University Studies Handbook
2001-2002
University Studies Program
Southeast Missouri State University

Table of Contents

Welcome from the President .................................................. 2
What is University Studies? .................................................... 3
Administrative Offices .......................................................... 4
Program Objectives ............................................................. 6
Program Structure .............................................................. 9
Courses in the 100-200 Level Core Curriculum ........................ 10
Courses in the 300-Level Interdisciplinary Curriculum .............. 13
Courses in the 400-Level Interdisciplinary Curriculum .............. 15
Courses in the 500-Level Interdisciplinary Curriculum .............. 16
University Studies Student Checklist ..................................... 17

Course Descriptions
  First Year Introductory Course ........................................... 18
  Perspectives on Individual Expression ................................ 19
    Artistic Expression .................................................... 19
    Literary Expression ................................................... 32
    Oral Expression ........................................................ 46
    Written Expression .................................................... 57
  Perspectives on Natural Systems ....................................... 59
    Behavioral Systems ................................................... 59
    Living Systems ......................................................... 67
    Logical Systems ....................................................... 74
    Physical Systems ...................................................... 79
  Perspectives on Human Institutions ................................... 88
    Development of a Major Civilization .............................. 88
    Economic Systems ...................................................... 99
    Political Systems ..................................................... 102
    Social Systems ........................................................ 104

300-Level Interdisciplinary Courses .................................. 117
400-Level Interdisciplinary Courses .................................. 181
500-Level Interdisciplinary Courses .................................. 207

Course Number Index ....................................................... 210
Course Title Index .......................................................... 212
Notes and Credits ........................................................... 214

The University Studies Handbook is also available on line http://ustudies.semo.edu/
Welcome from the President

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

We are glad that you chose Southeast and its outstanding faculty for your college education, an education that will undoubtedly prepare you to be as competitive and successful in life as Southeast graduates like Astronaut Linda Godwin and so many others.

One of the reasons our graduates are competitive is that they receive a broad and deep general education in our University Studies program.

The era in which we live has been characterized by some as the “information age.” One of the characteristics of our period is that the pace of change in every field is accelerating more and more rapidly. In some fields, experts have noted that the amount of new knowledge doubles every three to five years -- or in some cases in a matter of months. Many futurists have pointed out that most people entering the job market these days can expect to have several different careers during their lifetimes. This makes it more urgent that you look upon your university experience as an opportunity to prepare yourself to cope with a changing environment.

College is not just about preparing you to perform a specific task, but about creating an educated person, one who is able to function responsibly and successfully in whatever environment he or she may encounter. Included in this booklet is a list of the nine "objectives" of University Studies. Those objectives spell out the kind of skills you will need for success during your lifetime of career changes. I hope that you will not consider the University Studies as an "extra burden," but rather the "keystone" to making your life and career a success.

Again, welcome to Southeast and I look forward to seeing you on campus!

Sincerely,

Kenneth W. Dobbins
President
What is University Studies?

Dear Student:

All colleges and universities offer a core of courses designed to help students develop a collective understanding of the world and prepare for the changing conditions of personal, family, and career life. At Southeast Missouri State University, you will have these core learning experiences in the courses of the nationally recognized University Studies program. After examining this handbook, you will see that this reputation is due to two emphases of the program: academic skills and curriculum themes.

In a nutshell, the University Studies program is designed to help you develop academic skills by learning the ways that scholars in different academic disciplines seek answers to important questions about our lives. In the program, you should learn how artists, scientists, poets, economists, and other scholars use critical and creative thinking to understand humans and their relationship with the universe around them. For example, to understand the relationship of humans and nature an artist may create a painting of humans in a serene forest setting; a scientist may test hypotheses about human impacts on the ecology of that forest; a poet may weave words expressing a sense of wonder at the forest’s beauty; and an economist may seek to understand the optimal cost-to-benefit ratio of harvesting the trees in that forest. Each of these scholars uses different approaches to thinking about the interaction of humans and nature. The courses in the University Studies lower division categories help you learn key academic skills that are the bases of these various ways of seeking answers to fundamental questions about our existence. The lower division courses, therefore, provide opportunities for you to learn how scholars acquire knowledge and form it into concepts that help us understand the world around us. This emphasis is evident in the lower division curriculum’s theme, Acquisition of Knowledge: Gaining Perspectives on the Individual, Society and the Universe.

After completing the lower division courses, you will enroll in three interdisciplinary courses. These upper division University Studies courses are focused on the theme, Integration of Knowledge: Living in an Interdependent Universe. The interdisciplinary courses will help you see that the various ways scholars seek answers to questions are complementary and based on the same underlying academic skills. Your experiences in these courses should help you understand that integrating the different ways of applying these intellectual skills is a powerful and necessary way to gain a fuller understanding of the complex issues, problems, and joys of human life.

What are these important academic skills? You will find the nine University Studies skills objectives and the program’s themes and structure described on pages 6-9 of this handbook. Every University Studies course uses academic subject matter to help you practice these key skills as you prepare for life after college. Please examine these skills objectives and themes carefully and then look through the descriptions of courses in the University Studies program. The information you find on these pages will help you choose courses that interest you and that meet the requirements of various academic programs. By making good use of this handbook, you will gain a better sense of how the University Studies program will help you succeed academically, personally, and professionally.

The staff of the School of University Studies is committed to helping you be successful in the University Studies program. As you participate in the program and prepare for your future, we encourage you to ask us for advice and help. We wish the best for you and will work with you to help you achieve your educational goals.

Sincerely,

Fred T. Janzow, Dean
School of University Studies
The location of offices and activities contained within the School of University Studies are as follows:

**OFFICE OF THE DEAN**
(573) 651-2062
210 Memorial Hall, Mail Stop 4300
Fax (573) 651-5103

e-mail: univstudies@semo.edu    web page: http://ustudies.semo.edu/
Dean: Dr. Fred Janzow            Associate Dean: Dr. Nancy Blattner
651-2062
fjanzow@semo.edu
Administrative Secretary: Ms. Susan Ludwig Senior Secretary Ms. Tina Ellis
651-2062
sludwig@semo.edu

**FRESHMAN YEAR EXPERIENCE PROGRAM**
Director: Dr. Dale Haskell
(573) 651-2629
210 Memorial Hall, Mail Stop 4300
Fax (573) 651-5103

e-mail: dehaskell@semo.edu    web page: http://ustudies.semo.edu/ui100/

**HONORS PROGRAM AND GOVERNOR'S SCHOLARS PROGRAM**
Director: Dr. Larry Clark
(573) 651-2513
Honors House, 902 College Hill, second floor, Mail Stop 2050
Fax (573) 986-6831

e-mail: lclark@semo.edu    http://ustudies.semo.edu/honors/

**UNIVERSITY STUDIES ADVISING CENTER**
(573) 986-7328
104 Academic Hall, Mail Stop 3700
Fax: (573) 986-6438

e-mail: usac@semo.edu    web page: http://ustudies.semo.edu/usac/
Coordinator: Ms. Nancy Birk
986-7328
nbirk@semo.edu
Secretary: Ms. Marsha Centanni
986-7328
mcentanni@semo.edu

**TESTING SERVICES**
(573) 651-2836
347 Academic Hall, Mail Stop 3970
Fax (573) 986-6032

e-mail: testingservices@semo.edu    web page: http://ustudies.semo.edu/testing/
Interim Coordinator: Dr. Tim Miller
Senior Secretary: Ms. Carol Cannon
651-2836
651-2836
tmiller@semo.edu
cannon@semo.edu
Writing Outcomes Program
(573) 651-2159
412 Kent Library, Mail Stop 4600
Fax (573) 986-6198

e-mail: c317wrt@semo.edu
web page: http://ustudies.semo.edu/wop/

Writing Center Director:
Dr. Jake Gaskins
651-2631
jgaskins@semo.edu

Secretary: Ms. Marge Phillips
651-2159
mphillips@semo.edu

Writing Assessment Director:
Dr. David Reinheimer
651-5905
dreinheimer@semo.edu

Oral Communication Across the Curriculum
Director: position currently vacant
(573) 986-6191
Memorial Hall, Room 205, Mail Stop 4300
Fax (573) 986-6198
web page: http://ustudies.semo.edu/oralcom/index.htm

