exposed to critical thinking from the point of view of the biologist, the historian, the philosopher, the economist, the artist, the linguist and the librarian. In each case you will have an opportunity to understand how the various disciplines acquire, organize, manipulate, evaluate and communicate information. In short, you will develop critical thinking skills. Upon completion of the program you should be able to demonstrate a significant level of expertise in each of the objectives at which time the University will certify that you are indeed liberally educated.

Periodically you may be asked to participate in an assessment test designed to measure your progress. These tests are a part of your graduation requirements and are in compliance with state regulations. Your cooperation in these tests is essential for us to continue to make changes designed to improve the program as well as to certify to the state that you are making adequate academic progress.

Core courses in the University Studies program are listed on pages 10 and 11. Recall that one course is required in each of the 12 categories in the 100-200 core curriculum. Page 12 is a checklist on which you may indicate courses as you enroll in them. Following this are descriptions of all University Studies core courses available this academic year. These descriptions have been prepared by the faculty in order to assist you in selecting the most appropriate course in each category. Attempts have been made to ensure that courses are more or less equivalent in each category and you are strongly urged to select courses on the basis of your own 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 program. In developing these 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. I urge you to approach these courses with this same concern.

Sincerely,

John B. Hinni, Dean
School of University Studies
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:

<table>
<thead>
<tr>
<th>Perspectives on Individual Expression</th>
<th>Perspectives on Natural Systems</th>
<th>Perspectives on Human Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Expression</td>
<td>Living Systems</td>
<td>Economic Systems</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Logical Systems</td>
<td>Political Systems</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Physical Systems</td>
<td>Social Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

The 300-400 level courses have the theme:

INTEGRATION OF KNOWLEDGE: LIVING IN AN INTERDEPENDENT UNIVERSE

Each student will take two 300-level 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
One fundamental purpose of a liberal education is to ensure the acquisition of knowledge common to educated people and to equip students to integrate acquired knowledge in order to produce interconnections of thoughts and ideas.

The goal of the program is to provide students with the information, ideas and skills they need to have in order to live a happier and more intellectually rewarding life.

The program is based upon nine University Studies Objectives:

**Objective No. 1**  
Demonstrate the ability to locate and gather information

This objective addresses the ways to search for, find and retrieve the ever increasing information available in a technological society.

**Objective No. 2**  
Demonstrate capabilities for critical thinking, reasoning and analyzing

Students today cannot learn all the information that is produced. Therefore, they must be able to evaluate, analyze and synthesize information. They must be able to effectively process large amounts of information.

**Objective No. 3**  
Demonstrate effective communication skills

The ability to understand and manipulate verbal and mathematical symbols is a fundamental requirement in any society, especially one that thrives upon the free exchange of ideas and information. Functional literacy is not the goal, rather, students must attain a high level of proficiency in order to be effective and happy citizens.

**Objective No. 4**  
Demonstrate an understanding of human experiences and the ability to relate them to the present

The degree to which individuals and societies assimilate the accrued knowledge of previous generations is indicative of the degree to which they will be able to use their creative and intellectual abilities to enrich their lives and the culture of which they are a part.

**Objective No. 5**  
Demonstrate an understanding of various cultures and their interrelationships

Understanding how other people live and think gives one a broader base of experience upon which to draw in the quest to become educated. As we become more proficient in information gathering, critical thinking, communication, and understanding our past, our need to understand other cultures becomes greater.

**Objective No. 6**  
Demonstrate the ability to integrate the breadth and diversity of knowledge and experience

This objective deals not merely with the possession of isolated facts and basic concepts, but also the correlation and synthesis of disparate knowledge into a coherent, meaningful whole.
University Studies Objectives (continued)

Objective No. 7 Demonstrate the ability to make informed, intelligent value decisions

Valuing is the ability to make informed decisions after considering ethical, moral, aesthetic and practical implications. It involves assessing the consequences of one's actions, assuming responsibility for them, and understanding and respecting the value perspective of others.

Objective No. 8 Demonstrate the ability to make informed, sensitive aesthetic responses

A concern for beauty is a universal characteristic of human culture. Aesthetics, while usually associated with the fine arts, can be broadly defined to include all areas of human endeavor, for example, science, history, business and sport.

Objective No. 9 Demonstrate the ability to function responsibly in one's natural, social and political environment

Students must learn to interact responsibly with their natural, social and political environments in order to assure continued interrelationships among persons and things. This objective presupposes an educated, enlightened citizenry that accepts its responsibility to understand and participate in the political and social process.
### PERSPECTIVES ON INDIVIDUAL EXPRESSION

#### Artistic Expression
- **AR-111** Ceramics: A Metaphor for Understanding Human Experience
- **AR-112** Perspectives in Art
- **AR-210** Reading the Visual Image
- **MU-181** Musical Encounters
- **MU-182** Music: An Artistic Expression
- **PL-203** Aesthetics and the Arts
- **TH-100** Theatre Appreciation

#### Literary Expression
- **FR-220** French Literature
- **GN-220** German Literature
- **LI-220** Fiction and the Human Experience
- **LI-221** Poetry and the Human Experience
- **LI-222** Mythic Dimensions of Literature
- **LI-243** Children's Literature
- **LI-256** The Variety of Literature
- **PL-110** Readings in Philosophy
- **RS-202** Old Testament Literature
- **SN-220** Hispanic Literature

#### Oral Expression
- **FR-100** French Language and Culture I
- **FR-120** French Language and Culture II
- **FR-200** French Language and Culture III
- **GN-100** German Language and Culture I
- **GN-120** German Language and Culture II
- **GN-200** German Language and Culture III
- **SC-105** Fundamentals of Oral Communication
- **SN-100** Spanish Language and Culture I
- **SN-120** Spanish Language and Culture II
- **SN-200** Spanish Language and Culture III

#### Written Expression
- **EN-140** Rhetoric and Critical Thinking

### PERSPECTIVES ON NATURAL SYSTEMS

#### Behavioral Systems
- **AN-100** Foundations of Human Behavior: Sex and Aggression
- **HL-220** Health Perspectives
- **PL-204** Ethical Theory
- **PY-101** Psychological Perspectives on Human Behavior
- **PY-220** Psychological Development Across the Life Span
- **PY-222** Development of the Adolescent
- **PY/CF-120** The Child: Development from Conception to Adolescence
- **RC-103** Leisure Identity
Living Systems
  BI-120  Biological Principles
  BS-105  Environmental Biology
  BS-107  Investigations in Biology
  BS-108  Biology for Living
  BS-218  Biological Science: A Process Approach
  FN-235  Nutrition and Mankind

Logical Systems
  CS-105  Computing
  EC-250  Logical Decision-Making
  MA-118  Mathematics I
  MA-134  College Algebra
  PL-120  Symbolic Logic

Physical Systems
  CH-180  Chemistry in our World
  CH-181  Basic Principles of Chemistry
  CH-185  General Chemistry I
  ES-150  Earth Science: Environmental Hazards
  GG-140  The Physical Landscape: A Spatial Analysis
  PH-106  Physical Concepts
  PH-109  Exploring the Universe
  PH-218  Physical Science: A Process Approach

Perspectives on Human Institutions

Development of a Major Civilization
  AH-100  Ancient Egypt
  GG-160  American Peoples and Civilization
  GG-170  European Peoples and Civilization
  GH-100  African Civilization
  GH-105  American Civilization
  GH-110  Chinese Civilization
  GH-115  Classical Civilization
  GH-120  European Civilization
  GH-125  Islamic Civilization
  GH-130  Latin American Civilization

Economic Systems
  AG-201  World Food and Society
  EC-101  Economic Problems and Policies
  EC-215  Principles of Microeconomics
  EC-275  Comparative Economic Systems

Political Systems
  PS-103  United States Political Systems
  PS-104  Comparative Political Systems

