### University Studies Program
#### Southeast Missouri State University

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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. Your work at Southeast will be 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.

In the University Studies program students complete an introductory course (GS-101), 12 courses in the 100-200 level core curriculum and 3 upper-level interdisciplinary courses. The program is outlined on page 7.

The University Studies program begins its fourth year this fall semester. The program consists of 79 courses in the core curriculum and 29 courses in the interdisciplinary curriculum. Each of these courses is designed to provide you with opportunities to address the nine University Studies objectives. These objectives are listed on pages 8 and 9. We believe that developing the skills inherent in these objectives is the very best way for you to prepare for a successful future. 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 a biologist, a historian, a philosopher, an economist, an artist, a linguist and a 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 through 12, and interdisciplinary courses are listed on page 13. You must select one course from each of the twelve categories in the core curriculum, and three courses in the interdisciplinary curriculum, two 300-level courses and one 400-level senior seminar. Page 14 is a checklist on which you may record courses as you enroll in them. Following the checklist are descriptions of all University Studies courses. These descriptions have been prepared by the faculty in order to assist you in selecting the most appropriate courses in the two curricula. Courses will be added to the program in future years and you are encouraged to confer with your advisor or visit the office of the School of University Studies in Memorial Hall, room 210, for current information about the curriculum.

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:

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The 300-400 level courses have the theme:

INTEGRATION OF KNOWLEDGE: LIVING IN AN INTERDEPENDENT UNIVERSE

Each student will take two 300-level 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.
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.
UNIVERSITY STUDIES PROGRAM

First Year Introductory Course
GS-101 Creative and Critical Thinking

100-200 Core Curriculum

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-120  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 I

Reminder: In order to receive a degree from Southeast, students must pass MA-Q95 Intermediate Algebra, or score at the appropriate levels on placement tests to have the course waived. This requirement should be completed before attempting any course in the Logical Systems Category. This requirement applies to all students regardless of the major selected (see "Graduation Requirements" in the University Bulletin).

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
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
PS-209 Japanese 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
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
SO-220 Cities and Society
UNIVERSITY STUDIES PROGRAM

Upper-Level Interdisciplinary Curriculum

300-LEVEL INTERDISCIPLINARY COURSES

UI-300  Drugs and Behavior
UI-301  Managerial Communication Processes
UI-302  Westward Movement: Development of American Regional Cultures
UI-303  The Female Experience
UI-304  The History and Culture of West Africa
UI-305  Judicial Reasoning
UI-306  The Film as History and Literature
UI-307  Economic Geography
UI-308  Cultural and Physical Landscapes of the World: A Geographical Analysis
UI-309  Crime and Human Behavior
UI-310  The American Musical Experience
UI-311  Masterpieces of the French Novel
UI-313  The African-American Experience
UI-317  Human Sexuality
UI-318  Earth Science: A Process Approach
UI-322  International Political Economy
UI-331  Biochemistry I
UI-340  Housing Perspectives
UI-345  Nonverbal Communication

400-LEVEL SENIOR SEMINAR COURSES

UI-400  Business and Ethics
UI-401  American Cultural Landscapes
UI-403  Aesthetics and Human Values
UI-404  The Human Ascent
UI-406  Transforming the Female Experience
UI-407  Rational Endeavor
UI-410  Manufacturing Research in a Global Society
UI-414  The American Temper: Ideas in Conflict
UI-425  Persuasion: Understanding, Practice & Analysis
UI-438  The Nature and Growth of Mathematical Thought
UNIVERSITY STUDIES STUDENT CHECKLIST

First Year Introductory Course
GS-101 Creative and Critical Thinking

100-200 Level Core Curriculum
36 hours

Perspectives on Individual Expression
Artistic Expression
Literary Expression
Oral Expression
Written Expression

Perspectives on Natural Systems
Behavioral Systems
Living Systems
Logical Systems
Physical Systems

Perspectives on Human Institutions
Development of a Major Civilization
Economic Systems
Political Systems
Social Systems

300 Level Interdisciplinary

400 Level Senior Seminar
3 hours
GS-101 Creative and Critical Thinking

Catalog Description (including prerequisites)

This course is the introductory course in the University Studies program. The course has three purposes: 1) to help students make a successful transition to college life; 2) to help students develop effective learning and thinking skills; 3) to help students understand the importance of liberal education and life-long learning. (3)

Course Content

What are the differences between high school and college? What learning skills do professors expect students to master? What strategies can students use to improve their learning skills? How can students become better thinkers? What thinking skills and attitudes must students master to become liberally educated citizens? The answers to these questions are important keys that unlock the door to becoming a successful college student and an educated person.

This course is designed specifically to help freshmen learn how to make a successful start in college. In it they learn about university resources available to help students be successful in college; they learn about effective strategies for learning; they learn about attitudes and skills that are essential for effective thinking; they learn how to develop a plan of study for completing a college degree and about the importance of committing themselves to a life of learning. In short, GS-101 is a course that helps freshmen make the transition to university life.

Nature of Course

In GS-101 students approach these topics through active learning. They do this by practicing study skills, structured discussion, informal and formal writing, problem-solving, decision-making and issue analysis.

GS-101 is unlike most courses that students have taken in the past. One difference is that GS-101 focuses on the processes of learning and thinking rather than on standard academic content such as history, biology or economics. Another difference is that the professors teaching the course are from various academic departments. Thus the specific subject matter used to develop important learning and thinking skills may vary from section to section. However, all students will be given the opportunity to learn the same skills and work toward the same course objectives.

Student Expectations

Students earn a grade in GS-101 through participation, written assignments, and examinations. Because GS-101 emphasizes discussion and other forms of active learning, attendance and participation are essential to achieve success in the course.
AR-111  Ceramics: A Metaphor for Understanding Human Experience

Catalog Description (including prerequisites)
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 class artifacts will be examined and compared in function, design, technique and decoration to gain enhanced understanding of cultures that created them. (3)

Course Content
The purpose of this course is to investigate the ceramics of cultures from neolithic through contemporary times as a means of understanding human experience.
In addition to the readings on major cultures and their ceramics, several hands on clay experiences in forming, decorating and firing will be done.
Students will learn what clay is, why it is plastic and the changes it goes through in firing.
The appreciation of good design and craftsmanship in ceramics will be emphasized.
A course paper will require individual research of a specific culture and it's ceramics while providing an opportunity for developing good writing skills.

Nature of Course
A variety of learning experiences including lectures, demonstrations, films and slides, hands on clay experiences, museum study and art exhibit visits will be provided.
An assigned paper will require research of pertinent literature in Kent Library and use of good university writing skills.
Several hands on projects with clay will include working with burnished earthenware, stoneware and porcelain clays.

Student Expectations
Unit examinations will be given on required readings and class lectures.
Several assigned clay projects will be graded and good class attendance is necessary for completion.
A course research paper will be evaluated on content and good written form.
Other short term class activities including museum studies, art exhibit critiques, and clay experiments will also be evaluated.
AR-112 Perspectives in Art

Catalog Description (including prerequisites)
Understanding the role of contemporary and historical art in enriching the human experience. (3)

Course Content
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. presentation and discussion of course goals, expectations, and resources.
2. lectures (based on text, video-tapes, slides, current art events in daily life, and up-coming art exhibits off-campus).
3. question and answer dialogue with students in lectures, visual presentations, panel sessions, museum visits, etc.
4. 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

Catalog Description (including prerequisites)
An exploration of the process of reading the visual image and the use of the visual image in the many facets of society. (3)

Course Content
Much of our society’s communication is visual. The estimated amount of information received by an individual through visual means ranges from 60 to 85 percent. 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 grammar, 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 rationally explores the intuitive process of reading the visual image. Visual literacy implies that you have read and consciously understood a lot of images. This conscious understanding gives you control over the influence the image will have upon you. This class explores the process of reading which will, when consistently applied, help you become visually literate.

Nature of Course
Students interested in communications, art, advertising, education, and psychology will find this class particularly interesting. The visual arts are emphasized but a wide range of visual communications are part of the class. The class presentation is a combination of lecture and discussion and includes videos, movies, advertisement, slides, and pass-outs. The notebook assignments allow the students to interact with specific images and to record that interaction. These assignments are done out of class.

Student Expectations
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 in the application of the topic. The grade is based on midterm and final exams, the term paper, completion of the notebook exercises and participation in class discussions. Because of the in-class discussions and the lack of a comprehensive textbook good attendance is a significant factor in accomplishing the other requirements for the class.
MU-181  Musical Encounters

Catalog Description (including prerequisites)
A course in music appreciation which develops informed judgment about music through exposure to live performance. (3)

Course Content
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.

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.

Nature of 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.

Student Expectations
Students are expected to
1. attend the student/performer interaction session for each concert attended,
2. submit evaluations for a specified number of those performances,
3. participate regularly in class discussions,
4. successfully complete all listening assignments, and
5. successfully complete and perform the group composition project.
MU-182  Music: An Artistic Expression

Catalog Description (including prerequisites)
An examination of music as artistic expression and an analysis of the role music has played in the human experience. (3)

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 (including prerequisites)
An introduction to the concepts, theories, literature, criticism and modes of perception appropriate to understanding the arts, developing aesthetic attitudes and making reasoned evaluative judgments. (3)

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

Catalog Description (including prerequisites)
Promotes an appreciation for and an understanding of theatre in contemporary society. Emphasizes the script, artist, audience interaction. (3)

Course Content
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.

Nature of Course
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.

Student Expectations
1. Attend class, departmental dramatic productions, and, when available, some films and professional productions.
2. Do assigned readings.
3. Satisfactorily complete class assignments and examinations.
FR-220 French Literature

Catalog Description (including prerequisites)
Designed to develop ability to read French literary texts; to acquaint students with a selection of major French authors; to introduce basic concepts of literary analysis; to increase students' ability to speak and understand French through class discussions in French. Prerequisite: FR-200 or equivalent. (3)

This course is open to beginning freshmen who have had exceptional high school preparation (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 Languages Retroactive Credit policy.

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

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

Students become acquainted with the principles of French versification and with dramatic literature by reading a selection of French poems and scenes from plays of major authors.

Nature of Course
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.

Student Expectations
Students are expected to complete all reading assignments and to participate in class discussions of the readings. Regular quizzes and exams test students' ability to read and understand French literary texts.
GN-220  German Literature

Catalog Description (including prerequisites)

Designed to develop ability to read German literary texts; to acquaint students with a selection of major German authors; to introduce basic concepts of literary analysis; to increase students' ability to speak and understand German through class discussions in German. Prerequisite: GN-200 or equivalent. (3)

This course is open to beginning freshmen who have had exceptional high school preparation (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 Languages Retroactive Credit policy.