Center for Scholarship in Teaching and Learning
(573) 651-2298
305 Kent Library, Mail Stop 4650
Fax (573) 986-6858

e-mail: support@cstl.semo.edu
web page: http://cstl.semo.edu/cstl/

Director: Dr. David Starrett
651-2298
starrett@cstl.semo.edu

Instructional Web Manager:
Mr. Marcio Vieira
651-2807
vieira@cstl.semo.edu

Senior Secretary: Ms. Sondra Phillips
651-2298
sphillips@semo.edu

Instructional Design Specialist:
Position currently vacant
986-6801

New Student Programs
(573) 651-5266
308 Academic Hall, Mail Stop 3850
Fax: (573) 651-5168

e-mail: newstudentprogs@semo.edu
web page: http://ustudies.semo.edu/nsp/

Director: position currently vacant
651-5166

Administrative Secretary:
Ms. Debbie Baltzell
651-5166
dkbaltzell@semo.edu

Interim Coordinator of Orientation
and FYE Programs:
Ms. Theresa Haug
651-2712
thaug@semo.edu
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 University Studies program is to provide students with the information, ideas and skills they need to have in order to live a happier and more intellectually rewarding life.

The program is based upon nine University Studies Objectives:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students must learn to interact responsibly with their natural, social and political environments in order to assure continued interrelationships among persons and things. This objective presupposes an educated, enlightened citizenry that accepts its responsibility to understand and participate in the political and social process.
STRUCTURE OF THE UNIVERSITY STUDIES PROGRAM
SOUTHEAST MISSOURI STATE UNIVERSITY

PROGRAM THEME: UNDERSTANDING AND ENHANCING THE HUMAN EXPERIENCE

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

II. The 100-200 Level Core Curriculum:

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

   The core curriculum 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 Level Core Curriculum ........................................ 36 hours

<table>
<thead>
<tr>
<th>Perspective on Individual Expression</th>
<th>Perspective on Natural Systems</th>
<th>Perspective on Human Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic Expression</td>
<td>3 hours</td>
<td>Behavioral Systems</td>
</tr>
<tr>
<td>Literary Expression</td>
<td>3 hours</td>
<td>Living Systems</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>3 hours</td>
<td>Logical Systems</td>
</tr>
<tr>
<td>Written Expression</td>
<td>3 hours</td>
<td>Physical Systems</td>
</tr>
</tbody>
</table>

III. The 300-400 Level Interdisciplinary Curriculum:

   THEME: INTEGRATION OF KNOWLEDGE: LIVING IN AN INTERDEPENDENT UNIVERSE

   Each student takes two 300-level courses that integrate two or more categories of the core curriculum.

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

   Each student also takes a 400-level senior seminar that integrates two or more perspectives of the core curriculum and that requires students to demonstrate the ability to do appropriate interdisciplinary scholarship and present it in both oral and written forms.

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

   TOTAL 48 hours
**UNIVERSITY STUDIES PROGRAM**

**First Year Introductory Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI-100</td>
<td>First Year Seminar</td>
</tr>
</tbody>
</table>

**100-200 Core Curriculum**

**PERSPECTIVES ON INDIVIDUAL EXPRESSIO**

### Artistic Expression

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR-108</td>
<td>Drawing in Society</td>
</tr>
<tr>
<td>AR-111</td>
<td>Ceramics: A Metaphor for Understanding Human Experience</td>
</tr>
<tr>
<td>AR-112</td>
<td>Perspectives in Art</td>
</tr>
<tr>
<td>DA-214</td>
<td>Dance Appreciation</td>
</tr>
<tr>
<td>FL-205</td>
<td>The Art of French Cinema</td>
</tr>
<tr>
<td>LI-205</td>
<td>The Art of Film</td>
</tr>
<tr>
<td>MM-101</td>
<td>Theories of Music in Culture</td>
</tr>
<tr>
<td>MU-181</td>
<td>Musical Encounters</td>
</tr>
<tr>
<td>MU-182</td>
<td>Music: An Artistic Expression</td>
</tr>
<tr>
<td>MU-190</td>
<td>Jazz Appreciation</td>
</tr>
<tr>
<td>PL-203</td>
<td>Aesthetics and the Arts</td>
</tr>
<tr>
<td>TH-100</td>
<td>Theatre Appreciation</td>
</tr>
<tr>
<td>TH-200</td>
<td>Acting: Skills for Life</td>
</tr>
</tbody>
</table>

### Literary Expression

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR-220</td>
<td>French Literature</td>
</tr>
<tr>
<td>GN-220</td>
<td>German Literature</td>
</tr>
<tr>
<td>LI-220</td>
<td>Fiction and the Human Experience</td>
</tr>
<tr>
<td>LI-221</td>
<td>Poetry and the Human Experience</td>
</tr>
<tr>
<td>LI-222</td>
<td>Mythic Dimensions of Literature</td>
</tr>
<tr>
<td>LI-243</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>LI-250</td>
<td>World English Literature</td>
</tr>
<tr>
<td>LI-256</td>
<td>The Variety of Literature</td>
</tr>
<tr>
<td>MH-252</td>
<td>The Evolution of Musical Style Since 1827</td>
</tr>
<tr>
<td>PL-110</td>
<td>Readings in Philosophy</td>
</tr>
<tr>
<td>RS-201</td>
<td>New Testament Literature</td>
</tr>
<tr>
<td>RS-202</td>
<td>Old Testament Literature</td>
</tr>
<tr>
<td>SC/TH-240</td>
<td>Oral Interpretation of Literature</td>
</tr>
<tr>
<td>SN-220</td>
<td>Hispanic Literature</td>
</tr>
</tbody>
</table>

### Oral Expression

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR-100</td>
<td>French Language and Culture I</td>
</tr>
<tr>
<td>FR-120</td>
<td>French Language and Culture II</td>
</tr>
<tr>
<td>FR-200</td>
<td>French Language and Culture III</td>
</tr>
<tr>
<td>GN-100</td>
<td>German Language and Culture I</td>
</tr>
<tr>
<td>GN-120</td>
<td>German Language and Culture II</td>
</tr>
<tr>
<td>GN-200</td>
<td>German Language and Culture III</td>
</tr>
<tr>
<td>SC-105</td>
<td>Fundamentals of Oral Communication</td>
</tr>
<tr>
<td>SN-100</td>
<td>Spanish Language and Culture I</td>
</tr>
<tr>
<td>SN-120</td>
<td>Spanish Language and Culture II</td>
</tr>
<tr>
<td>SN-200</td>
<td>Spanish Language and Culture III</td>
</tr>
</tbody>
</table>

(listing continues)
Written Expression
EN-140 Rhetoric and Critical Thinking
PL-115 Philsophical Writing

**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-151 Social Decision-Making
PY-220 Psychological Development Across the Life Span
PY-222 Development of the Adolescent
PY/CF-120 The Child: Development from Conception to Adolescence

**Living Systems**
BI-225 Research Methods in Biology
BS-105 Environmental Biology
BS-107 Investigations in Biology
BS-108 Biology for Living
BS-218 Biological Science: A Process Approach
BS/SW-103 Human Biology
FN-235 Nutrition for Life

**Logical Systems**
MA-118 Mathematics I
MA-123 Survey of Mathematics
MA-134 College Algebra
MA-155 Statistical Reasoning
PL-120 Symbolic Logic I

Reminder: In order to receive a degree from Southeast, students must pass MA-095 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
GG-140 The Physical Landscape: A Spatial Analysis
GO-150 Earth Science: Environmental Hazards
PH-106 Physical Concepts
PH-109 Exploring the Universe
PH-120 Introductory Physics I
PH-218 Physical Science: A Process Approach