Social Systems
  AN-101  Observing Other Cultures
  GG-150  People and Places of the World
  GG-180  Cultural Geography
  MK-201  Values and Social Issues in Business
  PL-245  Social Philosophy
  RS-101  World Religions
  SO-102  Society, Culture and Social Behavior
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Introductory Course</td>
<td>3</td>
</tr>
<tr>
<td>100-200 Level Core Curriculum</td>
<td>36</td>
</tr>
<tr>
<td><strong>Perspectives on Individual Expression</strong></td>
<td></td>
</tr>
<tr>
<td>Artistic Expression</td>
<td></td>
</tr>
<tr>
<td>Literary Expression</td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td></td>
</tr>
<tr>
<td><strong>Perspectives on Natural Systems</strong></td>
<td></td>
</tr>
<tr>
<td>Behavioral Systems</td>
<td></td>
</tr>
<tr>
<td>Living Systems</td>
<td></td>
</tr>
<tr>
<td>Logical Systems</td>
<td></td>
</tr>
<tr>
<td>Physical Systems</td>
<td></td>
</tr>
<tr>
<td><strong>Perspectives on Human Institutions</strong></td>
<td></td>
</tr>
<tr>
<td>Development of a Major Civilization</td>
<td></td>
</tr>
<tr>
<td>Economic Systems</td>
<td></td>
</tr>
<tr>
<td>Political Systems</td>
<td></td>
</tr>
<tr>
<td>Social Systems</td>
<td></td>
</tr>
<tr>
<td>300 Level Interdisciplinary</td>
<td>6</td>
</tr>
<tr>
<td>400 Level Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

12
First Year Introductory Course

GS-101  Creative and Critical Thinking

Most universities in this country, and many in other countries, have "freshman seminar" courses which are designed to assist beginning students in making a successful adjustment to university life. The fundamental purpose of colleges and universities is scholarly activity. Indeed, universities are communities of scholars. Therefore, the development of a scholarly approach is essential if you are to have a successful university experience.

Accordingly, GS-101 Creative and Critical Thinking has three purposes:
1. To assist you in developing scholarly skills appropriate to the university,
2. To assist you in effectively locating and using the many resources available to you in your development as a student, and
3. To assist you in making a successful transition to the university environment.

Course Content
1. GS-101 will assist you in getting acquainted with a peer-group and a faculty member who will function as your advisor and resource person.
2. The course will introduce you to those creative and critical thinking skills that are essential to academic success in any university program, in the University Studies program, and in the various majors and minors.
3. Communication skills are emphasized throughout GS-101. Initially the course emphasizes the development of listening and discussion skills. Later writing skills are emphasized.
4. One of the components of the course involves planning a scholarly approach to life. This part of the course will assist you in choosing an appropriate major, designing a plan for graduation, and discussing a life-long learning plan.

Nature of Course
GS-101 utilizes an atmosphere which is designed to promote faculty-student interaction. Often discussions are developed which lead to reading assignments and written reports about interesting issues in student life and society at large.

The course is taught by faculty from different academic backgrounds who have been specifically prepared to address the needs of beginning students. Each section of the course will vary from others both in the order in which activities are scheduled and in the subject matter that is used to develop skills. However, all students will be exposed to the same skills and will work toward the same major learning objectives.

Student Expectations
Because of the nature of this course your attendance and participation are very important. In order to actively participate in discussions you must complete assignments and attend class every day. Evaluation of students is based on participation, written assignments, and a variety of forms of testing.
AR-111 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
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)
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. One objective/essay/slide test.
4. To participate in a University bus trip to one out-of-town art exhibition when appropriate (may involve a fee). A field-trip write-up is required.
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 a notebook containing 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

Musical Encounters is a performance based course which will enhance the participant's knowledge and understanding of music through listening, class discussions, group composition and performance. Students, who participate in the course, will develop a greater enjoyment of music and an increased understanding of the process of creating and performing music. No previous knowledge of music is needed, assumed, required or expected of participants in this course.

Attendance at live musical performances is a major component of the activities of this course. Students must plan their schedules to attend a minimum of eight evening performances throughout the semester. Students will be expected to submit formal written critiques of the performances according to the elements of music defined and discussed in class and to discuss each performance in class. Recorded listening assignments will be employed to demonstrate, develop and reinforce the students' understanding and knowledge of the elements of music. Students, in groups, will compose, perform and critique, in class, an original work which demonstrates their understanding of the elements of music.

Evaluation in this course is performance based. Students will be evaluated on their concert attendance and the quality and thoroughness of their written performance critiques, their participation in class discussions, their successful completion of the listening assignments, and their successful completion of the group composition project. There are not scheduled, written examinations in this course.
MU-182  Music: An Artistic Expression

Course Content

The following is an outline of the course content:
1. Introduction and Orientation to art music
   (The basic elements of music and how they function)
2. Baroque Period (1600-1750)
   (An explanation of music from this time)
3. Classical Music (1750-1820)
   (A discussion of music and composers from the classical era)
4. Romantic Period (1820-1890)
   (An investigation into music composed during the 19th century)
5. Modern Music (1890-present)
   (Stylistic approaches to twentieth century music)
6. Music in non-western cultures
   (Music from India, Africa, and Japan)

Nature of Course

The course presents music as artistic expression and includes an analysis of the role music has played in the human experience.

Student Expectations

The students will be expected to do the following:
1. Writing: Students will give, in writing, critical reactions to three concerts and will write a five-page essay.
2. Listening: Regular listening assignments will be an important part of the course.
3. Evaluative Exercises: Students will be evaluated on written presentations as well as through regular examinations.
PL-203  Aesthetics and the Arts

Catalog Description
A study of the concepts, theories, traditions, and modes of perception appropriate to understanding, criticizing and evaluating the arts.

Course Content
Aesthetics is the critical study of the nature and qualities of art, literature, music and the natural environment which evoke evaluative responses. It is concerned with identifying the nature of art and artistic activity, and with classifying different art forms, traditions and genres. It investigates such concepts as form, expression, representation, creativity and aesthetic experience. Aesthetics also studies the nature of artistic truth and knowledge, the function or art criticism and the nature of aesthetic value.

Nature of Course
The purposes of this course are to acquaint students with some of the main traditions in thinking about the arts, their place in society, and the nature and importance of aesthetic experience. It seeks to develop the ability to think, write and speak critically about the arts, to encourage the development of aesthetic attitudes and perceptions, and to develop the ability to make reasoned aesthetic judgments. Some prior acquaintance with the arts may be helpful but is not required.

A normal amount of reading and reflection is required on a regular basis. Weekly homework assignments or take-home quizzes involve short essay-type answers in response to questions based on the reading. Some out-of-class activities such as attending films, concerts or art exhibitions may be involved. The teaching format is informal lecture, with a focus on discussion and analysis of important concepts and theories. Not all required reading will be lectured on, and students will be responsible for a certain amount of self-learning.

Student Expectations
Students are expected to attend class regularly, read assigned texts, prepare homework assignments or take-home quizzes, and engage in class discussion. They should plan to attend such films, concerts or art exhibitions as may be appropriate, and to do some outside listening, viewing and reading. Among the regular assignments students will be asked to write a review or analysis of (a) a work of art, (b) an aesthetic experience and (c) a theoretical work. In addition to the homework assignments there are two midterms and a final examination.

Student Evaluation
Grade for the course will be based on an equal assessment of (a) homework assignments or take-home quizzes, (b) midterm exams, and (c) the final exam. Exams include an essay component.
TH-100 Theatre Appreciation

TH-100 looks at how theatre affects and reflects our lives and societies. Specifically, it covers the different forms of live theatre. Generally, discussion centers around theatre as an art form as well as theatre in everyday life. The course follows a structural approach, stressing how dramatic experiences are put together.

TH-100 contains six major blocks of material. A section on the audience focuses on the role the audience plays in the theatre experience. A section of theatrical genres considers the different types of dramatic literature. A section on the environmental and visual elements of theatre looks at the various physical spaces where theatre activity happens as well as the technical theatre areas of scenery, lighting, costuming & make-up, and sound. 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 last section brings all the elements together which create the total theatre experience.

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.
Perspectives on Individual Expression   Literary Expression

FR-220  French Literature

Course Description
This course has four main goals: 1) to develop students' ability to read French literary texts; 2) to acquaint students with a selection of major French authors; 3) to introduce students to the basic concepts of literary analysis; 4) and to increase students' ability to speak and understand French through class discussions in French.