Course Content

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.

Students become acquainted with the principles of German versification and with dramatic literature by reading a selection of German poems and scenes from plays of major authors.

Nature of Course

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.

Student Expectations

Students are expected to complete all reading assignments and to participate in class discussions of the readings. Regular quizzes and exams test students' ability to read and understand German literary texts.
LI-220  Fiction and the Human Experience

Catalog Description (including prerequisites)
A study of short stories and novels by significant writers past and present. Prerequisite: EN-100. (3)

Course Content
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 novels or novellas. For each thematic unit, students are assigned several readings and some research into pertinent criticism.

Nature of Course
The course is designed to improve the ability of students to read, interpret, talk, and write about fiction competently and confidently. 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. Out-of-class work will include a project in which students might analyze a representative work or works of a given writer or trace a theme in the works of two or more writers.

Student Expectations
Students are expected to read assigned material closely and thoughtfully; to attend class regularly and contribute to class discussions; and to satisfactorily complete examinations, quizzes, and other written work.
LI-221  Poetry and the Human Experience

Catalog Description (including prerequisites)
Focus on the elements of poetry and the techniques of interpretive reading in a survey of significant world poetry. Prerequisite: EN-100. (3)

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 techniques 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

Catalog Description (including prerequisites)
A study of mythology and of literature with mythological themes. Prerequisite: EN-100. (3)

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 pursue mythic themes in mythologies from a variety of cultures, in a variety of disciplines, and in ancient and modern literature. We will seek to see in myths and mythic motifs the shared concerns of human beings throughout the ages and to appreciate the interrelated mythic elements in such diverse fields as history, archaeology, religion, philosophy, art, and literature.

Nature of Course
We will have regular reading assignments in a mythology textbook and/or in supplemental materials. In addition, students will do some research in subjects that they will pursue individually or in groups with the aim of sharing the results of their research with the class. Class and group discussions 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 question and comment appropriately. There will be some short (and usually impromptu) writing assignments or other means of responding to topics under consideration.

Student Expectations
Students will be expected to do all assigned reading, to participate in class/group discussions, to do some research (with results presented to the class), and to take at least three exams. The exams will be a combination of objective questions and essay. The semester grade will be determined by exam scores (approximately 60%) and by research, class and group participation, and short assignments (approximately 40%).
LI-243 Children's Literature

Catalog Description (including prerequisites)
Study of best forms of literature for children; development of criteria for judging children's books. Does not count on major or minor in English. Prerequisite: EN-100. (3)

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

Catalog Description (including prerequisites)
A survey of literature in all its variety—short stories, novels, poems, and drama. Emphasis on reading, analysis, and writing about literature. Prerequisite: EN-140. (3)

Course Content
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, for example, to the "symphonies" of William Shakespeare, from short stories about life in Ireland or Russia to maybe a novel by Ernest Hemingway—are included.

There will be many short poems and stories that can be read in a few minutes and also a few longer works that may take several class meetings to cover.

Nature of Course
This course will increase the student's pleasure and appreciation of literature as a way to experience and understand life. The course will increase the student's ability to speak and write perceptively about literature and life. Because the fictional world pervades real life—even dominates it for many people, via TV if nothing else—skill in recognizing theme is very important.

Good attendance and class participation are needed, so the student should try to anticipate class discussion—some of the same questions apply to various literary works and recur in class and on tests. But the student is encouraged to also contribute questions and comments that occur to him as he reads a given work.

Student Expectation
The student will read (reread if necessary) all assigned materials before class discussion.

There will be about eight short quizzes, including essay questions, and a final examination. Some out-of-class readings will be suggested too from library materials, and at least one report will be required.
PL-110   Readings in Philosophy

Catalog Description (including prerequisites)
An exploration of the main issues in philosophy through philosophical and literary readings. (3)

Course Content
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 (including prerequisites)
An historical and critical study of the literature of the Old Testament, using tools of modern biblical scholarship. (3)

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.
3. Weekly in-class writing assignments.
4. Three hourly examinations (objective and essay) (75% of class grade to be determined on the basis of exam performance).
5. Comprehensive final examination (25% of class grade).
SN-220 Hispanic Literature

Catalog Description (including prerequisites)
Designed to develop ability to read Hispanic literary texts; to acquaint students with a selection of major Hispanic authors; to introduce basic concepts of literary analysis; to increase students' ability to speak and understand Spanish through class discussions in Spanish. Prerequisite: SN-200 or equivalent. (3)

This course is open to beginning freshmen who have had exceptional high school preparation (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 Languages Retroactive Credit policy.

Course Content
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.

Students become acquainted with the principles of Spanish versification and with dramatic literature by reading a selection of Hispanic poems and scenes from plays of major authors.

Nature of Course
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.

Student Expectations
Students are expected to complete all reading assignments and to participate in class discussions of the readings. Regular quizzes and exams test students' ability to read and understand Hispanic literary texts.
FR-100 French Language and Culture I

Catalog Description (including prerequisites)
Acquisition of an appreciation of the culture of French-speaking peoples and study of speaking, understanding, reading, and writing French. (3)

Course Content
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.

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.

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

Emphasis is on the use of French in oral communication situations, e.g., asking questions, describing daily activities, food, weather, numbers, time expressions, etc. Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

Student Expectations
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 (including prerequisites)
Continued study of the culture of French-speaking peoples through the practice of speaking, understanding, reading, and writing French. Prerequisite: FR-100 or equivalent. (3)

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

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 activities. Students will master certain cultural skills and knowledge through the appropriate use of the language in context.

Nature of Course
This is a participation course in which students increase their oral communication abilities in French and become acquainted with the cultural context of the French-speaking peoples. Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

Student Expectations
Students will participate in individual and group projects both in and outside of class, using materials in the textbook and resources available on campus. The course includes frequent quizzes and exams over French vocabulary, structures, and culture. Students are also expected to write brief reports on cultural topics. Grades are based on a composite of students' oral and written performance as well as their demonstration of cultural knowledge and understanding.
FR-200 French Language and Culture III

Catalog Description (including prerequisites)
Continued study of French language and culture. Cultural, conversational, and structural activities leading to increased proficiency and cross-cultural awareness. Prerequisite: FR-120 or equivalent. (3)

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 Languages Retroactive Credit policy.

Course Content
This course builds on students' previous knowledge of French to develop proficiency in speaking, understanding, reading, and writing. 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 activities in the language laboratory.

Nature of Course
The class emphasizes an active approach to learning. Student involvement and participation in class is essential. In addition to material assigned for class preparation, individual or group culture projects may be assigned.

Student Expectations
There are frequent quizzes and exams in class, as well as written and oral assignments and projects. Grades are based on a composite of students’ written and oral performance and a demonstration of their knowledge and understanding of French culture.
GN-100 German Language and Culture I

Catalog Description (including prerequisites)
Acquisition of an appreciation of the culture of German-speaking peoples and study of speaking, understanding, reading, and writing German. (3)

Course Content
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.

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.

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

Emphasis is on the use of German in oral communication situations, e.g., asking questions, describing daily activities, food, weather, numbers, time expressions, etc. Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

Student Expectations
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 (including prerequisites)
Continued study of the German-speaking peoples through the practice of speaking, understanding, reading, and writing German. Prerequisite: GN-100 or equivalent. (3)

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

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

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 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 activities. Students will master certain cultural skills and knowledge through the appropriate use of language in context.

Nature of Course
This is a participation course in which students increase their oral communication abilities in German and become acquainted with the cultural context of the German-speaking peoples. Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

Student Expectations
Students will participate in individual and group projects both in and outside of class, using materials in the textbook and resources available on campus. The course includes frequent quizzes and exams over German vocabulary, structures and culture. Students are also expected to write brief reports on cultural topics. Grades are based on a composite of students’ oral and written performance as well as their demonstration of cultural knowledge and understanding.
GN-200  German Language and Culture III

Catalog Description (including prerequisites)
Continued study of German language and culture. Cultural, conversational, and structural activities leading to increased proficiency and cross-cultural awareness. Prerequisite: GN-120 or equivalent. (3)
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 Languages Retroactive Credit policy.

Course Content
This course builds on students' previous knowledge of German to develop proficiency in speaking, understanding, reading, and writing. 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 activities in the language laboratory.

Nature of Course
The class emphasizes an active approach to learning. Student involvement and participation in class is essential. In addition to material assigned for class preparation, individual or group culture projects may be assigned.

Student Expectations
There are frequent quizzes and exams in class, as well as written and oral assignments and projects. Grades are based on a composite of students' written and oral performance and a demonstration of their knowledge and understanding of German culture.
SC-105   Fundamentals of Oral Communication

Catalog Description (including prerequisites)
The development of proficiency in oral communication through the study of rhetorical theories, principles, and strategies. (3)

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

Course Content
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.

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.

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

Emphasis is on the use of Spanish in oral communication situations, e.g., asking questions, describing daily activities, food, weather, numbers, time expressions, etc. Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

Student Expectations
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 (including prerequisites)
Continued study of the culture of Spanish-speaking peoples through the practice of speaking, understanding, reading, and writing Spanish. Prerequisite: SN-100 or equivalent. (3)

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

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 activities. Students will master certain cultural skills and knowledge through the appropriate use of the language in context.

Nature of Course
This is a participation course in which students increase their oral communication abilities in Spanish and become acquainted with the cultural context of the Spanish-speaking peoples. Class activities involve oral assignments, pronunciation practice, slides, films, and reports on cultural figures.

Student Expectations
Students will participate in individual and group projects both in and outside of class, using materials in the textbook and resources available on campus. The course includes frequent quizzes and exams over Spanish vocabulary, structures, and culture. Students are also expected to write brief reports on cultural topics. Grades are based on a composite of students' oral and written performance as well as their demonstration of cultural knowledge and understanding.
SN-200   Spanish Language and Culture III

**Catalog Description (including prerequisites)**
Continued study of Spanish language and culture. Cultural, conversational, and structural activities leading to increased proficiency and cross-cultural awareness. Prerequisite: SN-120 or equivalent. (3)

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 Languages Retroactive Credit policy.

**Course Content**
This course builds on students' previous knowledge of Spanish to develop proficiency in speaking, understanding, reading, and writing. Major aspects of Hispanic culture and contemporary Hispanic 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 activities in the language laboratory.

**Nature of Course**
The class emphasizes an active approach to learning. Student involvement and participation in class is essential. In addition to material assigned for class preparation, individual or group culture projects may be assigned.