*listing continues*
**PERSPECTIVES ON HUMAN INSTITUTIONS**

**Development of a Major Civilization**
- AH-100  Ancient Egypt
- GG-160  American Peoples and Civilization
- GG-170  European Peoples and Civilization
- GH-100  African Civilization
- GH-110  Chinese Civilization
- GH-115  Ancient Greece and Rome
- GH-125  Islamic Civilization
- GH-130  Latin American Civilization
- US-105  American History I
- US-107  American History II
- WH-103  Modern European Civilization

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

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

**Social Systems**
- AN-101  Observing Other Cultures
- CD-110  Language and Culture of the Deaf
- EL-274  Diversity in America’s Schools
- GG-150  People and Places of the World
- GG-180  Cultural Geography
- MC-101  Mass Communication and Society
- MK-201  Values and Social Issues in Business
- PE-201  Sport and Society
- PL-245  Social Philosophy
- RS-101  World Religions
- SO-102  Society, Culture and Social Behavior
- SO-120  Cities and Society
- SW-207  Understanding Social and Cultural Diversity
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-312  Perspectives on the Present
UI-313  The African-American Experience
UI-315  Electronics and Computers in Music
UI-316  Contemporary Legal Studies
UI-317  Human Sexuality
UI-318  Earth Science: A Process Approach
UI-319  Technology and Society
UI-320  The Modern Presidency
UI-322  International Political Economy
UI-326  Australian Culture
UI-330  Experimental Methods I
UI-331  Biochemistry I
UI-332  Images of Women in Literature
UI-336  Religion in America
UI-337  Issues in 20th Century Architecture
UI-338  Rural Sociology
UI-339  North American Indians
UI-340  Housing Perspectives
UI-341  Victorian Studies
UI-342  Modern Political Thought
UI-343  Transcultural Experience: Economic and Cultural Institutions
UI-343  Transcultural Experience: Health and Human Services
UI-344  Plants and Humanity
UI-345  Nonverbal Communication
UI-347  Living in a Global Society
UI-349  Comparative Economic Systems

(listing continues)
### UNIVERSITY STUDIES PROGRAM

**Upper-Level Interdisciplinary Curriculum**

#### 300-LEVEL INTERDISCIPLINARY COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI-350</td>
<td>Middle East Politics</td>
</tr>
<tr>
<td>UI-351</td>
<td>Public Opinion Management</td>
</tr>
<tr>
<td>UI-352</td>
<td>Medical Ethics</td>
</tr>
<tr>
<td>UI-354</td>
<td>Lifestyle Enhancement</td>
</tr>
<tr>
<td>UI-355</td>
<td>Consumer and the Market</td>
</tr>
<tr>
<td>UI-357</td>
<td>Early American Political Thought</td>
</tr>
<tr>
<td>UI-358</td>
<td>Foundations of Political Thought</td>
</tr>
<tr>
<td>UI-359</td>
<td>Consumers: Buying/Having/Being</td>
</tr>
<tr>
<td>UI-360</td>
<td>Recycling and Waste Management</td>
</tr>
<tr>
<td>UI-361</td>
<td>Contemporary Political Theory</td>
</tr>
<tr>
<td>UI-362</td>
<td>Contemporary French Culture</td>
</tr>
<tr>
<td>UI-366</td>
<td>Law and Economics</td>
</tr>
<tr>
<td>UI-368</td>
<td>Mind, Meaning and Value</td>
</tr>
<tr>
<td>UI-369</td>
<td>Vice and Virtue</td>
</tr>
<tr>
<td>UI-370</td>
<td>Media Ethics</td>
</tr>
<tr>
<td>UI-371</td>
<td>Government and Business</td>
</tr>
<tr>
<td>UI-372</td>
<td>Earthquakes and Society</td>
</tr>
<tr>
<td>UI-373</td>
<td>Earth/Life Through Time</td>
</tr>
<tr>
<td>UI-375</td>
<td>European Film</td>
</tr>
<tr>
<td>UI-378</td>
<td>Physics of <em>Star Trek</em></td>
</tr>
<tr>
<td>UI-382</td>
<td>History and Philosophy of American Mass Media</td>
</tr>
<tr>
<td>UI-390</td>
<td>The Film Musical</td>
</tr>
<tr>
<td>UI-396</td>
<td>The Age of Beethoven</td>
</tr>
</tbody>
</table>
## Upper-Level Interdisciplinary Curriculum

### 400-LEVEL SENIOR SEMINAR COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI-400</td>
<td>Business and Ethics</td>
</tr>
<tr>
<td>UI-401</td>
<td>American Cultural Landscapes: Regional Architecture and Settlement Systems</td>
</tr>
<tr>
<td>UI-402</td>
<td>Music in World Cultures</td>
</tr>
<tr>
<td>UI-403</td>
<td>Aesthetics and Human Values</td>
</tr>
<tr>
<td>UI-406</td>
<td>Transforming the Female Experience</td>
</tr>
<tr>
<td>UI-407</td>
<td>Rational Endeavor</td>
</tr>
<tr>
<td>UI-410</td>
<td>Manufacturing Research in a Global Society</td>
</tr>
<tr>
<td>UI-412</td>
<td>American Health Care System</td>
</tr>
<tr>
<td>UI-414</td>
<td>The American Temper: Ideas in Conflict</td>
</tr>
<tr>
<td>UI-415</td>
<td>Science and Religion</td>
</tr>
<tr>
<td>UI-416</td>
<td>Planetary Exploration: From Galileo to the Present and Beyond</td>
</tr>
<tr>
<td>UI-417</td>
<td>Images of Britain</td>
</tr>
<tr>
<td>UI-418</td>
<td>European Mind</td>
</tr>
<tr>
<td>UI-422</td>
<td>Scientific Reasoning</td>
</tr>
<tr>
<td>UI-423</td>
<td>Political Communication</td>
</tr>
<tr>
<td>UI-425</td>
<td>Persuasion: Understanding, Practice and Analysis</td>
</tr>
<tr>
<td>UI-429</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>UI-430</td>
<td>Aging Successfully: Critical Issues Facing the Individual in the 21st Century</td>
</tr>
<tr>
<td>UI-431</td>
<td>Shakespeare’s Tragedies and the Human Condition</td>
</tr>
<tr>
<td>UI-432</td>
<td>Shakespeare’s History Plays and Comedies and the Human Condition</td>
</tr>
<tr>
<td>UI-433</td>
<td>Aesthetics of Movement: Athletic Dancers and Artistic Athletes</td>
</tr>
<tr>
<td>UI-435</td>
<td>Literature of Sport</td>
</tr>
<tr>
<td>UI-436</td>
<td>Agricultural Ethics</td>
</tr>
<tr>
<td>UI-438</td>
<td>The Nature and Growth of Mathematical Thought</td>
</tr>
<tr>
<td>UI-440</td>
<td>The Holocaust</td>
</tr>
</tbody>
</table>
UNIVERSITY STUDIES PROGRAM

Upper-Level Interdisciplinary Curriculum

500-LEVEL INTERDISCIPLINARY COURSES

UI-500 History of the English Language
UI-501 Principles of Language
# UNIVERSITY STUDIES STUDENT CHECKLIST