Prerequisite
FR-200 or equivalent. This course is open to beginning freshmen who have had exceptional high school preparation in French (4-5 years). Students who complete this course as their first course in French are eligible to receive an additional 6 credits under the Department of Foreign Language Retroactive Credit policy.

Course Content
This course acquaints students with basic strategies for approaching French literature and develops the vocabulary needed to read French texts with an increasing degree of skill and ease. Students become acquainted with French literary style and terms of literary analysis.

The course begins with a selection of short stories by important French, Canadian, or African authors. Emphasis is on vocabulary building and summarizing narrative structures.

Students read L'Etranger or another important French novel in its entirety. They discuss in French the elements of structure, character, theme, and style.

A selection of French poems and scenes from plays of major authors present students with principles of French versification and dramatic literature.

Student Expectations
Students are expected to complete all reading assignments and to participate in class discussion of the readings.

Quizzes and exams test students' ability to read and understand French literary texts.
GN-220 German Literature

Course Description
This course has four main goals: 1) to develop students' ability to read German literary texts; 2) to acquaint students with a selection of major German authors; 3) to introduce students to the basic concepts of literary analysis; 4) and to increase students' ability to speak and understand German through class discussions in German.

Prerequisite
GN-200 or equivalent. This course is open to beginning freshmen who have had exceptional high school preparation in German (4-5 years). Students who complete this course as their first course in German are eligible to receive an additional 6 credits under the Department of Foreign Language Retroactive Credit policy.

Course Content
This course acquaints students with basic strategies for approaching German literature and develops the vocabulary needed to read German texts with an increasing degree of skill and ease. Students become acquainted with German literary style and terms of literary analysis.

The course begins with a selection of short stories by important German, Swiss, or Austrian authors. Emphasis is on vocabulary building and summarizing narrative structures.

Students read Die Verwandlung or another important German novel in its entirety. They discuss in German the elements of structure, character, theme, and style.

A selection of German poems and scenes from plays of major authors present students with principles of German versification and dramatic literature.

Student Expectations
Students are expected to complete all reading assignments and to participate in class discussion of the readings.

Quizzes and exams test students' ability to read and understand German literary texts.
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.

Student Expectations
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 Student Expectations
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 "thought 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:

- Major exams 50%
- Research assignments 30%
- Participation, shorter assignments 20%
LI-243  Children’s Literature

Course Content
Children's Literature is a course in which you will read widely in the field of books for children. Beginning with a brief study of the history of children's literature, the course will focus on the different types of books written for children of elementary school age: picture books, folk and fairy tales, poetry, modern fantasy, contemporary realism, historical fiction, biography, and information books. The literature will be studied for aesthetic values (literary and artistic elements) and for human values (cognitive and affective values).

Nature of Course
The goal is to help students become more discriminating readers and selectors of children's books, which means developing an understanding of the literary and artistic elements employed in creating children's books and making qualitative judgments about them. It also means relating the ideas in the works to oneself and one's world. The class includes a variety of activities. We will have reading assignments from the text as well as children's books. Students will keep a journal of responses to the children's literature they read. Two research projects are required: a researched analysis of the artwork of the student's choice of illustrator of children's books and the development of a bibliography of information books with researched evaluation of three of the books. The class will have some lectures, but much classwork will be in small groups, discussing, analyzing, and evaluating specific books.

Student Expectations
Students will be evaluated on at least two essay examinations, a final examination, the two research projects, their response journals of supplementary reading of children's books, and class participation.
LI-256 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 from library materials, and at least one short paper will be required.
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 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
A historical and critical study of the literature of the Old Testament, using tools of modern biblical scholarship and literary criticism. (3) No prerequisites.

Course Content
Old Testament Literature is a study of the various writings which comprise the Old Testament. Within this ancient collection, different types of literature are identified. An attempt is made to apprehend and understand the original context and intended purpose of these ancient writings. Some of the topics to be covered include:

1. Literature of the Torah
   a. Primeval narratives
   b. Ancestral sagas

2. Literature of Liberation, Law and Ritual
   a. Exodus/Sinai narratives
   b. Historical narratives

3. Literature of Prophetism
   a. The prophet and the oracle
   b. The oracle as literary expression
   c. Prophetic oracles of the Old Testament

4. Literature of Praise, Worship and Spiritual Inquiry
   a. Hebrew poetry
   b. Practical wisdom literature
   c. Speculative wisdom literature

Nature of Course
This course is geared toward developing (a) a general knowledge of the collection of literary texts known as the Old Testament and (b) the ability to apply different methods of interpretation and literary criticism to the writings of the Old Testament. Students will be expected to read selected passages from the Old Testament in addition to the textbook. Class sessions are primarily lecture with discussion encouraged. Students should devote 5 (five) hours per week of study time to this course.

Student Expectations
1. Regular class attendance
2. Maintain an Old Testament notebook
3. Weekly in-class writing assignments
4. Three hourly examinations (objective and essay) (75% of class grade to be determined on basis of exam performance)
5. Comprehensive final examination (25% of class grade)
SN-220 Hispanic Literature

Course Description
This course has four main goals: 1) to develop students' ability to read Hispanic literary texts; 2) to acquaint students with a selection of major Hispanic authors; 3) to introduce students to the basic concepts of literary analysis; 4) and to increase students' ability to speak and understand Spanish through class discussions in Spanish.

Prerequisite
SN-200 or equivalent. This course is open to beginning freshmen who have had exceptional high school preparation in Spanish (4-5 years). Students who complete this course as their first course in Spanish are eligible to receive an additional 6 credits under the Department of Foreign Language Retroactive Credit policy.

Course Content
This course acquaints students with basic strategies for approaching Hispanic literature and develops the vocabulary needed to read Hispanic texts with an increasing degree of skill and ease. Students become acquainted with Hispanic literary style and terms of literary analysis.

The course begins with a selection of short stories by important Spanish and Latin-American authors. Emphasis is on vocabulary building and summarizing narrative structures.

Students read San Manuel Bueno, martir or another important Hispanic novel in its entirety. They discuss in Spanish the elements of structure, character, theme, and style.

A selection of Hispanic poems and scenes from plays of major authors presents students with principles of versification and dramatic literature.

Student Expectations
Students are expected to complete all reading assignments and to participate in class discussion of the readings.

Quizzes and exams test students' ability to read and understand Hispanic literary texts.
FR-100  French Language and Culture I

*Catalog Description*
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
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. Students who complete this course as their first course in French are eligible to receive an additional 3 credits under the Department of Foreign Language Retroactive Credit policy.

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.
FR-200  French Language and Culture III

Catalog Description
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. This course is open to beginning freshmen who have had very good high school preparation in French (3-4 years). Students who complete this course as their first course in French are eligible to receive an additional 6 credits under the Department of Foreign Language Retroactive Credit policy.

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 readings 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
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
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. Students who complete this course as their first course in German are eligible to receive an additional 3 credits under the Department of Foreign Language Retroactive Credit policy.

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
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. This course is open to beginning freshmen who have had very good high school preparation in German (3-4 years). Students who complete this course as their first course in German are eligible to receive an additional 6 credits under the Department of Foreign Language Retroactive Credit policy.

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 readings 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."

(description continues)
SC-105  Fundamentals of Oral Communication

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.
SN-100  Spanish Language and Culture I

Catalog Description
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
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. Students who complete this course as their first course in Spanish are eligible to receive an additional 3 credits under the Department of Foreign Language Retroactive Credit policy.

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

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. This course is open to beginning freshmen who have had very good high school preparation in Spanish (3-4 years). Students who complete this course as their first course in Spanish are eligible to receive an additional 6 credits under the Department of Foreign Language Retroactive Credit policy.

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 readings 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.

Student Expectations
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).
AN-100 Foundations of Human Behavior: Sex and Aggression

Course Content
This course examines biological and cultural foundations of human behavior using an anthropological perspective. Subject materials are drawn from primate studies, human prehistory, and cultural and physical anthropology. Emphasis is placed on the critical examination of commonly-held ideas about human nature, particularly as they are presented in the popular media.