**Student Expectations**
There are frequent quizzes and exams in class, as well as written and oral assignments and projects. Grades are based on a composite of students' written and oral performance and a demonstration of their knowledge and understanding of Hispanic culture.
EN-140   Rhetoric and Critical Thinking

Catalog Description (including prerequisites)
Focus on effective written expression in the context of a liberal education; emphasis upon critical thinking and the research paper. Prerequisite: EN-100 or advanced placement. (3)

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, value 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

Catalog Description (including prerequisites)
Examines biological and cultural foundations of sex and aggression, with an emphasis on critical examination of the popular media. (3)

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-120     Health Perspectives

Catalog Description (including prerequisites)
Examines personal/consumer health concepts viewed from a multicultural perspective; interrelationships between personal health practices and cultural factors. (3)

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 multicultural 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 (including prerequisites)
A normative study of human behavior including an examination of ethical theories and theories of moral development. (3)

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. Nonnative 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

Catalog Description (including prerequisites)
Examination of human behavior and experience from a psychological perspective. Application of psychological principles to understanding of human behavior. (3)

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

Catalog Description (including prerequisites)
Broad overview of human development across the life-span. Reciprocal nature of the individual/environment interaction is emphasized. (3)

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 Development of the Adolescent

Catalog Description (including prerequisites)
The basic physical, cognitive, social and personality development of the adolescent period will be examined. Efforts will be made to understand current issues affecting adolescence in light of recent empirical and theoretical knowledge. (3)

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

Catalog Description (including prerequisites)
An overview of the social, cognitive, physical and emotional changes that occur from conception to adolescence. Application of principles of development to the understanding of child development and behavior. (3)

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 (including prerequisites)

In-depth study of leisure as it relates to personal need fulfillment and interrelationships among play, work, leisure, and personal identity. (3)

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

Catalog Description (including prerequisites)
A discussion/debate and laboratory format is used to lead students to an understanding of the history, philosophy and process of science and of some of the central ideas of biology. (3)

Course Content
Topics covered include the early development of science and its relation to the development of modern belief systems, genetics, evolution and the diversity of life, matter and energy, and environmental problems.

Nature of Course
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.

Student Expectations
Students are expected to participate in all discussions and debates, complete all written assignments and lab reports.
BS-105  Environmental Biology

Catalog Description (including prerequisites)
Discussion of biological principles with application to environmental issues. (3)

Course Content
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 organisms and their environment. 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 impact of human activity on biological systems will be considered under the topics of: overpopulation and world hunger, energy and mineral resources, water resources and pollution, biological diversity, air pollution and atmospheric alterations, and wastes and hazardous chemicals.

Nature of Course
The course 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 a strong emphasis on discussion. Videotapes, laboratory experiments, and field trips will be important components of the course.

Student Expectations
Students are expected to attend and participate in all class activities including lecture/discussion, laboratory exercises, small group discussion/debate, field trips, and examinations. Student performance will be assessed on the basis of class participation, written assignments, and examinations.
BS-107  Investigations in Biology

Catalog Description (including prerequisites)
Biological processes will be used to provide experience in scientific investigation and discussion of its implications and limitations. (3)

Course Content
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 science touch every minute of our daily lives. This is true from medicine 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 methods, scope and limitations of scientific research. Without such an understanding, we cannot evaluate scientific reports and debates in the media. Public misunderstanding may result in serious errors of judgment, with drastic personal, national and global consequences.

Using the living systems theme, this course teaches science as a way of discovering, a way of developing new knowledge. It is designed for students with no experience in scientific research, but with an interest and willingness to learn. The course starts from an initial discussion of ways of knowing, and then develops in a step-by-step manner the skills of scientific research. By the end of the course, students will be conducting their own guided group research.

The living systems 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.

Nature of Course
Course format involves two x two hour laboratory periods per week. Teaching techniques emphasize small group and class discussions, group conduct of practical exercises and provide extensive opportunity for active student cooperation and learning.

Student Expectations
Students will contribute to and participate in group activities. Students will complete assignments as instructed. Grade is based on class and take-home assignments and two x two hour exams.
BS-108  Biology for Living

Catalog Description (including prerequisites)
To acquaint students with and help them to understand some of the fundamental biological processes and problems which confront living organisms. (3)

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

The course is divided into topic areas including the characteristics of life; energy demand and utilization within living systems, reproduction, heredity and change, and a final topic to be selected by the class.

Nature of Course
Each topic area has a limited number of relevant outside readings in addition to the text material. There are also out-of-class assignments such as laboratory demonstrations and individual investigations with reports and/or class discussion of results.

In-class periods are devoted to introductory orientation lectures by the instructor. These are supplemented by small weekly discussion sections guided by an instructor.

Student Expectations
Attendance at all class meetings, participation in discussions and out-of-class activities, completion of written reports and assignments, and satisfactory performance on examinations.
BS-218 Biological Science: A Process Approach

Catalog Description (including prerequisites)
This course applies scientific thought to structure, function, energetics, and ecology of living systems. Two one-hour lectures and one two-hour laboratory. Prerequisites: BS-118; PH-218. (3)

Course Content
This course introduces the 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 of food webs, and conservation of resources.

Nature of Course
The format of the course is two one-hour lecture/discussion 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.

Student Expectations
Attend all classes, participate in all class activities, read and abstract current articles from popular magazines and newspapers and write one "position paper" on a topic of current interest.
FN-235 Nutrition and Mankind

Catalog Description (including prerequisites)
Study of the nutrient groups, their functions in nourishing the body, and the application of this knowledge to individuals. (3)

Course Content
This course is designed to provide a fundamental knowledge of the science of nutrition. A study of the nutrient groups, which are carbohydrates, proteins, lipids, minerals, vitamins and water and their roles in providing for energy, growth and regulatory processes of the human body is the major focus of the course. This study leads to an appreciation for the methods of scientific reasoning and research in understanding a living system.

Nature of Course
The teaching format will combine lecture and discussion styles in the classroom. Frequent activities and quizzes will require critical thinking and application of knowledge in order to better equip the student to make informed food and lifestyle choices. Students will be asked to read the text and to locate and read relevant professional articles which relate to the subject matter. Evidence of critical thinking and effective communication, both oral and written, will be emphasized.

Student Expectations
A weekly quiz or activity will provide the student an opportunity to communicate knowledge and understanding of the subject. Four unit tests, including a final exam will be objective in nature. Each student will use computer technology to analyze their dietary intake. A reading and writing assignment requires reading from current sources, including professional journals, on a chosen stage in the life cycle.
CS-105  Computing

Catalog Description (including prerequisites)

The impact of computers on society, history of computers, the use and assessment of microcomputer software, modern computer programming methodology. (3)

Course Content

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.

Nature of Course

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.

Student Expectations

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

Catalog Description (including prerequisites)
Introduction to decision making in an uncertain world. Covers probability, benefit cost analysis, risk, uncertainty, maximization and minimization of objectives. (3)

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 (including prerequisites)
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. 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. Any required developmental mathematics courses must be completed before taking this course. (3)

Course Content
- Problem Solving
- Pre-number Concepts
- Whole Numbers and Their Operations
- Number Theory
- Geometry
- Measurement

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 writing assignments and classroom activities.
MA-134  College Algebra

Catalog Description (including prerequisites)
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. Any required developmental mathematics courses must be completed before taking this course. (3)

Course Content
- Functions and Graphs
- Polynomial Functions
- Systems of Equations and Inequalities
- Matrices and Determinants
- Sequences, Series, and Probability
- Rational Functions and Their Graphs
- Exponential and Logarithmic Functions

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 the 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 I

**Catalog Description (including prerequisites)**
A formal study of argument and inference, emphasizing the application of symbolic techniques to ordinary language. (3)

**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).  
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).
Perspectives on Natural Systems

Physical Systems

CH-180 Chemistry in Our World

Catalog Description (including prerequisites)

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. Prerequisite: MA-090 or equivalent; completion of high school chemistry is recommended. (3)

Course Content

"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.

Nature of Course

"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. The laboratory emphasizes critical thinking, problem solving, computer assisted instruction, and laboratory skills.

Student Expectations

Students are expected to attend class and laboratory, and to read approximately 150 pages of assigned readings in the textbook. There will be four 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

Catalog Description (including prerequisites)
A one semester survey of the fundamental principles and systematic behavior of matter. Four lecture plus two lab hours. One may not receive credit for both CH-181 and CH-185. Pre or corequisite: MA-090 or equivalent. (5)

Course Content
Basic Principles of Chemistry 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.

Nature of Course
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. The laboratory emphasizes problem solving and laboratory skills and techniques required to obtain and interpret data and observations.

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: 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

Catalog Description (including prerequisites)
A study of atomic structure, chemical bonding, properties of matter and chemical reactions. Initial course in general chemistry sequence. Four lecture plus two lab hours. Prerequisite: MA-095 or equivalent. (5)

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

Catalog Description (including prerequisites)
An examination of Earth's systems, how they work, and how they relate to people, with emphasis on resulting natural and man-made hazards to society. Two lectures, one lab per week. (3)

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.
GG-140 The Physical Landscape: A Spatial Analysis

Catalog Description (including prerequisites)
A study, utilizing scientific processes, of the physical landscape, interrelationships among its components, and important relationships that exist with humans. Two hours lecture, one two hour lab per week. (3)

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".
Catalog Description (including prerequisites)

An introduction to the concepts and principles governing the natural physical world and their relation to society. Emphasis on developing an appreciation for the role of science in our life. Does not count on a major or minor. (3)

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

Catalog Description (including prerequisites)
An examination of the physical nature of planets, stars and galaxies, their interrelationships and evolutionary processes. Emphasis on the role of scientific inquiry in our present understanding of the Universe. (3)

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

Nature of Course
Classroom presentations will include formal lectures, group discussions, demonstrations, and the use of slides and videotapes. In addition to regularly scheduled laboratories, evening "stargazing" sessions will be held on many clear nights during the semester. Students will be required to attend at least two of these stargazing sessions as a part of the laboratory component of the course.

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 35 mm camera may try their hand at astrophotography.