List the University Studies courses as you take them to monitor your progress.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Introductory Course</td>
<td>3</td>
<td>UI-100 First Year Seminar</td>
</tr>
<tr>
<td>100-200 Level Core Curriculum</td>
<td>36</td>
<td>Perspectives on Individual Expression</td>
</tr>
<tr>
<td>Perspectives on Individual Expression</td>
<td></td>
<td>Artistic Expression</td>
</tr>
<tr>
<td>Perspectives on Individual Expression</td>
<td></td>
<td>Literary Expression</td>
</tr>
<tr>
<td>Perspectives on Individual Expression</td>
<td></td>
<td>Oral Expression</td>
</tr>
<tr>
<td>Perspectives on Individual Expression</td>
<td></td>
<td>Written Expression</td>
</tr>
<tr>
<td>Perspectives on Natural Systems</td>
<td></td>
<td>Behavioral Systems</td>
</tr>
<tr>
<td>Perspectives on Natural Systems</td>
<td></td>
<td>Living Systems</td>
</tr>
<tr>
<td>Perspectives on Natural Systems</td>
<td></td>
<td>Logical Systems</td>
</tr>
<tr>
<td>Perspectives on Natural Systems</td>
<td></td>
<td>Physical Systems</td>
</tr>
<tr>
<td>Perspectives on Human Institutions</td>
<td></td>
<td>Development of a Major Civilization</td>
</tr>
<tr>
<td>Perspectives on Human Institutions</td>
<td></td>
<td>Economic Systems</td>
</tr>
<tr>
<td>Perspectives on Human Institutions</td>
<td></td>
<td>Political Systems</td>
</tr>
<tr>
<td>Perspectives on Human Institutions</td>
<td></td>
<td>Social Systems</td>
</tr>
<tr>
<td>300 Level Interdisciplinary</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>400 Level Senior Seminar</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
First Year Introductory Course

UI-100  First Year Seminar

Catalog Description (including prerequisites)
An academic skills-centered seminar which introduces students to the University Studies Program and the value of liberal education while addressing one of a variety of themes. See First Year Experience web site for themes (http://ustudies.semo.edu/ui100/). Required of all students entering the university with fewer than 24 credit hours. (3)

Course Content
This course is designed to equip students with skills and intellectual dispositions which will enable them to succeed in their academic careers. Primary focus will be placed on the ability to locate and gather information, the ability to engage in critical thinking, and the ability to express oneself orally and in writing. Each section of the seminar will address a particular interdisciplinary theme, a topic or body of knowledge which students approach for the purpose of developing their skills in acquiring and using information. The theme provides a context for academic investigation and student self-expression.

Because UI-100 serves as the introduction to Southeast's University Studies Program, it also leads students to explore the value of liberal education and to understand the goals and structure of the University Studies Program which constitutes a significant portion of their undergraduate experience.

Nature of Course
The First Year Seminar is not a lecture course designed to acquaint students which technical information concerning a particular academic subject. UI-100 is an activities-based course which requires students to engage in individual and small-group learning projects. The interdisciplinary nature of the themes in UI-100 requires students to conduct research activities using information technology, to approach new knowledge in a open-minded yet analytical fashion, and to develop strategies for independent decision-making.

While specific course projects will vary according to the announced theme, and students may select themes which appeal to their personal or professional interests, all sections of UI-100 will address common goals and will perform similar academic inquiry and critical thinking exercises.

Student Expectations
Students will perform written and oral presentations, both informal and formal, research-based varieties. Because the seminar format relies on small-group collaborative projects and whole-group discussion activities, class attendance and participation are essential.
AR-108    Drawing in Society

Catalog Description (including prerequisites)
A course combining studio drawing with the study of how drawing incorporates and communicates the experiences and values of society. (3)

Course Content
This course will investigate the role drawing plays in art and in society in both historical and cultural contexts. Additionally, this course provides students with an opportunity to experience and practice various aesthetic principles, concepts and techniques through hands on drawing projects and experiments. Course content includes a basic overview of the role art has played in human society, through the ages and across cultures. Accompanying this study, a number of drawing exercises, projects and experiments demonstrate key visual/aesthetic principles and drawing techniques. These studio exercises coincide with lecture, discussion, visual aids and text reading that place them in the cultural and historical context out of which they arose and which they best express. A fundamental principle on which this course is based is the notion that art changes to reflect the social, political and cultural events and issues which define the times and places in which it is made.

Nature of Course
The course begins with a short "drawing primer" which is designed to introduce students to basic drawing techniques and increase their confidence in the use of these techniques. It then proceeds through a chronological and cross cultural survey of the major periods, movements and cultures in art history. Each topic introduced in the study is coupled with a drawing project which demonstrates the key issues of that time, place and culture through drawing practice. Students should gain an enhanced appreciation for why art changes from generation to generation and culture to culture by doing some of the things that various artists have done at various times and in various cultural contexts rather than merely reading and listening to lectures about such things. This course does not require drawing ability but it provides basic instruction in studio art to foster personal visual expression.

Student Expectations
1. Prepare for all classes and do assigned reading.
2. Participate in class discussions and critiques.
3. Complete all writing and drawing assignments in an appropriate manner.
4. Provide drawing supplies and materials.

Grades will be determined by the students performance in classroom discussion and critique, examinations, two papers and a portfolio of drawing projects.
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 ceramic 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 earthenware, stoneware and/or 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)
The course investigates the role and value of art as an essential human aesthetic experience. No prerequisites. (3)

Course Content
1. Define art as a reflection of culture and a form of individual expression developed within themes, purposes and styles.
2. Outline the language of art and show how it is used to analyze composition and design.
3. Investigate the two-dimensional art media, including the camera arts and graphic design.
4. Explore the three-dimensional art media, including architecture and environmental design.
5. Present an overview of the history of art in our culture.

Nature of Course
The course will include lectures, discussions, slide presentations, written assignments, quizzes, examinations and observation and critiques of original art in galleries and museums.

Student Expectations
All students will be expected to participate in class discussions. Students will also provide written reactions and reflections on art and aesthetic issues and take a series of written exams, including a final examination. To enhance their experience, the students will participate in a field trip to a major museum.
DA-214 Dance Appreciation

Catalog Description (including prerequisites)
Develops student ability to describe, analyze, interpret, and evaluate dance through exposure to writings, discussions, active learning dance experiences, and performances. (3)

Course Content
The course includes a history of dance in Western and non-western societies, definitions and discussions of aesthetics, art, and the value of dance in societies and for individuals. Dance will be treated in three distinct ways: as a viewed experience (live and through videos), a physical experience (active learning situations), and a critical experience (criticism and analysis). The development of viewing, experiencing, and critical appreciation skills are the main concerns of this course.

Nature of Course
The course presents dance as an artistic form of expression and experience, and encourages specific but flexible critical and contemplative skills towards a richer appreciation of the ephemeral art form.

Student Expectations
Students are expected to attend class every day, critically read assignments, view and critique dance performances (live and video), prepare for class discussions, actively participate in classroom movement experiences, and satisfactorily complete classroom activities, quizzes, and a research paper or project.

Grades for the course will be based on active class participation, dance critiques, reflection responses, quizzes (short answer), and one research paper or project.
FL-205 The Art of French Cinema

Catalog Description (including prerequisites)
A study of artistic elements of French cinema through critical examination of directors, themes, and techniques. In English; no knowledge of French required. (3)

Course Content
This course is an introduction to the art and practice of film making in France. It acquaints students with the systematic analysis of the elements of film and with some of the major French directors and films. Students are guided through the technical, thematic, and cultural aspects of films produced in France and other French-speaking countries. All in-class work and textbook materials are in English and all films are subtitled in English.

The course is designed for students interested both in French culture and in film history and criticism, as well as those who wish to expand their knowledge of the artistic elements of a medium which has become identified almost exclusively with popular culture.

The course presents an overview of the historical development of French film and some of the major film movements in France: formalism, realism, "new wave" cinema, heritage cinema, surrealism, and modernism.

The issue of American remakes of French films is also discussed, with particular attention to the issues which arise from films intended for the two different cultures.

Nature of Course
This course has a lecture/discussion format, for which students need to complete readings from the textbook and attend regular film viewings. Students are expected to consider films from the viewpoint of their artistic components and to offer analyses in both oral and written form. Emphasis is placed on critical thinking and on the ability to synthesize and communicate informed opinions.

Student Expectations
Students are expected to attend all classes, to complete required readings, to view required films, and to participate actively in class discussions. In addition to viewing films required of the class, each student chooses an individual film to view and analyze.