Nature of Course
1. Emphasis on Reading: Students will be asked to read assigned sections of the text and to locate, read and report on relevant professional and popular articles which relate to the subject matter.
2. Emphasis on Writing: Students will be asked to write abstracts on the articles they research, and essays critiquing two films dealing with popular representations of early human behavior. All exams are essay/short answer questions.
3. Out-of-Class Projects: In general, out-of-class projects include the two essays mentioned above, article summaries, and illustration projects related to lecture material.
4. Teaching Format: Traditional lecture and interactive discussions based on the film critiques and article summaries.

Student Expectations
Students will be expected to question their own assumptions about human behavior and to demonstrate their ability to research questions about this topic in both the popular and scientific literature. With respect to tests, students are expected to integrate, synthesize, and discuss the material covered in lectures, videos and readings.
HL-220 Health Perspectives

Course Content
Health Perspectives focuses in the development knowledges of personal and consumer health issues. Specifically personal/consumer health concepts will be viewed from a multi cultural perspectives; and the interrelationships between personal health practices and cultural factors will be examined.

Nature of Course
Students keep a notebook containing class notes, activities, (individual and group), and concepts with justification and documentation. The class is informal with a great deal of interaction on current topics of concern to students. Some outside readings from current periodicals will be necessary for informed participation in group activities. Topics usually covered include: nutrition, pollution, decertification, health care, stress, sexuality, substance use, and health promotion. These health topics are investigated using a holistic approach involving politics, cultures, economics, and social structures.

Student Expectations
Students will be expected to be informed participants in class discussions, activities, and debates. They will complete three major examinations consisting of objective and essay questions. Final evaluation will be based on examinations, participations, readings, and concepts.
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:

1. The Nature and Evaluation of Ethical Systems
   a. Normative versus descriptive ethics
   b. Norms and normative systems
   c. Some uses of ethical theories

2. Aspects of and Types of Ethical Systems
   a. Axiology—a theory of value
   b. Deontology—a theory of duty

3. Five Types of Normative Ethical Theory
   a. Ethical Naturalism
   b. Religious Ethics
   c. Utilitarian Ethics
   d. Ethics of Pure Reason
   e. Contractual Ethics

4. Normative Ethics and Moral Development
   a. Cognitive psychology and moral development
   b. Ethical theory and moral development theory

Nature of 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
1. Attend class regularly (be prepared to be called on in class)
2. Maintain an Ethics notebook
3. Complete several homework assignments (10% of the final grade)
4. Complete two short papers (20% and 25% of the final grade)
5. Complete a mid-term examination (20% of the final grade)
6. 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 should acquire a fuller understanding of his/her own behavior.

Nature of 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 discussions concerning some topic in the course. This exercise may not occur each semester.
3. Emphases 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.
PY-222 Psychological Development of the Adolescent

Course Content
This course is intended to provide a survey of fundamental areas affecting the psychological development of the adolescent (physical and cognitive development, peer and parent relations, and autonomy and intimacy). Such development will be examined in the context of the home school, and typical social environment of the adolescent.

Nature of Course
In order to explore and think critically about adolescent development, students will be asked to conduct interviews with teachers, parents, peers; to select and report on articles drawn from popular and professional sources; and to conduct group discussions organized around particular themes or issues affecting adolescents. Students will be required to engage in several different writing activities ranging from responding to essay questions on tests to exploring their own perceptions of adolescence.

Student Expectations
Students will be expected to perform satisfactorily on objective tests (multiple choice, short answer), on essay tests, on writing assignments, and in group discussions.
PY/CF-120 The Child: Development from Conception to Adolescence

Course Content
This course will present an overview of the social, cognitive, physical, and emotional development of the child from conception to adolescence. Theoretical, empirical, and practical perspectives on child development will be presented and integrated. Cultural and historical variations in the concepts of children and of development will be discussed as they relate to differences in the treatment of children.

Nature of Course
The teaching format will combine lecture and discussion styles in the classroom, and independent learning experiences outside the classroom. Students will be expected to read the text and may be assigned some additional readings in preparation for exams and for class discussions and projects. Students will complete one or more course projects that will include written and/or oral reports. Evidence of critical thinking and effective communication will be emphasized.

Student Expectations
Students’ understanding of material in the text, any supplemental readings, and classroom discussions will be assessed by examinations. These may consist of multiple choice, completion, or essay items. Briefer quizzes may be given at the discretion of the instructor.

Students will also complete at least one course project. These may include participation in classroom discussions or debates, or completion of an outside writing assignment.
RC-103 Leisure Identity

Catalog Description
In-depth study of leisure as it relates to personal need fulfillment and interrelationships among play, work, leisure, and personal identity.

Course Content
The course is designed to create an awareness of the many opportunities for personal development found during discretionary time. In our society technology and democratic principles allow for greater choices while in the pursuit of happiness. Unfortunately, the many challenges inherent in a fast-paced society have impacted negatively on the development of a healthy lifestyle. Some of the topics to be covered include:

1. The Evolution of Leisure: Historical and Philosophical Perspectives
   a. The Greek ideal and Roman reality
   b. The sacred and the secular
2. Leisure: A Basis of Culture
   a. Popular culture (mass culture)
   b. Sport as leisure
3. Leisure Phenomena: Burden and Opportunity
   a. Revamping values in a changing world
   b. The activity drive
4. Positive and Negative Aspects of Leisure Activities: Can Americans be Trusted with Leisure?
   a. The danger of choice - leisure during free time
   b. Spectator vs. participant
5. Leisure in the Future: An Odyssey
   a. Man's neglected hemisphere
   b. Travel and adventure

Nature of Course
The course content will offer students a well-rounded education and the opportunity for life enhancement via art, music, movement, sports, play, and high adventure. Additionally, students will develop a personal philosophy of leisure that will enable them to make wise choices in the creation of a leisure identity.

Student Expectations
No single textbook covers all the material specifically needed for the course content yet the course textbook, Being at Leisure - Playing at Life, by Bruno Hans Geba will be used in the development of a personal philosophy of leisure.
1. To appreciate fully the importance of leisure, readings from the classics, such as Plato, to contemporaries, such as Kurt Vonnegut, Jr., are required.
2. To understand fully the phenomena of leisure, there is an experiential component included in four of the six units which constitute the course.
BI-120 Biological Principles

This course is intended primarily for Biology majors and interdisciplinary students in the pre-medical, pre-dental, and medical technology programs. It is a prerequisite for all Biology majors' courses.

The course uses a discussion-debate and laboratory format to lead students to an understanding of the history, philosophy and process of science and of some of the central ideas of biology. Topics covered include the early development of science, genetics, evolution, diversity, matter and energy, and environmental problems. Current issues that relate to biology are discussed and debated in connection with each topic. Weekly films are used to introduce topics and promote discussion and debate.

The laboratory portion of the course is designed to provide students with an opportunity to learn the scientific methods by using it. Students work in small groups to form hypotheses and design experiments to test them, then submit written lab reports.

The lecture portion of the course meets for one hour Monday through Friday for the first eight weeks of the semester (one hour and 15 minutes on Tuesdays or Thursdays). The laboratory has one two-hour meeting per week for the full semester.

Students are evaluated on the basis of essay exams, written assignments, lab reports, and class participation.
BS-105  Environmental Biology

At a time when numerous environmental issues are at the forefront of our daily lives, it is especially appropriate to consider the biological effects of human activities as we interact with our surroundings. In order for you, as a concerned citizen, to make informed decisions regarding these issues, it is crucial to understand the biological, as well as economic and social, aspects of our role in the environment.

Environmental Biology introduces students to basic biological principles in the context of pertinent environmental issues. These principles will primarily concern ecological topics such as energy flow, population growth, nutrient cycling, and the interactions between living things and their environment. Specific 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 forming environmental policy.

The format will consist of three 50 minute sessions per week. Some commitments outside the regularly scheduled class period will be required. A mixture of teaching strategies will be employed, with strong emphasis on discussion. Videotapes and laboratory experiments will be important components of the course. Student performance will be assessed on the basis of class participation, written assignments, and examinations.
BS-107 Investigations in Biology

A commonly held view is that science generally, and biology specifically, is merely a body of knowledge to be memorized. But this is mistaken. Science is more exciting. Science is a way of discovering, a way of developing new knowledge.