Student Expectations
Course grades will be based upon 2 one-hour exams, a comprehensive final exam, 15 laboratory exercises, term paper, research project, and several short homework assignments. 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. 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 special consideration in borderline grade cases.
PH-218  Physical Science: A Process Approach

Catalog Description (including prerequisites)
Major topics include atomic structure, elements and compounds, chemical reactions and energy concepts of heat, light, sound, electricity and magnetism. Does not count on a major or minor. Prerequisite: BS-118. (3)

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

Catalog Description (including prerequisites)
A study of the development of the ancient Egyptian civilization, its culture, art, politics, religious beliefs and hieroglyphic language. (3)

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

Catalog Description (including prerequisites)
A study of contributions of peoples from diverse lands on the development of American civilization and its evolution from colonial origins to the present. (3)

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

Catalog Description (including prerequisites)
An examination of the geographical expansion of distinctive peoples and regional cultures of Europe. Themes include hearth areas, patterns of diffusion, areas of distribution, and conflict between cultures. (3)

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.
GH-100    African Civilization

Catalog Description (including prerequisites)
A study of the development of African Civilization from ancient times to the present. (3)

Course Content
1. AFRICA AND AFRICANS: This section we will focus on the history of ancient Africa and the society of traditional Africa including its art, music, religion, village life and other customs.
2. KINGDOMS TO COLONIES: Emphasis in this section will revolve around the significant kingdoms and states that existed in early Africa, the slave trade, the nature of the European intrusion and its effect on African life.
3. MODERN AFRICA: Deals with the problems of Africa since World War II. This will include the end of colonial control in Africa, the creation of new states, and an examination of the major problems Africa faces.

Nature of Course
Since African Civilizations deals with material most students have never experienced, there will be an even greater emphasis on audio-visual aids than in most classes. The discussion method will be employed extensively for maximum student involvement.

Student Expectations
To help develop skills in information gathering and written communication, each student will be required to do some research and writing. The textbook (Africa by Martin and O'Meara) will be supplemented by two short novels (Chinua Achebe, Things Fall Apart and No Longer at Ease). Examinations will include a variety of question types, but there will be some essays on all tests so students may elaborate more effectively.
GH-105 American Civilization

Catalog Description (including prerequisites)
A study of the development of American civilization from its origins to the present. (3)

Course Content
The course covers the entire scope of American history from pre-Columbian native civilizations through the ecological crisis of the late twentieth century. Special emphasis is given to political, economic, and social trends and issues. Key topics such as the American Revolution, the settling of the West, slavery and the Civil War, immigration and the rise of the city, the growth of industrialism and the welfare state, the Cold War against communism, the civil rights movement, and the Vietnam War are analyzed and their conflicting historical interpretations evaluated.

Nature of Course
Lecture discussion.

Student Expectations
Students are expected to develop critical reading and listening skills, engage in informed class discussions, and prepare a variety of research assignments for written and/or oral presentation. Examinations include both objective and essay components.
GH-110 Chinese Civilization

Catalog Description (including prerequisites)
A survey of the history of Chinese Civilization from its inception in ancient times to the contemporary period. (3)

Course Content
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.

Nature of Course
Lecture discussion.

Student Expectations
Students will read a modern textbook, The Rise of Modern China, 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

*Catalog Description (including prerequisites)*
A survey of the history of Classical Civilization as it evolved in the Greco-Roman World.  (3)

*Course Content*
To acquaint the student with the major characteristics of ancient Greek and Roman civilizations.
To learn the historical method as a means of critical thinking.
To develop effective communication skills: reading, writing, listening and speaking.

*Nature of Course*
Lecture discussion.

*Student Expectations*
Two major exams and a final exam.
Short paper (5 to 10 pages).
Weekly readings from sources other than the textbook.
GH-120  European Civilization

Catalog Description (including prerequisites)
A survey of the history of European Civilization from the Old Regime to the contemporary period. (3)

Course Content
The course examines the emergence of European civilization from a post-medieval eclectic society shorn of fundamental justification for its varied institutions by the disintegration of the medieval church, the uncertainty brought on by the scientific revolution and the adolescent idealism of the Enlightenment. By examining the dual influence of the Liberal Revolution arising in France and the industrial revolution arising in Great Britain, the course exposes the student to the fundamental assumptions of the materialistic, liberal society that we know as modern Europe. The intellectual, political economic and cultural characteristics of 19th and 20th century Europe are studied so that a student living in the post modern period will be prepared to deal with the changes that await them in the world of the 21st century.

Nature of Course
The subject matter will be dealt with through lectures and/or class discussion. The textbook may be supplemented with additional readings and students will be required to undertake research and writing exercises. Examinations may include a variety of types of questions with special stress placed on essay questions.

Student Expectations
Students will be expected to participate in the class through note taking, exams and/or discussion. They will be required to complete all assignments and take all tests and examinations.
GH-125 Islamic Civilization

Catalog Description (including prerequisites)
A survey of the history of Islamic Civilization from the time of Muhammad until the present. (3)

Course Content
This 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.

Nature of Course
Lecture discussion.

Student Expectations
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

Catalog Description (including prerequisites)
A survey of Latin American civilization from Pre-Colombian times to the present with emphasis on the mixture of cultures and the struggle for modernity, including an examination of cultural, social, economic and political forces which have shaped Latin American Civilization. (3)

Course Content
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. Studying 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.

Nature of Course
Lecture discussion.

Student Expectations
Students will be expected to participate in class discussions and complete all reading and writing assignments.
PS-209   Japanese Civilization

Catalog Description (including prerequisites)
Japanese civilization from the myths of the origins of Japan to the present, as seen through translations of original sources. (3)

Course Content
The students will also be introduced to Japanese aesthetics (art, poetry, literature), as well as philosophical and religious developments which are part of the Japanese national heritage. The student will be provided with some insight into the workings of the contemporary Japanese mind.

Nature of Course
1. Emphasis on Reading: There will be large emphasis on reading. Students will be expected to complete all readings in the textbook.
2. Group Projects: Projects concerning Japanese modes of behavior will be assigned.
3. Emphasis on Writing: There will be significant emphasis on writing. The examinations will be written, testing logical thinking as well as content.
4. Out-of-Class Projects: A term paper dealing with some aspect of Japanese civilization will be required.
5. Teaching Format: Primarily lecture, with some class discussion.
6. Other: Students will be expected to make a short oral presentation to the class, either singly or in pairs.

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

Catalog Description (including prerequisites)
Food production and distribution in the advancement of societies in developed and developing countries. (3)

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

60%
15%
25%
EC-101 Economic Problems and Policies

Catalog Description (including prerequisites)
An introduction to the domestic and international economic problems facing the United States today and an analysis of the policies designed to alleviate these problems. (3)

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.
Principles of Microeconomics

Catalog Description (including prerequisites)
U. S. market economic system. Demand, supply, competition, pricing, resource allocation concepts applied to issues in business, labor, and public policy. Prerequisites: Sophomore standing; BA-100; MA-134 or equivalent. (3)

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

Catalog Description (including prerequisites)
How market-oriented, mixed, centrally planned, and the less developed economic systems are organized and function to obtain major economic and social goals such as economic growth and security, price stability, income distribution, and the quality of life. (3)

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.
Perspectives on Human Institutions  Political Systems

PS-103 United States Political Systems

Catalog Description (including prerequisites)
Institutions and processes of national and state government, including an analysis of the Missouri Constitution. (3)

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

Catalog Description (including prerequisites)
The institutions, cultures and practices of democratic and nondemocratic governments, including the United States, including an analysis of the Missouri Constitution. (3)

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

Nature of Course
1. Emphasis on Reading: The class will involve a textbook as well as an issues or policy book which debates the pros and cons of contemporary political issues.
2. Group Projects: May be assigned by the instructor.
3. Emphasis on Writing: Significant; the class will include essay exams as well as writing exercises which promote critical thinking.
4. Out-of-Class Projects: A library assignment in conjunction with a course paper.
5. Teaching Format: Primarily lecture, question and answer.
6. Other: Students will be expected to make a 5-10 minute oral presentation.

Student Expectations
1. Attend class.
2. Take notes.
3. Participate in class discussion.
4. Successful completion of essay exams.
GG-150  People and Places of the World

Catalog Description (including prerequisites)
Spatial treatment of ethnic diversity of the world's macro cultures (e.g. Europe) and contemporary social problems associated with economic development. (3)

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

Catalog Description (including prerequisites)
Study of the interrelationship of the components of human cultures, i.e., belief, social and material systems. Emphasis on social geographic principles and issues. (3)

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

**Catalog Description (including prerequisites)**
Business as a social system and its conceptual foundation will be examined, along with business values and social issues. (3)

**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 (including prerequisites)
A study of basic concepts and issues in social philosophy. (3)

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).
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 midterm examination (20% of the final grade).
6. Complete a final examination (25% of the final grade).
RS-101 World Religions

Catalog Description (including prerequisites)
A study of major world religions, including an examination of various definitions and characteristics of religion as exemplified in the histories of religions and their impact on societies. (3)

Course Content
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

Catalog Description (including prerequisites)
A series of lectures, projects and group discussions analyzing the impact of society and culture on human social behavior. (3)

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: The course has two assigned textbooks.
3. Emphasis on Writing: The student is required to write four reports out of class.
4. Library assignments in conjunction with written reports.
5. Individual oral reports and group projects may be assigned by the instructor.

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.)
SO-220 Cities and Society

Catalog Description (including prerequisites)
An analysis of urbanization, including city life and problems, land use patterns and the future of the city. (3)

Course Content
The city as a way of life including norms, values, and relationships to material objects and the city as an ecological system including land use patterns and other aspects of the city as a geographic unit will be examined in this course. Theories and other conceptualizations of these two dimensions will be discussed and used to explore, clarify and examine possible solutions to specific social problems. Perspectives on the implementation of the solutions, including politics and city planning, and the future of the city will also be discussed. Domestic and world wide illustrations will be used to clarify the concepts utilized in this course.

Nature of Course
Lecture, class discussion, and the textbook as well as specific class exercises will be used to clarify concepts and to introduce students to methods which can be used to study the city. Short writing assignments will allow students to conceptualize urban frameworks, to explore their use in solving urban problems and to express their ideas in written form.

Student Expectations
1. Attend class and participate in class discussion.
2. Read all assigned materials.
3. Demonstrate mastery of course content on four examinations.
4. Timely completion of two short written assignments.
Catalog Description (including prerequisites)

An interdisciplinary coverage of psychoactive drugs from the perspectives of psychopharmacology, history, and criminal justice. (3)

Course Content

This course examines the major classes of psychoactive drugs and their use in cultures past and present. Specific drugs studied include cocaine, amphetamine, nicotine, caffeine, alcohol, heroin, barbiturates, valium, marijuana and hashish. Special topics such as designer drugs, undercover investigations, drug use during the war in Vietnam, and DEA operations in South America are also covered. The history of psychoactive substance use/abuse across cultures and the response of governments and legislatures in attempting to control and regulate public access are major themes of the course.

An understanding of drug use and addictive behaviors also requires an awareness of physiological mechanisms underlying the effects of these substances on the human brain and body. The basic principles of psychopharmacology are covered, following each drug through administration, absorption, distribution and final elimination from the body. These topics in psychopharmacology and the physiological basis of addictive behaviors are considered fundamental in helping the student reach a responsible, informed and critical view of psychoactive substances in their current historical and cultural context.