Grades for the course are based on performance on two exams and a final exam, three short papers, one oral presentation, and participation in class discussions.
LI-205  The Art of Film

Catalog Description (including prerequisites)
A study of the major artistic components of film and how those components are used to convey ideas and meanings. Prerequisite: EN-100 or its equivalent. (3)

Course Content
Film is a powerful medium. Because we learn from youth to "merely watch" film or television as a release or an escape, because we learn to watch passively or unreflectively, because we are not used to film having intellectual, moral, or aesthetic content or purpose, for example, we may totally miss those elements. We may also be manipulated by the medium without realizing it.

By reading the text, watching selected films, participating in discussion, and writing analyses, the student will develop an understanding and appreciation of the various artistic components of film (camera, lighting, sound, composition, mise en scene, and editing, for example) and how those components can be used to convey ideas or meanings. Rather than merely watching, the student will learn to read a film and to understand it as an important art form.

Nature of Course
The course will be a mixture of lecture, discussion, and other approaches. Emphasis will be placed on critical thinking, analysis, and synthesis. The student will be expected to demonstrate an understanding of each of the various components of film, how they communicate ideas or images, and finally how all the parts combine to produce a work of art.

Student Expectations
Students will be expected to read assigned material, view assigned films, prepare any assignments, and participate in class discussions and activities.

Grades will be determined by the student’s performance in class discussion and activities, daily tests, hour examinations (2 to 3), and papers (2 to 3).
MM-101  Theories of Music in Culture

Catalog Description (including prerequisites)
Fundamentals of music in resources and practices of Western and non-Western cultures. Prerequisites: None, a strong knowledge of note reading is highly necessary. Previous musical performance experience is necessary. (3)

Course Content
The course will examine basic music theories and will test those theories on the music of different time periods and cultures. The first section of the class presents the theoretical elements and parameters of music: pitch, rhythm, timbre, dynamics, melody, and harmony. The second section of the class deals with analytical studies of music to examine how the development of music was affected by language, dance, concert presentations, drama, and Modernist aesthetics.

Nature of Course
The course presents three ways of "getting to know" music: through analysis, through synthesis, and through cultural context. After students have learned the parameters of music they will analyze musical examples to determine how these parameters change as the music progresses. They will reverse the process to synthesize music that has the same characteristics as the analytical examples. Finally, broader theories concerning the nature of music will be presented and tested through the analysis of musical examples and the synthesis of similar music.

Student Expectations
The students will be expected to complete a number of analytical assignments, one musical composition project, and a short paper (one to two pages). There will be frequent reading assignments from the textbook, three examinations and a final examination. Students will be graded according to the correct identification of musical elements in the analytical projects. The composition projects will be graded according to the degree of faithfulness to the assigned musical model and on the use of correct musical notation. Student papers will be graded on the strength of the argument backing up the paper's thesis.
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 unscheduled, 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 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. Present in writing, critical reactions to three concerts and do various in class writing assignments.
2. Listen regularly to assigned musical compositions and be able to discuss the stylistic elements of each composition.
3. Participate regularly in class discussions.
4. All students will be evaluated on the content, grammatical and syntactical accuracy of written assignments; successful completion of examinations; and the quality of oral presentations.
MU-190  Jazz Appreciation

Catalog Description (including prerequisites)
A journey through the various languages of Jazz - America's unique art form - and the societal developments that have influenced Jazz music in the U.S.A. (3)

Course Content
Each of the main currents in the development of Jazz will be covered, including Dixieland, Swing, Bop, Cool, Fusion and so on. Artists that students will encounter range from Louis Armstrong, through Count Basie and Duke Ellington, to Charlie Parker, Miles Davis and contemporary performers. A feature of this course will be the placing of each Jazz style into its specific time and place in the history of this nation. Students will experience Jazz and its contexts through recordings, video performances, guest performers in class and performances on campus.

Nature of Course
This course will comprise a mixture of lectures, guest performances, discussions and many performances on disc or videotape by legendary Jazz performers. There will be regular quizzes involving both written and aural analysis, an emphasis on writing - both formally and informally, and a concluding multimedia group project based on one particular era in the evolution of Jazz.

Student Expectations
Students will be expected to attend all class meetings, and successfully complete all written assignments, the frequent quizzes and the final multimedia project.
PL-203 Aesthetics and the Arts

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

Course Content
The course is a critical study of the nature and aesthetic qualities of painting, sculpture, architecture, literature, drama, music and film. It attempts to identify the nature of art and artistic activity, to distinguish different art forms, traditions and genres, and to understand the relation of art to cultural values. The course will also investigate the concepts of artistic form, expression, representation, and creativity, and study the nature and function of art criticism.

Nature of Course
The course combines lecture, discussion, assigned readings, and viewing, listening to or participating with selected artworks. It aims to acquaint students with the main concepts and 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 regular amount of reading and reflection is required on a regular basis. Homework assignments consist of short essays based on the reading assignments. 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 works, concepts and theories.

Student Expectations
Students are expected to attend class regularly, read assigned texts, prepare homework assignments or take-home quizzes, and engage in discussion both in class and on-line. 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 work of art, a description or analysis of aesthetic experience, and a short work of art criticism. In addition to the homework assignments there are two midterms and a final examination. 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 live, film, and video drama affect and reflect our lives and society. 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 spectator plays in the theatre experience. A section on theatrical genres considers 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 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 together all the elements 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.
TH-200  Acting: Skills For Life

Catalog Description (including prerequisites)
Stage acting taught as a form of self expression and a tool for self development. The course emphasizes personal awareness, relaxation, concentration, coordination and integration, vocal skills, and scene study. (3)

Course Content
Course work begins with the "Actor's Warm-up," a sequence of precision drills and mental, physical, and vocal exercises to enhance focus and concentration, promote physical balance and centering, develop more efficient breathing, more effectively shape sounds, and improve general motor function.

Work then proceeds through study of "Open Scenes" (simple dialogues using minimal words that provide a basis for developing, or "closing," fully prepared and performed duet scenes) and selection, study, and preparation of a final scene using scripted material from actual plays.

Nature of Course
The course uses instruction in acting as a means of encouraging self development. It stresses three areas of study: Relaxation--opening, freeing, loosening, and releasing exercises provide tools through which the student may eliminate extraneous behavioral and intentional tensions and improve conscious functioning, self awareness (as opposed to self consciousness,) and poise. Work in relaxation helps the student (1) develop awareness of mental and physical tensions and, thereby, begin to (2) eliminate unwanted tension. The central goal of work in relaxation is greater freedom of expression.

Concentration--exercises in focus and attention provide tools through which the student may improve economy and precision in daily application of effort and energy. Work in concentration helps the student (1) develop an awareness of the nature of concentration and focus and, thereby, to begin to (2) eliminate unwanted distraction. The central goal of work in concentration is improved ability to pay attention.

Imagination--exercises which emphasize the uses of the five senses, observation, active remembering of past experiences, and active awareness of present experience provide tools through which the student may stretch the facility of vision, of imagining. Work in imagination helps the student (1) awaken to and, finally, (2) loosen unwanted creative limitations.

Student Expectations
1. Attend class regularly.
2. Participate actively in daily exercises, workshops, and rehearsals.
3. Practice and perfect assigned solo exercises and techniques.
4. Practice and perfect assigned partnered exercises.
5. In-class rehearsal of assigned partnered and solo scenes.
6. Preparation of daily journal entries.
7. Read textbook assignments.
8. Prepare, practice, and perfect textbook acting exercises as assigned.
10. Presentation of formal, written analyses of plays, characters, and scenes as assigned.
11. Presentation of scenes in class as assigned.
12. Selection and presentation of final (duet) scene.
13. Preparation and presentation of semester course journal including #6 above.
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 9 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'Etranger 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 9 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 short German prose works in their entirety and 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 30 to 40 short stories and one or 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 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 and cultures. 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
Utilizing a world mythology textbook and supplementary materials, we will examine such mythic themes as creation, flood, afterlife, gods, and heroes in a variety of cultures 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 the 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 and using children's books. Does not count on major or minor in English. Prerequisite: EN-140 and EL-120 or consent of the instructor. (3)

Course Content
Children's Literature is a course in which you will read widely in and about the field of books for children in kindergarten through grade six. The course will focus on the qualities and characteristics of the different types of books for children (picture books, folk and fairy tales, poetry, modern fantasy, contemporary realism, historical fiction, biography, and information books) and on the values of particular books for use with children in terms of their developmental and aesthetic growth.