We live in an age when the results, applications, and claims of scientific research touch every minute of our daily lives. This is true from medicine (health and nutrition) to agriculture, to business, to electronics, to engineering and to the environment. Much public debate, and many of our daily social and political decisions require a general public that understands the scope, limitations and methods of scientific research. Without this understanding we cannot evaluate reports of science in the media. Public misunderstanding may result in serious errors of judgment, with drastic personal, national or international consequences.

If you have an interest in feeling the excitement of science as a means of discovery, but have no experience in science or research, this course is for you. The course starts from an initial review of ways of knowing, and then develops in a step-by-step manner the skills of research. By the end of the course students will be conducting their own guided group research.

The biological content will cover a range of biological themes and topics from among cell structure, simple food chemistry and diet, energy, the human heart and exercise, genetics, population ecology, photosynthesis and respiration, and plant development.

The format will be two X two hours class periods a week. Teaching techniques will emphasize group and class discussion and group practical projects. The small class size and group investigations provide extensive opportunity for active student cooperation and learning. Assessment is based on assignments, two major exams and reports.
BS-108  Biology for Living

How did all the living things on Earth come to be the way they are today? Are any species related to each other? Are humans related to other animals? These are important questions, but they are often avoided in the public schools. In college biology courses, answers to these questions are often given, but without any supporting evidence.

In this course, students start by stating their own hypotheses about the answers to these questions. During the semester, the students study important topics in biology and use the information they find to test their own hypotheses. In this way, we use the scientific method to develop answers about the origin and history of life. At the same time, students learn about anatomy of many organisms, DNA and genetics, the fossil record, and other selected aspects of biology.

For instance, in one of the units students make predictions about similarities in the skeletons of different animals based on their hypotheses. We then look at actual skeletons of a human, cat, horse, monkey, frog, and other animals to test those predictions. Afterward, the class discusses the impact of the evidence on each hypothesis, and students revise their hypotheses.

The teaching strategy of this course emphasizes analysis and discussion. Students are encouraged not to accept scientific statements on the instructor's authority, but to ask "how do you know that?" and to test and refine their own hypotheses. Students earn a grade through short written assignments, examinations, and class participation.
BS-218 Biological Science: A Process Approach

This course introduces elementary education majors to the scientific study of living systems. Students learn about historical and cultural influences on biological thought, how scientists use evidence to infer the evolution of life, how living things are interrelated in ecological systems, and how science as a human activity affects societal issues. Specific topics include western and eastern cultural views of nature, evolution and adaptation, energy flow and nutrient cycling in food webs, and conservation of resources.

The format of the course is two one-hour discussion-lecture sessions and one two-hour laboratory session per week. Teaching strategies emphasize using science as a process for solving problems and answering questions. Consequently class activities emphasize discussion-debate and laboratory/field investigations of biological phenomena.

Students will be evaluated on the basis of summaries/analyses of journal articles, laboratory reports, short essay exams, and one "position paper."
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 knowledge of nutrition 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 discussion/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 class meets three hours per week. Some class time will be spent in the lab.

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-118 Mathematics I

Catalog Description
Introduction to problem solving and reasoning, whole numbers and their operations, number theory, numeration systems, computer usage, historical significance and applications to the elementary school mathematics curriculum. (3)

Prerequisites
Either 2 units of high school algebra or MA-095, and 1 unit of high school geometry. EL-120 is a prerequisite or corequisite.

Nature of Course
The primary purpose of Mathematics I is to develop in a logical, patterned approach, the elements, properties and operations of the number systems taught in elementary school. The essentials of problem solving and the logic of mathematics are introduced, then a generic development of number concept is made. Relations, operations and fundamental properties of several number systems are examined. These number systems are: cardinal numbers, counting numbers, whole numbers and integral numbers. Attention is paid to applications of these systems as practiced today in the elementary school curriculum including the use of relevant computer software. In addition, some historical applications and geometrical concepts are also explored. Since the students have a prerequisite of EL-120, many instances of the concepts are cited as an elementary school teacher would see them.

Mathematics I is taught in a lecture-discussion setting with many applications and problems being the focus of the discussion. The problems in the textbook will be the main source of assignments the students will be expected to complete outside of class. However, several assignments including library research, laboratory "hands on" projects or individual writing will be made. These assignments should promote a better understanding of the elementary school curriculum as a goal.

Student Expectations
Students will be expected to contribute to class discussions, to work problems in and out of class, to take all quizzes and tests and to do the outside assignments. The scheduled tests will constitute approximately 60%-75% of the students' grade in the course. The remaining percentage of the students' grade will include (a) writing assignments and (b) classroom activities.
MA-134  College Algebra

Catalog Description
Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, binomial theorem.

Prerequisites
2 units of high school algebra or MA-095.

Nature of Course
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 the students may be asked to complete reading assignments from sources other than the textbook, write on topics of a mathematical nature related to the history of solution of a particular problem, or use computer based programs to develop solutions to problems.

Student Expectations
Students will be expected to participate in class discussions, to work problems both in and out of class, and to take all quizzes and scheduled tests. Normally 1-2 hours of work is needed to complete each class assignment. Performance on scheduled tests will constitute the major part of the students’ grade.
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:
1. Language, Logic and Argument
   a. Recognizing arguments
   b. Analyzing arguments
2. Deductive Validity
   a. Propositional logic
   b. Syllogistic logic
   c. Predicate (relational) logic
3. Inductive Reasoning
   a. Probabilistic reasoning
   b. Analogical reasoning
4. Deontic Reasoning
   a. History of moral reasoning
   b. Moral reasoning formalized
   c. Legal reasoning

Nature of 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
1. Regular class attendance (be prepared to be called on in class)
2. Maintain a Logic notebook
3. Complete routine homework assignments (25% of class grade)
4. Three hourly examinations (objective, problem-solving, short essay)
   (50% of class grade to be determined on basis of exam performance)
5. Comprehensive final examination (25% of class grade)
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.
CH-181  Basic Principles of Chemistry

Course Content
A survey of the fundamental principles and systematic behavior of matter with emphasis on quantitative aspects of scientific inquiry. One may not receive credit for both CH-181 and CH-185. Three lectures, one recitation, and two hours of laboratory. (5)

The course begins with an overview of the history of the Scientific Method as a way to increase our understanding of the physical world, with special attention paid to the role that numbers and measurements play in the practice of the Scientific Method. We then take time to develop a "tool box" of problem-solving strategies and aids that are used in applications of the Scientific Method.

After we have developed our "tool box," we investigate how scientists in many parts of the world applied the Scientific Method in ways which led to our current understanding of the atom and the molecule as basic organizations of matter. We then learn how our understanding of atoms and molecules can be applied to social and technological problems, such as acid rain, production of chemicals used in manufacturing, testing of products for purity, alternate energy sources, etc.

Teaching Format
Just as a mechanic depends on the tools in a tool box to repair a car, we make use of a critical thinking "tool box" to solve problems in CH-181. We spend much of our time discussing appropriate use of each tool; lecture is used only when necessary content is introduced. Since our emphasis is on problem-solving ability, little time is spent memorizing facts that can be found in the text or a reference book.

Student Expectations
Although we make much use of numbers and measurements as we formulate solutions applicable to the problems mentioned above, the degree of mathematical sophistication is quite limited: Ch-181 has no Math prerequisites, although MA-095 or equivalent is strongly recommended. The weekly recitation period provides the student with an ongoing opportunity to develop and perfect, with the assistance of the instructor, the math skills required to thrive in CH-181. The student is expected to attend class, recitation, and laboratory, and to read approximately 150 pages in the textbook. There will be five exams and a final; exams make use of the "tool box" developed in the course, with little emphasis on simple recall.
CH-185 General Chemistry I

Course Content
This course is the first course in a two semester general chemistry sequence. Students meet three hours per week in lecture, one hour per week in recitation and two hours per week in laboratory for five hours credit. Intermediate Algebra (MA-095) is a prerequisite for the course.