Nature of Course

The course involves considerable lecture material and assigned readings, but there is also emphasis on discussion and student interaction in class. Selected guest speakers with extensive knowledge of drug addiction, law enforcement or drug treatment provide opportunities for students to query experts directly. Round table meetings with the instructors provide a format for students to share thoughts on the course and their concerns/interests.

Student Expectations

1. Attend class regularly and participate in class discussions.
2. Give a brief oral presentation as part of a class debate.
3. Complete a term paper and one small paper.
UI-301 Managerial Communication Processes

Catalog Description (including prerequisites)
An examination and application of theories and skills necessary for effective managerial communication in organizations. (3)

Course Content
This course examines theory and application from the fields of management and communication. Effective communication techniques dealing with managerial responsibilities including goal setting, interviewing, creating corporate culture, group leadership, report and presentation, are treated. Communication is broadly defined as the "creation of human understanding." The course presumes two things. First, most people are managers since they must work through others to achieve goals. Second, effective communication skills are necessary to succeed as a manager. In this course, management is communication!

Nature of Course and Student Expectations
A variety of learning experiences are in store for the student. Class participation is an important aspect of the course. Problems are provided to present managerial communication challenges with which students learn to deal. Students also may analyze their communication behavior from videotaped role-plays pertaining to organizational situations. A research paper is required for the course. It is insisted that the chosen paper topic not only be relevant to managerial communication, but one in which the student is downright interested. Assigned readings include articles written by the experts. (Be free to critique their ideas.) And yes, a classic communication medium is provided for the student’s unique expression--the essay exam.
UI-302  Westward Movement: Development of American Regional Cultures

Catalog Description (including prerequisites)
Study of regional patterns that make up the fabric of American culture. Emphasis on historical and social factors in migrations. Prerequisites: Development of a Major Civilization and Social Systems. (3)

Course Content
This course examines the regional patterns that have developed in the fabric of the American national culture. These regional cultures were created by the westward movements of peoples from the colonial Atlantic seaboard into the interior of the nation. The course is divided into three parts: European colonization of the Atlantic coast, interior expansion in the eastern half of the country, and interior expansion in the West. Emphasis will be on the first effective settlement societies of the regions because they set the tone for later cultural evolution.

Nature of Course
There is an emphasis on reading in this course. Most of the assignments will be in the textbook. There will be some additional assignments in the library. A brief written project on the settlement of an area in the country is required along with a presentation to the class. Lectures and discussions about relevant topics will be used.

Student Expectations
Exams will account for about three-fourths of the grade. These exams will be composed of objective questions, i.e. multiple choice, and short essays or paragraph questions. Class projects will be used to determine the remaining percentage.
UI-303 The Female Experience

Catalog Description (including prerequisites)
A seminar studying the past and present experiences of women in diverse cultures to enhance the human experience. Prerequisites: Oral Expression course and Written Expression course. (3)

Course Content
A seminar studying the past and present experiences of women in diverse cultures. Topics to be covered include Women and Eminence; Women in Literature and Visual Media; Women and the Arts; Women and Men: Gender Differences; Women and the Health Care System; Women and Sports; Women and the Economy; Women and Violence; Women and other "ISMS" - Double Jeopardy; Women and Spirituality; Women in Other Cultures; Women and Women; and Women and the Future. The faculty will have diverse academic backgrounds and life experiences During the discussion phase of each presentation, faculty and students will integrate material from their discipline and other experiences.

Nature of Course
This class will be taught in a seminar format: a faculty/student presentation followed by discussion. There are no examinations. Students are expected to attend class and actively participate in class discussions. They are expected to complete assigned readings.

Student Expectations
A minimum of two papers to be read before class will be assigned on each topic. Each student will participate as part of a team for one debate. Each student also will interact with a woman affected by an "ism" other than sexism. Students working on a specific "ism" will prepare a group report on common characteristics.

All writing exercises will be evaluated on both content (75) and technical skills (25%). Each student or student pair will, with the assistance of a faculty mentor, prepare a written report on one of the course topics. The report will address the topic from several perspectives and speak to their interconnectedness. Each student will write reaction papers for selected topics that address a question devised to highlight one or several controversial issues relevant to the topic under discussion. The reaction papers will include reactions to the question before starting the unit (1-1½ page); and reactions after the in-class presentation, stating how the presentation and discussion supported, modified and/or changed the student's original thoughts (2 pages). A minimum of two short papers will also be written on designated topics. Finally, each student will interact with a woman affected by an "ism" other than sexism and prepare a brief report on the experience.

Each student or student pair, with the assistance of a faculty mentor, will prepare an oral presentation on the same topic as the written report. The student will provide the class a minimum of two papers on the topic to read before class, bring/develop a short dilemma/valuing exercise relevant to the topic to act as stimulus for discussion, and lead the class discussion of the topic. In addition, each student will interact with a woman affected by an "ism" other than sexism and make a brief oral presentation on the experience.
UI-304 The History and Culture of West Africa

Catalog Description (including prerequisites)
A study of West African history and culture from ancient times to the present.
Prerequisite: Development of a Major Civilization. (3)

Course Content
1. West African Background: Racial, geographic, linguistic, religious, and artistic background of traditional West Africa.
2. The Great West African Civilizations: Trading empires of the Sahel and the major forest civilizations.
3. Colonial West Africa: Early relations from an African context, colonial control, and reactions within West Africa to the colonizers.
4. The Process of Independence: Compares the efforts in English colonies (Ghana/Nigeria) with those in French Africa (Senegal).
5. West Africa since Independence: Charts the economic, social, and political problems faced by modern West Africa.

Nature of Course
The basic format is lecture-discussion with emphasis on videos, audio tapes, and photos to help students get a "feel" for the people and culture of West Africa.

Student Expectations
Students will be expected to read the textbook, a series of short articles, and a novel written by a West African. They will also write and research a short paper on one problem faced by modern West Africans. Examinations will include a variety of question types, but there will be some essay on all tests so students may elaborate more effectively.
UI-305 Judicial Reasoning

Catalog Description (including prerequisites)
A normative and descriptive examination of the role of courts in contemporary American society via the principles of judicial reasoning. Prerequisites: Junior standing; successful completion of lower division University Studies requirements. (3)

Course Content
This course is a normative and descriptive examination of the principles of judicial reasoning. Attention is given to the role of logic, economics, history, intuition, precedent, analogy, etc., in judicial reasoning.

Courts resolve complex disputes. Just how courts should do the job—the proper role of the courts in society—is a matter of some dispute. This course examines the role of courts in society through a study of the principles that underlie judicial decisions. Specifically, this course examines the diverse factors—statutory, logical, historical, economic, political, social, psychological—that actually enter into making a judicial decision and examines whether such factors should play a role. This course examines the view of judicial reasoning known as mechanical jurisprudence which holds that logic alone should be used in making decisions. Mechanical jurisprudence is an alluring theory (as is its kissing cousin in constitutional law, the theory of original intent), but one that is deeply flawed. A well-made judicial decision (regardless of the specific area of law in which the decision is made) is a careful mix of logic, history, psychology, economics, social theory, and politics. This is not a course in law, rather it is meta-legal, it is about law and courts as instruments of social control and change. Analytic philosophical techniques, including formal logical machinery, are employed throughout the course.

Nature of Course
This course is both reading and writing intensive. Students will be expected to do a good deal of assigned reading as well as a good deal of independent reading. The material to be read is often complex, so students should be prepared to devote at least 6 hours per week to the reading assignments for this class. Students will be required to write at least 2 brief papers. Class sessions will be a mix of lecture and discussion; students should be prepared to participate actively in discussions.

Student Expectations
1. Attend class regularly and participate in discussions.
2. Complete 2 papers, one expository, the other analytical.
3. Complete 3 exams, two in class exams, and a cumulative final.
4. Prepare a brief class presentation.
UI-306  The Film as History and Literature

Catalog Description (including prerequisites)
Film as both historical and literary document from its origins to the present time in feature films, television, and documentaries. Prerequisite: Development of a Major Civilization and Literary Expression. (3)

Course Content
1. THE FILM AS PROPAGANDA: Explores the proposition that films can sway public opinion and values. Uses the war film as a case study. This section will use Triumph of the Will and several war films.
2. THE FILM AS STEREOTYPER: The Stereotypes of black and women Americans in the feature film. Film examples such as Some Like it Hot and Defiant Ones.
3. THE FILM AS METAPHOR: The Western and Science Fiction film as both history and metaphor. Will use films such as Shane and Dr. Strangelove.

Nature of Course
This is both a discussion and laboratory class. One day each week will be set aside for viewing films.

Student Expectations
To help develop skills in information gathering and written communication, each student will be required to do a research and writing project using the skills learned in the course to analyze one film. The textbook will be supplemented by readings distributed to the class.
UI-307 Economic Geography

Catalog Description (including prerequisites)
Examination of economic development for three spatial levels: international, national, and metropolitan from a geographic perspective. (3)

Course Content
1. International or Global Economic and Social Factors
   a. International Population
   b. International Purchasing Power
   c. Development of World Trade Patterns
   d. International Economic Theories of Industrial Development
   e. International Economic Decision Making
   f. Global Patterns of Trade
2. American Economic and Social Factors
   a. American Population
   b. American Regional Changes in Population
   c. American Migration Patterns as Influenced by Mental Maps or the Perception of Regional Attractiveness
   d. American Patterns of Purchasing Power
   e. American Metropolitan Spheres of Influence
   f. American Regional Consumption as Influenced by Cultural Attitudes
3. Economic and Social Factors that Influence Metropolitan Development
   a. Changing Transportation Structures
   b. Models of City Development
   c. Land-Use Theory and Population Density Structure of American Cities
   d. Business Land Uses
   e. Changes in the Urban Pattern
   f. Economic Location Techniques
   g. Economic Location Assessment

Nature of Course
The course combines perspectives from two University Studies categories, economic and social systems, to interpret the potential of areas for economic development. Economic theory and analysis is integrated with studies in human geography and sociology (e.g. demography) to define regions or sites.

Student Expectations
1. Class attendance.
2. Allotting of time for out-of-class work.
3. Satisfactory work on assigned writing projects.
4. Work cooperatively as a member of a project team.
5. Satisfactory performance on exams.
UI-308   Cultural and Physical Landscapes of the World

Catalog Description (including prerequisites)
A geographical analysis of world landscapes utilizing physical, cultural and
economical concepts to illustrate complex interrelationships existing between various
regions. One 2 hour lecture; one 2 hour activity laboratory. Prerequisites: Physical,
Social and Economic Systems. (3)

Course Content
The cultural and physical environments of the world will be evaluated with
analytical techniques in order to understand better the geographical similarities and
differences between major regions of the world. Contemporary problems and space
utilization will be examined. Social problems (e.g. over population, population shifts,
literacy, agricultural production and distribution, have and have not nations) will be
studied. The interdisciplinary nature is achieved through the integration of Physical
Social, and Economic Systems.