Nature of Course
The goal of the course is to enable students to 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 the books. Although some classes are lecture/class discussion, students will frequently work in small groups, analyzing and evaluating works of children's literature that they have read. Keeping current on the reading (text and children's books) is a must. Library research projects are required.

Student Expectations
Students are expected to complete all readings in the text and of selected books for children, to participate in class activities and discussions, to complete the research projects, and to complete satisfactorily frequent quizzes and a minimum of two major exams plus the final exam.
LI-250 World English Literature

Catalog Description (including prerequisites)
A survey of the world's literatures written in English, with emphasis on analyzing and writing about literature. Pre- or co-requisite: EN-140 or equivalent. (3)

Course Content
Literary works in English by writers from Canada, the Caribbean, India, Africa, Australia, and New Zealand.

Nature of Course
Literature in English is much more than writing from the United States and the British Isles. This course is intended to provide a worldwide survey of literature written in English. In particular, we will focus on how local conditions have produced writing that is both familiar and distinctive, with emphasis on how various cultures have both shaped and been shaped by that writing. In our study of literary works, which will include several novels in addition to many shorter works, we will consider such things as patterns of settlement and colonization, political and cultural nationalism, and postcolonial perspectives.

Students will engage in the critical reading of literature, and they will write about it both informally and formally. This means that they will also become familiar with the major resources available for the study of literature.

In addition, there will be group projects focusing on the countries or regions under discussion.

Student Expectations
1. Read all of the assigned selections.
2. Participate in all class activities, including discussions and the collaborative project.
3. Complete all written work, including a reading journal, explications of poems and short stories, an essay drawing on library resources, and examinations.
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-100. (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 students' pleasure and appreciation of literature as a way to experience and understand life. The course will increase students' 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 students should try to anticipate class discussion--some of the same questions apply to various literary works and recur in class and on tests. But students are encouraged to also contribute questions and comments that occur to them as they read a given work.

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

There will be short quizzes, exams including essay questions, and a final examination. Some out-of-class readings may be suggested from library materials, and at least one paper requiring research will be assigned.
MH-252 The Evolution of Musical Style Since 1827

Catalog Description (including prerequisites)
An analytical examination of representative musical works since 1827 with emphasis on understanding the manipulation of musical symbols and its effect. Prerequisite: The ability to read music. (3)

Course Content
Three class periods per week will be devoted to the examination of a musical work, during which the historical, political, aesthetic, and artistic "climate of the times" will be explored and related to the work. This relating will involve the intent of the artist, the means and vocabulary employed, and the effectiveness of the result. A short paper will summarize the investigation of each work examined. Also, each will research and produce a short summary of a musical period, style, or "school" each week.

Nature of Course
Music's vocabulary consists of symbols which are consciously made use of by musicians to evoke a response in the listener. In some cases, the desired response is political or religious; while in others the musician wants to share an emotion which s/he feels. By examining music whose effect is predictable within our culture, we try to learn what in the structure of the work provokes this effect. Active discussion and writing are central to the format; and all exams are essay.

Student Expectations
Students are expected to participate in all class sessions and discussions, to examine each example under study thoroughly to determine its symbolic, affective, and musical impact on the listener or perceiver, and to complete all written assignments and examinations successfully.
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 will be introduced to both traditional and contemporary issues in philosophy through a study of original philosophical and literary works. In addition to becoming acquainted with the main issues and methodologies of philosophy, students will learn to appreciate the meaning and significance of philosophical ideas and theories, develop skills in critical thinking and logical argument, and learn the art of reflective reading and writing.

Some traditional issues addressed in philosophy are: What is knowledge? What is truth? What is science? How is the mind related to the body? How can we know whether God exists? Can we have objective knowledge or right and wrong? Do human beings free will? Some contemporary issues addressed in philosophy are: Can machines think? Is the mind a computer program? What is consciousness? Are all standards of conduct relative?

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 subjects of investigation rather than as textbooks from which information can be retrieved. Writing assignments are regularly made and often require students to write about the readings or issues under discussion. Philosophy is a conversational mode of inquiry and active participation in both class discussion and on-line computer conferences is expected. Essay questions are a component in all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, participate in class discussion, and demonstrate achievement on midterm and final exams. Students should also expect to write one or more short papers, as well as to do some elementary research in the library.
RS-201  New Testament Literature

Catalog Description (including prerequisites)
A study of the literary genres and historical contexts of the New Testament writings. (3)

Course Content
New Testament Literature is a study of the various writings which comprise the New Testament. Some of the topics to be covered include:
1. Social and Religious Context
   a. Canon, Text and Transmission of the New Testament
   b. Judaism in the First Century
   c. Hellenistic Thought and Culture
2. The Genre of Gospel
   a. The Genre of Gospel: Form and Purpose
   b. Study of Individual Gospels
   c. The quest for the Historical Jesus
3. The Genre of Apostolic History
4. The Genre of Epistle
   a. Paul
   b. Pauline Epistles
   c. Catholic Epistles
5. The Genre of Apocalyptic
6. Epilogue: Non-canonical Writings

Nature of Course
This course is geared toward developing (a) a general knowledge of the collection of literary texts known as the New Testament and (b) the ability to apply different methods of interpretation and literary criticism to the writings of the New Testament. A variety of teaching strategies are utilized in class sessions. Students should devote 5 to 10 hours per week of study time to this course.

Student Expectations
1. Read the New Testament and a Textbook
2. In-Class Discussion Pages
3. Resource Assignments
4. Analysis of an Article
5. Creative Writing Exercise
6. Group Project
7. Three Examinations
RS-202  Old Testament Literature

Catalog Description (including prerequisites)
A historical and critical study of the literature of the Old Testament, using methods 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. Active participation in class sessions.
3. Complete four exercises in Literary Text Analysis.
4. Complete two journal article reports.
5. Complete an Experiential Learning project.
SC/TH-240 Oral Interpretation of Literature

Catalog Description (including prerequisites)

Develops the ability to use performance as a method for studying nondramatic literary texts such as short stories, novels and poems. (3)

Course Content

The course will acquaint students with critical analytic tools for examining literary texts. The course will divide the examination of texts into two major forms, prose and poetry, and examine the structures of each. The course will explore the nature of the aesthetic in literature by asking students to choose multiple texts for class examination based on their understanding of the qualities of good literature. The course will introduce students to effective performance skills and then utilize those skills as a tool for extracting meaning from literature and sharing understanding with others.

Nature of Course

Students will critically examine literary texts from different genres through reading and analysis, share their interpretation of the text with the class through performance, and engage in discussions of the execution and affect of those interpretations on the understanding of the texts by their classmates.

Student Expectations

Students will be expected to prepare and rehearse all required performances; to take an active role in in-class discussions, critiques and activities; to critically engage challenging pieces of literature; to write two short analysis papers; and to complete one written examination.
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 9 credits under the Department of Foreign Languages Retroactive Credit policy.

Course Content
Students will read a selection of representative works of Hispanic literature. Emphasis will be on vocabulary building, developing strategies for reading comprehension, and recognizing some literary devices and techniques.

Nature of Course
This course introduces students to basic strategies for approaching Hispanic literature and develops the vocabulary needed to read Hispanic texts with an increased degree of skill and ease. Students become acquainted with different literary styles and authors of Hispanic literature. There is heavy emphasis on class discussion of the works studied.