General Chemistry I looks at the way in which measurement of physical and chemical properties of samples of matter helps us to classify matter as elements and compounds, and then to determine whether these elements and compounds are made up of atoms, molecules or ions. The early theories of the structure of the atom are discussed and used to illustrate the Scientific Method. Chemical reactions are studied and students learn how to determine the amount of products formed and the heats of reaction. The properties of gases are investigated extensively. The periodic properties of elements are related to the electronic structure of atoms. Students learn to predict whether compounds exhibit ionic or covalent bonding and then to predict the molecular geometries of covalently bonded compounds. The properties of liquids, solids and solutions are discussed. Students are taught the factors which can affect how fast chemical reactions occur, and learn to predict the step by step mechanisms by which the reactions occur. The basic concepts and principles of chemical equilibrium are dealt with. Students learn to solve problems involving equilibrium constants.

Nature of Course
General Chemistry I emphasizes the learning of concepts and principles and the solving of problems rather than the memorizing of definitions. Weekly homework assignments are made in order to help students internalize the subject matter. Laboratory experiments are carried out each week and these illustrate the concepts and principles of chemistry and develop problem solving and laboratory skills.

Student Expectations
There are five exams given, each worth 100 points and a 200 point final exam. The laboratory experiments account for 200 points on the grade and homework is worth 100 points.
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, and stream and groundwater systems.

Nature of Course
1. Emphasis on Reading: Regular reading assignments are given in the textbooks and supporting materials. Laboratory exercises include written materials which must be studied. Some articles on reserve in the library are required reading. Optional reading lists are also available, 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 are done by working teams. Simulations involving role-playing require group interaction. Students may participate in a debate.

3. Emphasis on Writing: A notebook of laboratory activities must be kept. Four formal written laboratory project reports are also required. Brief, informal writing is required in some other laboratories.

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 three unit exams (300 points) and a comprehensive final exam (150 points). Many laboratories include graded work (150 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.
The Physical Landscape: A Spatial Analysis

Course Content

No matter where we live, physical elements of the environment such as terrain (plains, mountains), atmospheric conditions (temperature, rain), soils, vegetation, and animal life affect our lives. These elements occur in different combinations to produce spatial variations (i.e. differences from place to place) in the physical landscape. Learning about physical landscapes and about interactions of humans with the landscape contributes to a better understanding not just of the area where we live but also of those areas we may visit in future years.

Nature of Course

The course consists of two lectures and a two-hour laboratory each week. In the laboratory, students utilize basic scientific processes to investigate a problem. In studying physical landscapes of the world, students cannot make first-hand observations but instead utilize secondary materials such as globes, maps, graphs, climatic data, models, photographs, and rock specimens.

1. Emphasis on Reading: Study questions prepared by the instructor for each chapter in the textbook focus the student's attention on the important concepts.
2. Group Projects: Several projects start with group discussion and are followed with an individual writing assignment.
3. Emphasis on Writing: Investigation and handout exercises which involve the Writing Center are used to develop the student's writing skills.
4. Out-of-Class-Projects: Handout exercises are used to help students recognize types of false reasoning and to develop proficiency in critical thinking and problem solving.
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.

A student's course grade is based on the total points accumulated: 600 points are possible. The five examinations are worth 300 points (50 percent) and the final exam 150 points (25 percent). In addition, there are 10-point quizzes on lab exercises, on textbook study questions, and on University Studies activities. The quiz score component of 150 points (25 percent) is based on the 15 highest scores. Those quiz scores lower than the 15 highest are not used in calculating a student's course grade.

Students who earn 90 percent of 600 points receive an "A", 80 percent a "B", 65 percent a "C", and 55 percent a "D".
PH-106  Physical Concepts

Course Content
Most of the course content is directly applicable to the student's everyday living. The course begins by defining what constitutes matter, space, and time. This is followed by the concept of motion as applied to humans and vehicles in sports and other endeavors. The history of motion is traced from Aristotle, a Greek scientist-philosopher. Properties of matter are studied such as size or volume, area, mass, and density. The area-to-volume ratio of large objects or animals is compared to small objects or animals. This is called "geometric scaling." Various forms of energy and their conservation are studied. Their importance to man and the environment are discussed. For example, forms of electromagnetic energy such as heat, light, and microwave energy are necessary for man's survival. Sound waves in musical instruments are analyzed. The aesthetic value of music, dance, and sports are examined as physical in nature. Devices such as lasers, strobe lights, cameras, and binoculars are discussed and demonstrated. A variety of classroom demonstrations highlight the course.

Nature of Course
1. Emphasis on Reading: In addition to reading assignments in the textbook students may be asked to locate and read relevant journal articles in the library and peruse newspapers for articles relating to topics studied in the course. Selected readings in K.D. Cole's book, Sympathetic Vibrations, in which she relates physical concepts to all disciplines and to everyday life, will be assigned.
2. Emphasis on Writing: Students will be required to write laboratory reports and a paper near the end of the course on personal experiences that exemplify physical concepts learned in the course.
3. Group Projects and Out-of-Class Projects: Several of the laboratory experiments and classroom projects will be done in groups or teams. In addition, there may be simple home experiments or projects that are brought to class for presentation and discussion.
4. Teaching Format: A variety of approaches will be used in the classroom including formal lectures, group projects and discussions, demonstrations, and the use of slides and videotapes. Students are expected to be actively involved in all aspects of the course.

Student Expectations
Student evaluation will be based on student participation in classroom activities and group projects, completion of laboratory exercises, satisfactory completion of homework assignments and satisfactory performance on examinations.
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 law 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 required to write a short paper on a topic of relevance to astronomy, and to carry out a semester-long research project. The research activity will entail visual observations and record-keeping over a period of several weeks or months. For example, a student might chart the changing positions of the planets during the semester. Students who own or have access to a 35mm camera may try their hand at astrophotography.

Night Labs
Evening "stargazing" sessions will be held on most clear nights during the semester, at times which will be announced in class. Students will be required to attend two of these stargazing sessions as a part of the laboratory component of 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, a term paper and research project, and several short homework assignments. At the end of the semester, the student will be given a tentative course grade based upon a predetermined grading scale. For students near 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.
PH-218 Physical Science: A Process Approach

Prerequisite
BS-118: Introduction to Process Science for the Elementary Teacher

Course Content
This course is designed to acquaint students with basic concepts and principles from chemistry and physics that can be used to teach physical science in the elementary school. Eight weeks of the course are devoted to chemistry and include topics such as properties of matter, atomic structure, physical and chemical changes, chemical reactions and acids and bases. The other eight weeks of the course are devoted to physics and include topics such as heat and temperature, wave motion and sound, electricity, magnetism, and light.

Nature of Course
The course consists of two regular one-hour class sessions and a two-hour laboratory session. Classroom presentations will combine a variety of approaches including formal lectures, group projects and discussions, demonstrations, and the use of slides and videotapes. Emphasis will be placed on hands-on activities which incorporate the inquiry/discovery mode in both the classroom and the laboratory. The applications of chemistry and physics to everyday life and to advances in technology, including the benefits to mankind, will be emphasized when possible.

The laboratory will provide an opportunity for students to make measurements, gather and analyze data, and write reports based on their experimental investigations. They will be asked to locate and gather information outside the classroom and analyze this information. As a result, they will be asked to write a paper dealing with some issue related to science and society, where they must analyze alternative positions and come to a personal conclusion regarding the issue.

Student Expectations
Student evaluation will be based on (1) active participation in classroom activities, group projects, and laboratory exercises (2) quality of laboratory reports and the investigative project report (3) satisfactory completion of homework assignments and (4) satisfactory performance on examinations.
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:
1. Old Kingdom
   a. Three Great Pyramids
   b. The Great Sphinx
2. Middle Kingdom
   a. Temple building
   b. Religious beliefs
   c. Development of Hieroglyphics
3. New Kingdom
   a. Political development of the Pharaohs
   b. Tutankhamen, Akhenaten, and Ramesses II
4. Late periods and decline of Egypt
   a. Greek influence
   b. Roman influence

Nature of 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:
1. Regular class attendance
2. Maintain appropriate class notes
3. Participation in class discussions
4. One research paper
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. Emphasis on Reading: 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

Course Content

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 Course

1. Emphasis on Reading: 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.
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, over-population 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 Civilization 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 (Africa by Martin and O'Meara) will be supplemented by two short novels (Chinua Achebe. Things Fall Apart and No Longer at East). 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.
GH-105 American Civilization

The primary 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 then 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
1. To acquaint the student with the major characteristics of ancient Greek and Roman civilizations.
2. To learn the historical method as a means of critical thinking.
3. To develop effective communication skills: reading, writing, listening and speaking.