Nature of Course
Reading of the textbook and outside assignments in Kent Library are necessary
to be a participant in class discussions. Evaluation of maps, graphs, and statistical charts
will be interwoven through the course. There will be out-of-class group projects and a
term paper to be completed by each student. Each student must actively participate in
the group projects and for 75% of the course grade. Projects, the term paper, and class
participation account for the other 25% of the course grade.

Student expectation
1. Group Projects
   a. library
   b. field
2. Short Writing Assignments
3. Term Paper
4. Class Participation
   a. lecture
   b. activity laboratory
UI-309  Crime and Human Behavior

Catalog Description (including prerequisites):
An interdisciplinary study of the causes and effects of crime and delinquency.
(3)

Course Content
This course examines the possible causes of crime and delinquency from an interdisciplinary perspective. It attempts to integrate information from such diverse disciplines as anthropology, biology, criminal justice, criminology, economics, psychology, and sociology. It studies crime and delinquency from a historical, as well as from a cross-cultural perspective.

Each of the various explanations of crime and delinquency are compared and contrasted along the following dimensions: (1) assessing its claims objectively; (2) searching for flaws in its logical presentation; (3) thinking of its implications; and (4) applying its implications to political and social issues. An attempt is then made toward the end of the semester to synthesize these explanations into a coherent, integrated theory.

Nature of Course
This course has significant reading and writing components. In addition to the assigned readings, each student will complete four brief written assignments concerning a correlate of crime and/or delinquency. Class sessions will be a mixture of lecture and discussion, and students should be prepared to participate actively in discussions.

Student Expectations
1. Attend class regularly and participate in discussions.
2. Complete four examinations with short-answer and essay components.
3. Complete four brief written assignments.
UI-310 The American Musical Experience

Catalog Description (including prerequisites)
An examination of the musical experience of the American people as manifested in folk, ethnic, jazz, and pop music, and music in the fine art tradition. Prerequisites: MU-100 or equivalent note reading ability. (3)

Course Content
Topics to be examined will include defining American music, North American Indian musics, religious music of early America, balladry, the music of Black Americans, jazz, country music, ethnic infusions, the roots of rock, and fine art music in America. The purposes of this course are to instill an awareness of and appreciation for the many facets of American music which are not part of the European fine art tradition, to guide the student in the discovery of the roots of today's popular music, and to utilize a historical perspective in evaluating specific music's success in the expressive and persuasive realms.

Nature of Course
This course is primarily a lecture course with structured and guided listening sessions. The course approaches the study of American music from the disciplines of comparative musicology, cultural anthropology, and history. American music is a multicultural conglomerate of musical tastes. A myriad of social, economic, and political forces have had a profound impact in the shaping and stratification of folk and popular musical styles in the United States. In order to effectively study these diverse musical phenomena one must look not only at musicology data but also at those social and cultural factors that have influenced music behavior and the music making process itself. American popular music continues to evolve and change in our complex society; therefore its various musical revolutions can also be examined within a historical context.

Student Expectations
1. Students are expected to read assigned material and to complete listening assignments outside of class.
2. Students are expected to participate in class discussions.
3. Each student will write a research document on a topic relating to course content.
4. Each student will write a two-page critical analysis of a concert performance selected by the instructor.
5. All students are expected to take three examinations consisting of objective and essay questions and an analysis of listening examples.
UI-311 Masterpieces of the French Novel

Catalog Description (including prerequisites)
Analysis of representative masterworks of the French novel. Historical development of the genre. Conducted in French. Prerequisites: FR-200, FR-220, EN-140. (3)

Course Content
The course includes a study of representative literary works from the different periods of French literature. Works studied include the classical novel, the novel of the Enlightenment, the romantic novel and the modern novel. In addition, the class will study the means of literary analysis and criticism as applied to the works of major French authors.
Specific authors studied include: Mme de Lafayette, Voltaire, Chateaubriand and Proust. Other authors are included as examples and as subjects of students' research, for example, Prévost, Rousseau, Laclos, Balzac, Flaubert, Zola.

Nature of Course
The course integrates the study of French language and literature, incorporating analysis and appreciation of style, theme, structure and aesthetic significance. The works chosen are representative of major literary "types" and are all recognized masterpieces. All course work will be done in French in order to improve mastery of the spoken language while studying major literary works.

Student Expectations
Students will be expected to read the course texts and to analyze them orally and in writing. All reading, discussion, lecture and writing will be in French. In addition, students will be expected to read and analyze appropriate critical works and to complete a paper on a major text not included in the class syllabus. Two oral presentations, two tests, a term paper, and a final exam will be a part of the course.
UI-313 The African-American Experience

Catalog Description (including prerequisites)
A study of the historical and literary culture of African-Americans from African backgrounds to the present. Prerequisite: Development of a Major Civilization; Literary Expression. (3)

Course Content
1. The Nature of Race and Racism
2. The African Motherland
3. Slave and "Quasi" Free: Black Peoples North and South
5. African-American Options at the Turn of the Century
6. Popular Media and the Reality of Black Life
7. The Harlem Renaissance and After
8. The Era of Civil Rights and After

Nature of Course
The "African-American Experience" is a lecture-discussion class. Given the nature of the subject, this will be an active learning experience with a great deal of emphasis on student participation and discussion. At each stage of their experience, African-Americans have been confronted by a series of choices. Even in slavery, for example, there were options for those involved. Students will be asked to put themselves in the place of those studied.

Student Expectations
Requirements for the course will include:
1. The Textbook (Berry and Blasingame. Long Memory: The Black Experience in America, 400 pages) will be augmented by several outside readings including at least one novel (eg. Toni Morrison, Beloved).
2. Three examinations.
3. A research-writing project.
UI-317 Human Sexuality

Catalog Description (including prerequisites)
Study of human sexuality, emphasizing biological, psychological, and sociological aspects. Sexuality issues dealing with critical thinking and valuing will be emphasized. Prerequisites: Completion of the University Studies requirements in the following categories: Living Systems, Behavioral Systems, and Social Systems. (3)

Course Content
This course is a study of human sexuality, emphasizing biological, psychological, and sociological aspects. A variety of topics (such as anatomy, physiology, conception, contraception, STD’s, sexual development, sexual behavior, sexual variations, and sexual dysfunction among others) will be covered from a multidisciplinary perspective. Those issues of sexuality dealing with critical thinking and valuing will be emphasized. This approach should provide the knowledge foundation that will allow students to make intelligent decisions regarding sexual functioning in an interdependent universe.

Nature of Course
The course will require some readings in addition to those found in the text. These readings will primarily be associated with specific projects. Students will have the opportunity to participate in several classroom projects (e.g. classroom debate, values clarification exercise, etc.), classroom discussions, and involvement in four assignments outside of the formal classroom (e.g. review and critique of journal articles, proposing a solution to a problem of human sexual functioning, etc.). The outside projects will have a strong emphasis on writing. The teaching format will be essentially lecture/discussion, with some emphasis on experiential involvement (values clarification exercises, problem solving, etc.).

Student Expectations
Student expectations include class involvement, participation in classroom discussions, successful completion of both in-class and out-of-class projects, and appropriate achievement on examinations (essentially short answer objective and short essay format). These examinations will emphasize knowledge acquisition, development of critical thinking skills, ability to write, an awareness of cultural diversity, and an ability to integrate (at least to appreciate) various perspectives on sexuality.
UI-318    Earth Science:  A Process Approach

Catalog Description (including prerequisites)
A process-oriented investigation of the interrelationships among the Earth Sciences and their interaction with living systems. One two-hour lecture and one two-hour laboratory per week. Prerequisites: BS-218 Biological Science: A Process Approach. (3)

Course Content
This course is a process-oriented investigation of the interrelationships among the earth sciences (atmospheric science, oceanography, limnology, geology, and astronomy) and their interaction with the living system.

Nature of Course
The course is designed to meet for one two-hour lecture and one two-hour laboratory per week. Students must have completed BS-218 Biological Science: A Process Approach prior to taking UI-318.

"Group activities" is a more appropriate term for the laboratory component of the course. Students, working in groups, experience an array of hands-on, process-based activities that deal not only with the earth sciences, but also with earth science/biological relationships and science/societal issues. The specific nature of these activities vary from in-lab investigations to field experiences to class debates.

In addition to the two-hour "laboratories," out-of-class projects are conducted that investigate phenomena over a long period of time. These include "weather data collection," "long-term chemical weathering," and "the role of plants in physical weathering."

To complement the field activities conducted during two-hour "labs" and to further reinforce the concept of learning in the natural environment, two extended class field trips are taken. The first involves a trip to a local lake to observe limnology/biology relationships, and the second is a night skywatch and constellation observation.

UI-318 puts considerable emphasis on independent student research and writing as exemplified in the "Student Expectations" section. Basically, the course is characterized by a process-based, teacher-response approach as opposed to the more traditional student-response approach.

Student Expectations
1. Attend class sessions and participate in class discussions.
2. Actively participate in laboratory and field activities.
3. Satisfactorily complete all assignments and make acceptable scores on examinations (which consist of a combination of objective, short-answer and essay type questions).
4. Make cooperative contributions to project teams.
5. Achieve integration of the interdisciplinary components of the course.
6. Submit three research papers (3-5 pages each) describing selected phenomena illustrating an interdisciplinary relationship between the living system and each of the three subfields of earth science: geology, oceanography, and atmospheric science.
UI-322 International Political Economy

Catalog Description (including prerequisites)
Exploration of the interaction of political and economic forces as it affects international flows of goods, money, investments and technology. (3)

Course Content
The purpose of this course is to assist the student in developing a global perspective regarding the interaction between the political environment and business and economic decision-making. This will be done by analyzing both historical and current events in light of various theories, including Marxism, Liberalism (pure market capitalism) and Realism. Some possible topics to be discussed include the political and economic causes and consequences of international trade, foreign aid, multinational corporations, the international debt problem, American hegemony, the Japanese "threat" to the American economy, the European Economic Community, and the International Monetary Fund. Students will be called upon to evaluate various information based on their own values as well as the values underlying the various theories. For example, after examining the economic and political relations between the United States and Japan, discussion might focus on the desirability of restricting these relations. After completing this class, the student will have a better understanding of current world events and be better able to evaluate current economic policies and foreign policy objectives of the United States and other countries.