Student Expectations
Students are expected to complete all reading assignments and to participate in class discussions of the readings. Regular homework assignments, quizzes and exams test students' ability to read and understand Hispanic literary texts. This class is conducted entirely in Spanish.
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 attendance at French films. 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 or on French films.
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, and reports on French films.

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. Students also write reports on French films.
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 attendance at German films. 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 or on German films.
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. 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, and reports on German films.

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. Students will also write reports on German films.
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: Team or group projects may be assigned. For example, the argumentative speech is frequently done with a partner as a debate.
3. Emphasis on Writing: Students are required to submit complete outlines of the speeches they present. In addition, a 3-5 page analysis of a significant instance of rhetoric.
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 (page 2)

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 (may be done with a partner) on a question of judgement. 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 5 page analysis of a significant speech or other form of rhetoric 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, and reports on Spanish films.

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, the use of descriptive adjectives, and the subjunctive. Students will be expected to master the use of these and other structures.

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 and reports on Spanish films. The class is conducted mainly in Spanish.

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 quizzes and exams over Spanish vocabulary, structures, and culture. Students are also expected to write brief reports on cultural topics or films. 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. Students will also write reports on Spanish films.
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).

Student Expectations
Satisfactory performance in in-class workshops and on exercises and informal writings, on a minimum of five essays (plus revisions), at least one research paper, and the final examination (WP-002).
PL-115  Philosophical Writing

Catalog Description (including prerequisites)
A writing intensive study of doing philosophy emphasizing the clarification, development, criticism, and defense of philosophical ideas. Honors only. Prerequisites: Honors student plus a score of 27 or higher on ACT Verbal. (3)

Course Content
1. Composition: Some Basics (Three Weeks)
   a. Writing as Communication: Writer, Audience, Message, Purpose
   b. Characteristics of Good Writing
   c. Writing as Process: Pre-Writing, Drafting, Revising, Editing
   d. Writing on Demand: Coping with Limitations in Time and Topic (WP002)
   e. Writing with a Word Processor

2. Composing, Analyzing, and Critiquing Arguments (Eight Weeks)
   a. Giving Reasons
   b. Components of an Argument: Premises and Conclusions; Claim and Warrant
   c. Strategic and Tactical Function of Arguments: Argument, Counter-Argument, Objection, Reply
   d. Techniques of Argument Development: Example, Evidence, Deduction, Analogy, etc.
   e. Modes of Philosophical Writing: Structuring Extended Arguments

3. Referential Writing and the Issue-Analysis Paper (Five Weeks)
   a. Taking Notes and Writing Summaries
   b. The Structure of Issues
   c. Forms of the Issue-Analysis Paper
   d. Finding Sources
   e. Incorporating Sources into Your Writing

Nature of Course
Philosophy is an activity, not a fixed body of knowledge or set of ideas. It is a dialogical activity involving the presentation, analysis, clarification, development, criticism and defense of ideas. Accordingly, communication skills, particularly written communication skills, are essential to the activity of philosophy. Students in this course will develop skills in the activity of doing philosophy--they will not write about philosophy, rather they will do philosophy. Various types of philosophical activity directly relate to different writing skills that are developed in the course.

Student Expectations
Students will be evaluated on the basis of performance in the following areas.
1. Five short essays (letter, argument analysis, dialogue, issue analysis, argument summary) 50%
2. Finished philosophical research essay, developed from a short assignment 20%
3. Midterm exam, essay type 10%
4. Final exam, essay type 10%
5. WP002 10%

58
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.
3. Out-of-Class Projects: In general, the out-of-class projects are the two essays mentioned above, article summaries, and illustration projects relating 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 behavior. 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)
Health topics with wide-ranging importance are examined. Issues are examined from various perspectives with special emphasis on the influence that individual health behavior decisions have on personal, societal, and global health status. (3)

Course Content
Health topics are investigated from differing viewpoints. A complex topic such as national health care insurance allows the investigation of political, economic, moral, and legal issues that impact decision making. Students critically consider their own views on diverse topics and compare their views to others.

Nature of Course
A variety of teaching methods are used throughout the course. Lecture time places an emphasis on interaction among students and the instructor. Small group discussions allow students a chance to exchange views with classmates who may have differing views. Class debates are scheduled to allow oral arguments on selected topics for which students have prepared written debate stances. Outside readings, with written summaries, provide opportunities for students to be informed of the latest health news from major news sources. In-class readings and assignments are designed to focus attention on controversial issues and prompt response in discussion. Role playing fosters understanding of health behaviors and decisions that affect each individual.

Student Expectations
Students are expected to be informed class participants for discussion of assigned topics. At minimum, this implies staying current with assigned readings in the textbook and other assigned readings. All out-of-class assignments are due on the deadlines published at the first class meeting. Students must satisfactorily complete examinations, quizzes, and debate papers.
PL-204 Ethical Theory

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

Course Content
The course examines various theories, principles and systems which prescribe how human beings ought to live their lives in personal, social and civic contexts. In addition to basic theories of human nature and psychology, the course focuses on five traditional normative theories: ethical naturalism, religious ethics, utilitarianism, the ethics of pure reason, and contractual ethics. The structure and content of each theory will be examined and evaluated for consistency and coherence, practical applicability, and compatibility with psychological theories of moral personality. Finally, the relation between normative theories and theories of moral development is examined. Additional topics studied in the course are theories of value, justice, punishment, free will, and responsibility.

Nature of Course
The course aims to develop an understanding of the nature and content of normative ethical theories, how they are distinct from scientific and descriptive theories, and how they may be applied to problematic situations for the resolution of conflict, guidance of choice and decision, and the determination of responsibility and merit.

The course combines lecture and discussion of assigned texts. Students will be expected to do a good deal of reading out of class, and should be prepared to discuss and apply the readings to case situations. Students should devote five to six hours per week to this course outside the classroom. Essay questions are a component on all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in discussion both in class and on-line. Students should also expect to write one or more short papers on assigned topics, and demonstrate achievement on midterm and final examinations.
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
This course covers the basic concepts and principles of psychology as applied to a variety of human behaviors and experiences. The student will become acquainted in a systematic and comprehensive manner with theory and research pertaining to the major areas of psychology. Topics typically covered 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 foster the development of critical thinking and communication skills related to human behavior and experiences. This will be accomplished through the use of lectures, reading of the text, class discussions, group activities, and class projects. By participating in these activities, students will have the opportunity to increase their knowledge of human behavior and then to use this knowledge to 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-151  Social Decision-Making

Catalog Description (including prerequisites)

Concepts, theories, and research that contribute to understanding, analyzing and evaluating people's thinking and behavior in social psychological interactions. (3)

Course Content

The purpose of this course is to reveal to students how people process information about their social psychological environment, form beliefs and opinions about issues, and make personal decisions about their social interaction and behavior. Thus, it is the critical study of how human cognition influences, evokes, modifies, and suppresses social psychological responses. Emphasis in the course will be on the attributions, schemas, inferences, and heuristics people use as they attempt to understand their social environment and make decisions about their social behavior. Attribution refers to judgments that we make as we attempt to explain the causes of our own and other peoples' behavior. Schemas are the cognitive knowledge that we have about a stimuli in our environment. Social inference refers to the process of collecting or combining the information that we have about a stimulus into a judgment about it. Heuristics are "shortcuts" that we take in making inferences about complex social stimuli. Specific attention in this course will be directed toward the influence of these various aspects of social cognition on social behavior by applying general principles of social cognition to many different aspects of people's social psychological lives.

Nature of Course

The course will provide an opportunity for students to study social-cognitive processes in many forms of social psychological interaction. The influence of social cognition on individuals' everyday lives will be emphasized throughout the course. Classroom presentations will combine a variety of approaches, such as formal lectures, group projects, discussions, demonstrations, slides, and videotapes. An emphasis will be played on activities which incorporate the use of critical thinking, analysis, and synthesis. It is expected that students will be able to write a paper on an issue concerning an aspect of social cognition, in which they will be required to analyze alternative positions and to reach a personal conclusion regarding the issue.