Course Requirements
1. Three major exams and a final exam
2. Short paper (5 to 10 pages)
3. Weekly readings from sources other than the textbook
4. Class notes - chapter outlines (notebook)

Course Outline
Available on request in the History office, SS312.
GH-120 European Civilization

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

The Latin American nations provide the intelligent observer with a rich and varied culture that today has as much hope for the future as it holds problems for the present. Not only is Latin American culture and civilization interesting in and of itself, but the area is also extremely important for the United States. Its importance lies not only with the Panama Canal or strategic interests of the United States in the Caribbean, but also because of the resources the Latin American nations possess. From Latin America comes most of the coffee and sugar, and much of the oil consumed in the United States, and in return Latin America is an important market for American goods.

Latin American Civilization is divided into three parts:

1. To understand a diverse area of the world such as Latin America, one must begin with the Pre-Columbian Civilizations of the Aztec of Ancient Mexico, the Maya of Yucatan, and the Inca of Peru. These cultures were similar in many ways to the ancient Bronze Age cultures of the Old World. The course will focus on their history, economics, society, art, and religion.

2. The conquest of the Pre-Columbian Civilizations by the Spanish and Portuguese began a great mixing of the European and Amerindian peoples which continues. It also created a long colonial period culminating in the Latin American Wars for Independence, a major event in the Atlantic World.

3. During the modern world of Latin American Civilization, the course will focus on the problems of nation building. Emphasis will be upon Mexico, Cuba, Brazil, Argentina, Chile, and Peru. Attention will be drawn to the problems of democracy and dictatorship, economic development, and the place of the arts in Latin American society.

Students will be expected to participate in class discussions and complete all reading and writing assignments.
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
1. 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.

2. 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.

3. 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.

4. 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
1. Examinations
   a. Three one-hour
   b. One two-hour final

2. Progress evaluations and quizzes

3. Teaching-learning activities
   a. Projects, special assignments, and/or papers
   b. Review of video tapes, films, and/or slides
   c. Presentations including panel discussions and role playing

80
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 economic concepts, beginning with supply and demand. These concepts will be used to explore how a market economy operates. Current problems and issues in microeconomics such as price supports, the cost of health care, the minimum wage, mergers, labor unions, pollution and poverty (to name a few) will be discussed and analyzed using economic concepts.

Nature of Course
The course has an assigned textbook which may be supplemented by readings from current magazines and newspapers. Some writing is essential. At the beginning of the semester each student will select a project topic. During the semester the student will gather information about the topic, organize the information, and summarize it. 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
Exams will include some objective questions as well as essay and short answer questions. Evaluation will be based on these exams, class participation, the project, and other assignments.
Class attendance is an important factor in this course. Class time will involve projects, simulations, and discussions as well as lectures.
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 will have a textbook and assigned readings. Class time will be devoted to lecture, individual and group discussions, and presentation of an 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.
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
AN-101  Observing Other Cultures

A description for this course is not currently available. For further assistance, contact the Department of Sociology and Anthropology.
GG-150 People and Places of the World

Course Content
The primary purpose of this course is to help students with limited 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. Emphasis on Reading: 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.
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. Emphasis on Reading: Most of the assignments will be in the textbook. 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.
MK-201 Values and Social Issues in Business

Course Content
This course emphasizes past, present and future values of business people as well as the social issues impacting businesses today. The course content is designed to meet the following objectives:

To help students understand the basic attitudes, values, concepts, ethics, and ideologies that underlie particular economic institutions and social systems. For example, the values and ideology upon which the free enterprise system was built is examined.

To provide a systematic framework for students to use in analyzing the effects of business decisions on other institutions and people (customers, employees, community residents, suppliers, shareholders and management). Additionally, ethical analysis techniques are presented to assist the student in dealing with ethical dilemmas.

To assist students in formulating and clarifying their own personal values and goals. It is hoped that with critiquing and examining one's own values, the student will be better equipped to analyze business problems and issues.

To help students define their expectations of both business and the government's interaction with business.

Nature of Course
A participative style of teaching is used for several reasons: to encourage debate and discussion of the social issues; to enhance reasoning ability; and to maintain an active mode of learning in the classroom.

The course assignments usually include the following: readings in the textbook; a minimal number of readings supplemental to the textbook; selected case studies to be analyzed individually and with a team; current business issue reports; a manageable number of short written assignments; and a course paper.

Student Expectations
Students are expected to actively participate in class discussions and satisfactorily complete class assignments and examinations. The performance criteria and weightings (in parentheses) for the course grade include: exams (40%); written assignments (30%); and oral presentations and class participation (30%).
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:

1. 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?

2. 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
      i. Classical Greek theories
      ii. Early Christian theories
      iii. Renaissance theories
      iv. Enlightenment social contractarians
      v. Post-enlightenment social liberalism
      vi. Post-enlightenment social conservatism
      vii. Contemporary theories of the person in society

3. Human Nature and the Problem of Relativism
   a. Relativism cultural and philosophical
   b. Cultural relativism and the methodology of the social sciences

Nature of 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. Five to six hours of work per week outside of class should be devoted to this course.

Student Expectations
1. Attend class regularly (be prepared to be called on in class)
2. Maintain a Social Philosophy notebook
3. Complete several homework assignments (10% of the final grade)
4. Complete two short papers (20% and 25% of the final grade)
5. Complete a mid-term examination (20% of the final grade)
6. Complete a final examination (25% of the final grade)
RS-101 World Religions

Course Content
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 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 class presentations, reading assignments, and written projects, the student should receive a sound understanding of the religions of the world and a new appreciation of their 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.
SO-102  Society, Culture and Social Behavior

Course Content
The impact of society and culture on human behavior is analyzed. The
effects 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: Assigned text plus materials on reserve.
3. Emphasis on Communication Skills: Written reports and oral recitations are
   part of the course.

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.)