Nature of Course
Students will be expected to do a great deal of reading from the textbook and other assigned sources. Some of the material is quite complex and students should expect to spend five to six hours per week reading course assignments. For those with a weak background in economics and political science, some extra background reading will be necessary. Students will be expected to come to class prepared to participate in class discussions and question/answer sessions; this participation will constitute a significant portion of the class grade.

Student Expectations
1. Active, informed participation in class discussions.
2. Satisfactory performance on a mid-term and final exam.
3. Complete one term paper on a topic of the student's choice (with guidance from the instructor).
4. Complete one or two article analyses.
5. Prepare a class presentation on one of the article analyses.
6. Timely completion of all assignments.
UI-331  Biochemistry I

Catalog Description (including prerequisites)
Structure and function of amino acids, proteins, lipids, and carbohydrates. Generation and utilization of energy. Prerequisite: CH-340 or CH-343. (3)

Course Content
Biochemistry I describes the structure and biological function of amino acids, proteins, lipids, and carbohydrates. The function of the glycolytic pathway, the critical acid cycle, and oxidative phosphorylation in energy production is discussed. Nucleic acid structure and function is introduced.

Nature of Course
The emphasis in this course is on reading - primarily the textbook. Writing is also emphasized: all exams are essay exams. There are no group or out-of-class projects. The teaching method is lecture/discussion.

Student Expectations
Students are expected to complete all problem assignments, four one-hour exams, and a comprehensive final exam. Basis for student evaluation:

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<th>Component</th>
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<tr>
<td>Problem sets</td>
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<td>Final exam</td>
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UI-340 Housing Perspectives

Catalog Description (including prerequisites)
Study of the relationship between humans and the built environment including social, psychological, economic and physical factors. Prerequisites: Satisfactory completion of courses in University Studies categories of Behavioral, Social, Economic, and Political Systems. (3)

Course Content
1. Physical perspectives on American housing forms
   a. Architectural styles
   b. Materials and components of production
   c. Production techniques
   d. Space analysis
   e. Other physical factors
   f. Relationship of physical factors to other aspects of housing
2. Social/Psychological factors of the built environment
   a. Lifestyle, values, and needs
   b. Social class and social influences
   c. Psychological perspectives
   d. Special needs users
   e. Assessing housing behavior
   f. Relationship of social/psych factors to other aspects of housing
3. Economic and legal considerations related to dwellings
   a. Tenure choices
   b. Affordability factors
   c. Financial options
   d. Legal aspects
   e. Relationship of economic/legal factors to other aspects of housing
4. Public vs. private issues
   a. Housing assistance programs
   b. Urban planning
   c. Analysis of current issues in housing

Nature of Course
This course draws primarily from four University Studies categories. In studying the fit between humans and the built environment, students will explore Behavioral Systems and Social Systems. Economic Systems and Political Systems will be addressed through units on the acquisition of housing and governmental influence on housing.

The main objective of this course is to explore all aspects of the housing industry from planning to production to distribution and use. Students develop an integrative approach to thinking through course assignments and class discussion which allow them the opportunity to analyze a variety of housing situations from many different perspectives, and then propose alternative solutions.

Student Expectations
1. Participate in class discussion and activities.
2. Complete all assigned readings and written work.
3. Satisfactorily complete all exams and research paper.
UI-345 Nonverbal Communication

Catalog Description (including prerequisites)
Study of Nonverbal Communication. Areas of study include body language, vocal cues, touching behavior, environmental factors, eye behavior, physical appearance. Prerequisites: Completion of University Studies Perspectives of Artistic Expression, Oral Expression, Behavioral Systems, and Social Systems. (3)

Course Content
1. Orientation to Nonverbal Communication
2. Approaches to the Study of Nonverbal Communication
3. Environmental Factors in Human Communication
4. Physical Appearance and Dress in Human Communication
5. Territory, Personal Space, and Density in Human Communication
6. Facial Expression and Eye Gazing Behavior in Human Communication
7. Touching Behavior in Human Communication
8. Vocal Behavior in Human Communication
9. Nonverbal Communication in Various Settings
   a. Female-Male Interaction
   b. Social Communication
   c. Professional and Business Communication
   d. Intercultural Communication

Nature of Course
This course approaches the study of nonverbal communication from the disciplines of anthropology, communication, psychology, and sociology. The course represents a blend of social, scientific, and humanistic study. The historical roots of nonverbal research are traced and the numerous disciplinary approaches to the study of nonverbal are discussed. Overall, the importance of nonverbal communication in human society is explored. From the categories in the University Studies program, this course draws from Artistic Expression, Oral Expression, Behavioral Systems and Social Systems.

Student Expectations
1. Tests: There will be three exams during the course of the semester. The exams will cover assigned readings and class lectures. Each exam will be worth 20% of the final grade.
2. Course papers and oral presentations: Each student will be expected to write three short papers (4-7 pages). At least one (more if time permits) of the papers must be presented orally to the class. Each paper will constitute approximately 10% of the final grade. The remaining 10% of the grade will be based on oral presentations and class participation.
UI-400  Business and Ethics

Catalog Description (including prerequisites)
A study of the ethical questions that arise in the context of doing business in modern society. (3)

Course Content
This course involves a detailed study of the ethical problems that arise in the context of doing business in modern society. The course begins with a brief overview of ethical theory and a synopsis of the need for ethics in business. A clear distinction between the legal and the ethical dimensions of business is presented as are the main points of two dominant trends in contemporary ethical theory: Consequentialism (utilitarian ethics) and non-consequentialism (deontological ethics).

The second major section of the course deals with the concept of responsibility, particularly with the notion of role responsibility, i.e., the notion that any talk of 'responsibility' makes sense only within the context of rather well-defined roles. Different kinds of social roles are examined, as is the claim that the activity of business itself is a social role. Finally, two different types of social responsibilities (beneficence and non-malevolence) that are often ascribed to businesses are examined. Whether businesses have either of these types of social responsibility is explored.

The third section of the course examines problems of honesty and deception in business. This section begins by examining the reasons that underlie the judgement that deception is wrong. Then specific problems involving deception in accounting, finance, management, and marketing are studied. Problems surrounding employee rights, privacy and whistleblowing are introduced.

The fourth and final section of the course examines problems of economic and social justice. Theories of distributive justice and the role of business in achieving distributive justice are presented. Broader questions of social justice and affirmative action round out the course.

Nature of Course
This course is discussion oriented. Students will be expected to do a great deal of often difficult reading in preparation for class sessions. Lectures on the reading assignments will rarely be employed, rather students will be expected to analyze and discuss the readings. The course will be writing intensive. Students will be expected to keep a journal of business ethics cases and to prepare a written research project. At least six hours of study time per week, apart from actual class time, should be devoted to this course.

Student Expectations
1. Attend class regularly and participate in class discussions.
2. Complete 5 case study journal entries.
3. Participate in a group oral debate on a matter of ethics and business policy.
4. Prepare an interdisciplinary written research project.
5. Complete a mid-term and a final examination (both essay exams).
UI-401  American Cultural Landscapes:  
Regional Architecture and Settlement Systems

Catalog Description (including prerequisites)
Study of American regional landscapes including house types, barns, and other 
folk structures. Prerequisites: Completion of courses in the University Studies 
categories: Development of a Major Civilization, Social Systems, and Artistic 
Expression. (3)

Course Content
The purpose of this course is to develop a greater awareness by students of the 
cultural landscapes of America. The course will examine the processes by which the 
arhitectural forms and settlement systems began to be developed in the colonial period. 
The discussion will be organized by regions such as New England and the South. Discussion of later evolution of American housing and structures will be based on such 
arhitectural styles as the Victorian Italianate or Queen Anne. The course will end with 
contemporary house types.

Nature of Course
There is an emphasis on reading in this course. Reading assignments will be 
based on articles in the library as well as in the textbook. A major project in the course 
is an analysis of a rural or urban area's cultural landscape. One feature of the project 
will be an oral presentation to the class, using illustrations. Lectures and discussion 
about relevant topics will be used.

Student Expectations
Examinations will be worth approximately 75-80 percent of the grade. The 
exams will be composed of objective questions such as multiple choice answers, and short 
theses or paragraph questions. Class projects will be used to determine the remaining 
percentage.
UI-403 Aesthetics and Human Values

Catalog Description (including prerequisites)

The nature of aesthetic experience and its relation to fundamental values in religion, morality, history, literature, science, economics, and politics. (3)

Course Content

An analysis of aesthetic experience and value, its nature and relation to values in religion, morality, history, science, economics, politics and other human activities.

Traditional and modern conceptions of value, together with various conceptions of the aesthetic, will be explored with the aim of understanding the nature and importance of aesthetic value in human life. Do values exist independently of us, or do we choose or create them? Are value standards, once chosen, external and binding on us, or can we modify them at will? Do aesthetic values exist, for example, in science or religion? And if so, of what importance are they in our lives?

The aim of the course will be to discover the role that aesthetic experience plays in realizing values, in making a person better, and in making that person's life the best kind of life. A central theme of the course will be to examine whether John Dewey's idea of aesthetic experience as ordered, harmonious, unified and complete can function as a criterion for investigating values in other areas of human endeavor. This will involve analyzing fundamental values and commitments in various disciplines and asking how they contribute to the improvement and meaningfulness of life.

Nature of Course

The course contains a good deal of reading and synthesizing of materials from diverse fields, of a generally abstract and philosophical nature. Students will be asked to identify and criticize value conceptions implicit in different areas of human endeavor, and to summarize and discuss conceptions related to their own field of study or experience. Emphasis will be on becoming aware of and clarifying the nature, variety and importance of values, especially aesthetic values, in their own and others' lives. The format of the course involves lecture, discussion, and student participation and presentation. A term paper is required.

Student Expectations

1. Attend class regularly and read assigned material.
2. Prepare analyses and summaries and participate in class discussion and critique.
3. Do independent research culminating in a written work of appropriate length and scholarship.
4. Contribute to course content by suggesting and clarifying relevant topics and issues for further study.
5. Perform satisfactorily on midterm exam and final exam.
UI-404  The Human Ascent

Catalog Description (including prerequisites)
Critical study of the problem of developing a humanized and value-oriented account of scientific understanding. (3)

Course Content
A critical study of the problem of developing a humanized account of scientific understanding, this course begins with an examination of Jacob Bronowski's video series and accompanying book, The Ascent of Man, in which Bronowski attempts to develop a naturalistic philosophy of human progress. Bronowski's viewpoint is then contrasted with those of C. S. Lewis and Peter Medawar in order to further the student's understanding of the human condition.

Nature of the Course
Open only to honors students, this is a discussion course which aims at the critical evaluation of Bronowski's point of view. By contrasting Bronowski's philosophy of human nature with the approaches of C. S. Lewis in The Abolition of Man and Peter Medawar in The Limits of Science, this course raises questions about the respective contributions of the humanities, the arts, and the sciences to our understanding of human nature and human values—whether, for example, these perspectives are conflicting, separate, or mutually supportive. This course requires students to become conversant with selected episodes in intellectual history and the history of science, to appreciate Bronowski's allusions to art, literature, and philosophy, and to think critically about issues raised by his attempts to reconcile the standpoint of individual expression with our understanding of natural systems, especially as they reflect upon our understanding of ourselves and our place in the world.

Student Expectations
Students are expected to view Bronowski's video series, to read and reflect upon all assigned readings, and to participate in class discussions. Evaluation of student performance is based on weekly reaction papers, sectional exams, a final paper, and corresponding oral defense.
400-Level Interdisciplinary Course

UI-406 Transforming the Female Experience

Catalog Description (including prerequisites)
Examination of multidimensional issues involved in current actions and potential strategies for transforming the human experience of women. Prerequisites: Oral Expression Course and Written Expression Course, The Female Experience or permission of the instructor. (3)

Course Content
A seminar studying the multidimensional issues involved in the current status of women and potential strategies for transforming women’s experiences related to those issues. Topics to be covered include women’s health and safety; economics, including comparable worth, women’s management styles, the work environment and the feminization of poverty; women’s culture and spirituality; and women and the political system. The faculty will have diverse academic backgrounds and life experiences. During the discussion phase of each presentation, faculty and students will integrate material from their disciplines and other experiences.

Nature of Course and Student Expectations
A minimum of two papers to be read before class will be assigned on each topic. Each student will participate as part of a team for one debate.

All writing exercises will be evaluated on both content (75%) and technical skills (25%). Each student or student pair will, with the assistance of a faculty mentor, prepare a written report on one of the course topics. The report will address the topic from several perspectives and speak to their interconnectedness. Each student will write reaction papers for selected topics that address a question devised to highlight one or several controversial issues relevant to the topic under discussion. These papers will propose a program or series of action steps to improve the status of women in the area of the topic in Southeast Missouri or the person’s home area, with an emphasis on practicality as well creating an ideal solution. Students will be expected to integrate material from several perspectives in developing their proposals.

Each student or student pair, with the assistance of a faculty mentor, will prepare an oral presentation on the same topic as the written report. The student will provide the class a minimum of two papers on the topic to read before class, bring/develop a short dilemma/valuing exercise relevant to the topic to act as stimulus for discussion, and lead the class discussion of the topic.

This class will be taught in a seminar format: a faculty/student presentation followed by discussion. There are no examinations. Students are expected to attend class and participate actively in class discussions. They are expected to complete assigned readings.
UI-407 Rational Endeavor

Catalog Description (including prerequisites)
Study of rationality and its role as a framework for evaluating beliefs, actions and decisions in general. Prerequisites: Completion of University Studies Core Curriculum. (3)

Course Content
‘What is it to be rational?’, ‘Why be rational?’, ‘Are we as rational as we like to think we are?’ - these are the fundamental questions which are discussed in this course.

The course is divided into three sections. It begins with a detailed examination of the traditional framework which is commonly taken to underpin the rational justification of beliefs and actions. The problem of the justification of the traditional framework will be introduced, together with the attendant question of what to do with the skeptic who refuses to accept this framework.

The second part of the course considers a number of recent psychological studies which suggest that the traditional view is descriptively inadequate, in the sense that ‘real-life’ decision making violates certain of its fundamental principles. Two reactions to this research will be explored: i) it shows that human beings are fundamentally irrational creatures; ii) on the contrary, it is the traditional view which must be rejected.

The third, and final, section will discuss the further threat to the traditional framework which springs from work in anthropology and the history of science. On the basis of detailed research into the belief-systems of other cultures it has been argued that rationality is context-dependent. The deficiencies in such an approach will be examined and the course will conclude with some speculations on possible alternative conceptions of rationality.

Nature of Course
This course involves a significant amount of reading and writing. Homework assignments will typically be based on original readings from a variety of disciplines. Class sessions will be oriented towards informed discussion of these works and the issues they raise rather than lectures. The two essays and more extensive research project will be based on material which is not directly covered in the course and will therefore involve a certain amount of independent research in Kent Library. At least six hours of study time per week, apart from actual class time, should be devoted to this course.

Student Expectations
1. Attend class regularly and participate in class discussions.
2. Complete all homework and reading assignments.
3. Complete two essays and one longer research project.
4. Prepare a brief oral presentation based on the research project.
UI-410  Manufacturing Research in a Global Society

Catalog Description (including prerequisites)

The nature of research and development in relation to product, process, productivity, human engineering, oral and written communication of results. Prerequisite: Completion of University Studies Core Curriculum. (3)

Course Content

Research in an international (global) manufacturing and production environment is a concept which cannot be ignored in the highly technological society of today. Activities in major manufacturing countries, and some in the Third World nations, demand investigation by students with the intent of comparative analysis with that of the United States. The research which is being conducted is of such a nature that the computer and programs utilized within it are of major significance. Manufacturing Research in a Global Society is such a course. To effectively and efficiently teach this course computer software is utilized. New software is being received for additional experience and as an addition to those which already exist. The addition of these will facilitate the interpretation and analysis of data generated by research conducted within and outside manufacturing environments.

Nature of Course

The course is communication skill development intensive. Students will conduct research activities in a variety of areas. Several industries have been contacted and have agreed to allow students to conduct research activities within their manufacturing plants. The students will then develop both a written and oral presentation of materials developed during the research process.

Student Expectations

1. Attend class regularly.
2. Complete written research report.
3. Present research activities to the proper representatives.
4. Prepare and present a brief class presentation on research activities.
UI-414   The American Temper: Ideas in Conflict

Catalog Description (including prerequisites)
An examination of the conflict of ideas in the literature and the economic, social, and political systems of American civilization. Prerequisites: Junior standing or above. (3)

Course Content
1. Introduction
   a. The Historiography of the Consensus/Conflict Debate
   b. Locating and Gathering Sources on Conflicting Ideas
2. The Conflict of Ideas in Early American Civilization
   a. The Nature of the Natives
   b. Revelation versus Reason
   c. Revolution and Order
3. The Conflict of Ideas in Antebellum American Civilization
   a. Romantic Democracy
   b. Romantic Reform
   c. The Slavery Debate
4. The Conflict of Ideas in Early Modern American Civilization
   a. Darwinism and the American Response
   b. The Progressive Era
   c. The Twenties
5. The Conflict of Ideas in Recent American Civilization
   a. The Cold War
   b. Social Issues
   c. America and the World
6. Presentation of Seminar Papers

Nature of Course
The course employs historical analysis of the written record of the American people to examine conflicting ideas in American civilization. The two major perspectives are Perspectives on Human Institutions and Perspectives on Individual Expression with Natural Systems a third perspective. Conflicts over religious, social, and political issues incorporate those systems into the course.

Student Expectations
1. Attend class regularly.
2. Prepare for and participate in class discussion.
3. Complete a mid-term and final essay exam.
4. Prepare and defend an interdisciplinary written research project.
UI-425  Persuasion

Catalog Description (including prerequisites)

Principles, techniques and theories used to influence the behavior of others through oral communication, with special emphasis on the analytical tools necessary to evaluate persuasive appeals more responsibly. Prerequisites: Junior standing and completion of the University Studies core curriculum. (3)

Course Content
1. Perspectives on the Study of Persuasion
2. Advocacy and Language: Symbol Manipulation
3. Social Bases of Persuasion: Identification and Audience Analysis
4. Persuasion and Reasoning
5. The Psychology of Persuasion: Attitudes, Beliefs and Values
6. Power, Credibility and Authority
7. Persuasion Contexts and Arenas
   a. Advertising
   b. Politics
   c. Public and Mass Communication
   d. Interpersonal Persuasion
8. The Construction and Presentation of Persuasive Messages
9. Evaluating Persuasive Messages

Nature of Course
1. Investigative goals of the course include: the nature and importance of persuasion in human decision making, the theories and concepts of persuasion which relate to successful influence, the methods of the rhetorical process of selection, analysis, presentation and evaluation of persuasive appeals.
2. Performance goals of the course include: the criticism and analysis of rhetorical examples which reflect successful persuasion, the discovery, analysis and presentation of potential influence appeals through team assigned campaigns, and the development and enhancement of skills necessary to make reasoned, reflective and critical responses to persuasive appeals.

Student Expectations
1. Complete two formal oral presentations, one of which is a rhetorical analysis of a successful practioneer and one as a member of a campaign team.
2. Complete a highly structured, extensive rhetorical analysis dealing with a persuasive campaign, movement or personality.
3. Complete one mid-term and one comprehensive final exam; both essay.
UI-438  The Nature and Growth of Mathematical Thought

Catalog Description (including prerequisites):
An emphasis on mathematical ideas as a growing, changing human endeavor, influencing the history of societies including today's technological culture. Prerequisites: GH 100-level University Studies course, and MA-139 or MA-140. (3)

Course Content
This course is an examination of the development of mathematical ideas over the past 5000 years. Attention is given to the forces that helped shape mathematical thought including geographic isolation, political and religious bias, growth of commerce and technological need as well as individual genius in mathematics.

The overriding principle that develops is that mathematics is a subject that transcends time, culture or geographical location. Further, nearly all civilizations, from the ancient Egyptians and Babylonians to the Greeks, Arabs and the more modern European civilization have contributed to the growing body of knowledge.

The course examines the contributions made by various societies, in the methodology of that era, so that a greater appreciation of the whole is attained. The roles of genius, technological advances, women's place in society, personality conflicts and the controversial nature of some mathematical ideas will serve to show that mathematics is not the "cut and dried" discipline so many lay people believe.

This is not a course that develops specific mathematical skills, though some mathematical topics of historical interest will be studied. It is a course about the struggle to develop mathematics and that reflects the humanness of the endeavor.

Mathematical knowledge, method and techniques developed in the undergraduate curriculum, through calculus are employed as needed.

Nature of Course
Effort in reading, writing, and problem working is needed in this course. Students will be expected to do library research on topics assigned to them or of their choice. Oral and written reports will be required. Students will write on topics in class, evaluate presentations and participate in group sessions as well as traditional class activities. The students can expect to spend 6 hours per week outside of class activity. Class sessions will include lectures, discussions, oral presentations, and problem solving sessions by obsolete methodology.

Student Expectations
1. Attend class regularly and participate in sessions.
2. Complete problem assignments.
3. Complete a research paper.
4. Do two oral reports.
5. Complete class writing assignments.
6. Complete a test at the end of the course.
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