Student Evaluation
Sixty to seventy-five percent of the grade will be based on test performance
and the remaining 25 to 40 percent will be based on reports and class participation.
<table>
<thead>
<tr>
<th>Course Number Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG-201 World Food and Society / 80</td>
</tr>
<tr>
<td>AH-100 Ancient Egypt / 70</td>
</tr>
<tr>
<td>AN-100 Foundations of Human Behavior: Sex and Aggression / 43</td>
</tr>
<tr>
<td>AN-101 Observing Other Cultures / 86</td>
</tr>
<tr>
<td>AR-111 Ceramics: A Metaphor for Understanding Human Experience / 14</td>
</tr>
<tr>
<td>AR-112 Perspectives in Art / 15</td>
</tr>
<tr>
<td>AR-210 Reading the Visual Image / 16</td>
</tr>
<tr>
<td>BI-120 Biological Principles / 51</td>
</tr>
<tr>
<td>BS-105 Environmental Biology / 52</td>
</tr>
<tr>
<td>BS-107 Investigations in Biology / 53</td>
</tr>
<tr>
<td>BS-108 Biology for Living / 54</td>
</tr>
<tr>
<td>BS-218 Biological Science: A Process Approach / 55</td>
</tr>
<tr>
<td>CH-180 Chemistry in Our World / 62</td>
</tr>
<tr>
<td>CH-181 Basic Principles of Chemistry / 63</td>
</tr>
<tr>
<td>CH-185 General Chemistry I / 64</td>
</tr>
<tr>
<td>CS-105 Computing / 57</td>
</tr>
<tr>
<td>EC-101 Economic Problems and Policies / 81</td>
</tr>
<tr>
<td>EC-215 Principles of Microeconomics / 82</td>
</tr>
<tr>
<td>EC-250 Logical Decision-Making / 58</td>
</tr>
<tr>
<td>EC-275 Comparative Economic Systems / 83</td>
</tr>
<tr>
<td>EN-140 Rhetoric and Critical Thinking / 42</td>
</tr>
<tr>
<td>ES-150 Earth Science: Environmental Hazards / 65</td>
</tr>
<tr>
<td>FN-235 Nutrition and Mankind / 56</td>
</tr>
<tr>
<td>FR-100 French Language and Culture I / 31</td>
</tr>
<tr>
<td>FR-120 French Language and Culture II / 32</td>
</tr>
<tr>
<td>FR-200 French Language and Culture III / 33</td>
</tr>
<tr>
<td>FR-220 French Literature / 21</td>
</tr>
<tr>
<td>GG-140 The Physical Landscape: A Spatial Analysis / 66</td>
</tr>
<tr>
<td>GG-150 People and Places of the World / 87</td>
</tr>
<tr>
<td>GG-160 American Peoples and Civilization / 71</td>
</tr>
<tr>
<td>GG-170 European Peoples and Civilization / 72</td>
</tr>
<tr>
<td>GG-180 Cultural Geography / 88</td>
</tr>
<tr>
<td>GH-100 African Civilization / 73</td>
</tr>
<tr>
<td>GH-105 American Civilization / 74</td>
</tr>
<tr>
<td>GH-110 Chinese Civilization / 75</td>
</tr>
<tr>
<td>GH-115 Classical Civilization / 76</td>
</tr>
<tr>
<td>GH-120 European Civilization / 77</td>
</tr>
<tr>
<td>GH-125 Islamic Civilization / 78</td>
</tr>
<tr>
<td>GH-130 Latin American Civilization / 79</td>
</tr>
<tr>
<td>GN-100 German Language and Culture I / 34</td>
</tr>
<tr>
<td>GN-120 German Language and Culture II / 35</td>
</tr>
<tr>
<td>GN-200 German Language and Culture III / 36</td>
</tr>
<tr>
<td>GN-220 German Literature / 22</td>
</tr>
<tr>
<td>GS-101 Creative and Critical Thinking / 13</td>
</tr>
<tr>
<td>HL-220 Health Perspectives / 44</td>
</tr>
<tr>
<td>LI-220 Fiction and the Human Experience / 23</td>
</tr>
<tr>
<td>LI-221 Poetry and the Human Experience / 24</td>
</tr>
<tr>
<td>LI-222 Mythic Dimensions of Literature / 25</td>
</tr>
<tr>
<td>LI-243 Children's Literature / 26</td>
</tr>
<tr>
<td>LI-256 The Variety of Literature / 27</td>
</tr>
<tr>
<td>MA-118 Mathematics I / 59</td>
</tr>
<tr>
<td>MA-134 College Algebra / 60</td>
</tr>
<tr>
<td>MK-201 Values and Social Issues in Business / 89</td>
</tr>
<tr>
<td>MU-181 Musical Encounters / 17</td>
</tr>
<tr>
<td>MU-182 Music: An Artistic Expression / 18</td>
</tr>
<tr>
<td>PH-106 Physical Concepts / 67</td>
</tr>
<tr>
<td>PH-109 Exploring the Universe / 68</td>
</tr>
<tr>
<td>PH-218 Physical Science: A Process Approach / 69</td>
</tr>
<tr>
<td>PL-110 Readings in Philosophy / 28</td>
</tr>
<tr>
<td>PL-120 Symbolic Logic / 61</td>
</tr>
<tr>
<td>PL-203 Aesthetics and the Arts / 19</td>
</tr>
<tr>
<td>PL-204 Ethical Theory / 45</td>
</tr>
<tr>
<td>PL-245 Social Philosophy / 90</td>
</tr>
<tr>
<td>PS-103 United States Political Systems / 84</td>
</tr>
<tr>
<td>PS-104 Comparative Political Systems / 85</td>
</tr>
<tr>
<td>PY-101 Psychological Perspectives on Human Behavior / 46</td>
</tr>
<tr>
<td>PY-220 Psychological Development Across the Life Span / 47</td>
</tr>
<tr>
<td>PY-222 Psychological Development of the Adolescent / 48</td>
</tr>
<tr>
<td>PY/CF-120 The Child: Development from Conception to Adolescence / 49</td>
</tr>
<tr>
<td>RC-103 Leisure Identity / 50</td>
</tr>
<tr>
<td>RS-101 World Religions / 91</td>
</tr>
<tr>
<td>RS-202 Old Testament Literature / 29</td>
</tr>
<tr>
<td>SC-105 Fundamentals of Oral Communication / 37-38</td>
</tr>
<tr>
<td>SN-100 Spanish Language and Culture I / 39</td>
</tr>
<tr>
<td>SN-120 Spanish Language and Culture II / 40</td>
</tr>
<tr>
<td>SN-200 Spanish Language and Culture III / 41</td>
</tr>
<tr>
<td>SN-220 Hispanic Literature / 30</td>
</tr>
<tr>
<td>SO-102 Society Culture and Social Behavior / 92</td>
</tr>
<tr>
<td>TH-100 Theatre Appreciation / 20</td>
</tr>
</tbody>
</table>

(index continues)
Course Title Index

Aesthetics and the Arts / 19
African Civilization / 73
American Civilization / 74
American Peoples and Civilization / 71
Ancient Egypt / 70
Basic Principles of Chemistry / 63
Biological Principles / 51
Biological Science: A Process Approach / 55
Biology for Living / 54
Ceramics: A Metaphor for Understanding Human Experience / 14
Chemistry in our World / 62
Children’s Literature / 26
Chinese Civilization / 75
Classical Civilization / 76
College Algebra / 60
Comparative Economic Systems / 83
Comparative Political Systems / 85
Computing / 57
Creative and Critical Thinking / 13
Cultural Geography / 88
Earth Science: Environmental Hazards / 65
Economic Problems and Policies / 81
Environmental Biology / 52
Ethical Theory / 45
European Civilization / 77
European Peoples and Civilization / 72
Exploring the Universe / 68
Fiction and the Human Experience / 23
Foundations of Human Behavior: Sex and Aggression / 43
French Language and Culture I / 31
French Language and Culture II / 32
French Language and Culture III / 33
French Literature / 21
Fundamentals of Oral Communication / 37-38
General Chemistry 1 / 64
German Language and Culture I / 34
German Language and Culture II / 35
German Language and Culture III / 36
German Literature / 22
Health Perspectives / 44
Hispanic Literature / 30
Investigations in Biology / 53
Islamic Civilization / 78
Latin American Civilization / 79
Leisure Identity / 50
Logical Decision-Making / 58
Mathematics I / 59
Music: An Artistic Expression / 18
Musical Encounters / 17
Mythic Dimensions of Literature / 25
Nutrition and Mankind / 56
Observing Other Cultures / 86
Old Testament Literature / 29
People and Places of the World / 87
Perspectives in Art / 15
Physical Concepts / 67
Physical Science: A Process Approach / 69
Poetry and the Human Experience / 24
Principles of Microeconomics / 82
Psychological Development Across the Life Span / 47
Psychological Development of the Adolescent / 48
Psychological Perspectives on Human Behavior / 46
Reading the Visual Image / 16
Readings in Philosophy / 28
Rhetoric and Critical Thinking / 42
Social Philosophy / 90
Society Culture and Social Behavior / 92
Spanish Language and Culture I / 39
Spanish Language and Culture II / 40
Spanish Language and Culture III / 41
Symbolic Logic / 61
The Child: Development from Conception to Adolescence / 49
The Physical Landscape: A Spatial Analysis / 66
The Variety of Literature / 27
Theatre Appreciation / 20
United States Political Systems / 84
Values and Social Issues in Business / 89
World Food and Society / 80
World Religions / 91

CREDITS

This handbook was produced by the Office of the School of University Studies.

Editor: Susan Ludwig
Administrative Secretary

Printing: Printing and Duplicating Service
Southeast Missouri State University
Notes