Student Expectations

Students will be expected to read assigned material, prepare homework assignments, and engage in class discussion and activity. They should plan to observe and offer explanations for interpersonal interactions, as may be appropriate for the course. Students will be asked to write a review of an aspect of social cognition or an analysis of various types of social beliefs. In addition to the homework assignments, there will be three hourly examinations and a final examination.

Student Evaluation

1. Level of performance on four examinations-60%.
2. Quality of participation in classroom activities (eight-ten debates, panel discussions, classroom demonstrations, or oral reports for each student)-10%.
3. Quality of written reports (eight-ten written reports)-10%.
4. Quality of contribution to class discussion-20%.
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

The course will combine lecture and discussion formats in order to stimulate critical thinking about development across the life span. Students will be expected to read the textbook as well as relevant professional articles which relate to the subject matter. Students may be asked to summarize and integrate this material with their own experiences through various writing assignments/activities. Students will be expected to participate in group discussions which are organized around particular topics/themes affecting human beings as they proceed through the life span.

Student Expectations

Students are expected to demonstrate their knowledge of and ability to apply information they have learned on tests, in discussions, and in their writing assignments. Students will be asked to demonstrate preparation for formal discussions and a willingness to participate in both formal and informal discussions.
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 expected to participate in a variety of activities. These may include interviews with teachers, parents, peers, analyses of articles drawn from popular and professional sources, and 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, and to develop the ability to understand and apply the findings of relevant research.

Student Expectations
Students will be expected to perform satisfactorily on 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, matching, completion, or essay items. Brief quizzes may be given at the discretion of the instructor.

Student evaluation also will be based on informed participation in classroom activities/discussions and satisfactory completion of all outside projects/writing assignments.
BI-225 Research Methods in Biology

Catalog Description (including prerequisites)
Scientific reasoning and its application to problem solving and discovery in biology, including biological literature searching and electronic information retrieval techniques. Prerequisites: BI-190, CH-185. Pre or Co-requisite BO-200. (3)

Course Content
Topics presented in the course are: science as a way of knowing, science as conjecture and refutation (the falsification of hypothesis), the basic components and skills of scientific analysis, generating and testing hypotheses, simple statistical analysis techniques, use of computerized statistical programs, the nature of literature resources, library research involving hard copy and electronic techniques of information retrieval, research proposal development, scientific reports and presentations as a means of communication, group research projects will be conducted to test hypotheses developed by the students, the history of scientific thought.

Nature of Course
Students in biology should appreciate that biology, like other disciplines within science, is a discipline of discovery, of both generating new and adding to existing knowledge. The focus of the course, then, is upon methods for generating new knowledge, and finding what is already known.

Initially, the course introduces students to science as a way of knowing, and offers discussion and comparison with other ways of knowing.

Since the essence of scientific inquiry involves the acquisition and analysis of data, the course introduces the principles of experimental design with an emphasis on the appropriate analysis of data in which simple statistical methods are introduced, along with their conduct using basic computer packages.

Students are introduced to basic library techniques relevant to the field of biology, including electronic information searching systems, and whatever techniques are currently available and will serve them as they commence a biological career.

Students will frequently work in groups as they undertake the hypothesis development, experimental design, data collection, data analysis, and research presentation processes.

The course will include a review of the history of scientific thought from early Greek times, through the Renaissance to the modern day, and will also involve students in evaluating the role and responsibilities of scientists on a fragile planet.

Student Expectations
Science is presented according to the Popperian model of science where the process is conjecture described as conjecture and refutation, as the development and attempt to falsify hypotheses. Students are expected to undertake all preparation exercises prior to each laboratory exercise, participate in group and class discussion of their ideas, and modify their thoughts in response to these discussions. Students will develop hypotheses, design tests of these hypotheses, conduct their tests, collect and analyze data, and type reports and abstracts to communicate the purposes and results of their projects. Students who are not prepared to participate enthusiastically in group activities will be penalized in the course assessment activities.

Since the course is designed to teach science as conjecture and refutation, the instructional design is built to emulate that model, wherein students are expected to "dare to be wrong," and then use class discussion to evaluate and modify their opinions.
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. One time commitment outside of the regularly scheduled class period will be required. A mixture of teaching strategies will be employed, including lecture, discussion, videotapes, laboratory experiments, and field trips.

Student Expectations
Students are expected to attend and participate in all class activities including lectures, laboratory experiments, video summaries, small group discussion/debate, class presentations, field trips, examinations, and library investigation of an environmental issue. Student performance will be assessed on the basis of written assignments, examinations, and class participation.
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

Complete all laboratory preparations, answering assigned questions throughout. Participate in group and class discussion. Perform all laboratory and out-of-class assigned exercises. Design, conduct, and interpret the results of studies and research projects. Perform and interpret statistical analysis of data both by hand and using a computer program. Write research reports and abstracts. Undertake open-book 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 final topics 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 organization of living systems, energetics, growth and development, reproduction, heredity, adaptation, and evolution.

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 emphasizes activities and laboratory/field investigations of biological phenomena.

Student Expectations
Attend all classes, participate in all class and laboratory activities, and satisfactorily complete all assignments and examinations.
BS/SW-103  Human Biology

*Catalog Description (including prerequisites)*

Emphasis on human cell, tissue, and organ system function. Discussions focus on a systems approach to human health and disease. Prerequisite: SW-II0 or equivalent. (3)

*Course Content*

Although the emphasis of this course is on the physiological functions of human organ systems, effort will be made to show the interrelationship among biological, psychological and social functions of the human organism. Using a systems approach to frame the interaction among the various levels of human systems, from cellular to community, students will learn how changes at one level of a system influence changes at other levels. Biological principles of cell, tissue and organ systems will be reviewed in the context of how they may affect, or be affected by, psychological and social behavior. Examples will include demonstrating how biological communication via hormonal and nervous system signals initiates a stimulus-response cycle not limited to biological functions, but in tandem with psychological and social stimuli. Study of human diseases will allow students to explore how biological processes, interacting with psychological and social factors, contribute to human health and disease.

*Nature of Course*

Organ systems and their functions are presented by lecture techniques, using overhead transparencies, handouts, and anatomical models to emphasize key concepts. A portion of selected class periods use a case study approach where the students analyze the information and discuss possible outcomes.

In addition to textbook reading assignments, students are responsible for retrieving ten journal articles to review and summarize. One of the ten articles is selected for a brief verbal presentation to the class.

*Student Expectations*

Exams will account for 80% of the course grade. These exams will be a combination of objective and short essay questions. Written assignments and a single brief verbal presentation will determine the remaining 20% of the course grade. Students are expected to attend class and participate in class case study discussions.
FN-235 Nutrition for Life

Catalog Description (including prerequisites)
Study of nutrition and its relationship to health and the application of this knowledge to the individual. (3)

Course Content
This course is designed to provide a fundamental knowledge of the science of nutrition. The course provides the student with skills to critically evaluate the role of nutrition to health and to apply that knowledge to one’s lifestyle. 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 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 and popular articles which relate to the subject matter. Evidence of critical thinking and effective communication will be emphasized.

Student Expectations
A weekly 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. Reading and writing assignments require reading from current sources.
MA-118 Mathematics I

Catalog Description (including prerequisites)
Introduction to problem solving strategies, sets, whole numbers and their operations and properties, number theory, numeration systems, computer usage, informal geometry, and the historical significance and applications of these topics in the K-9 mathematics curriculum. Prerequisites: One unit of high school geometry; MA095 or MA096 with a minimum grade of "C" or two units of high school algebra. Declared education major in elementary, early childhood, exceptional child, middle school, or secondary mathematics. Any required developmental mathematics courses must be completed before enrolling in this course. (3)

Course Content
Mathematical Reasoning
Pre-number Concepts, Numeration, Number Systems
Whole Number Computation
Number Theory
Geometric Shapes
Review and Assessment

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/middle school (grades K-9). 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 various number systems are examined. These number systems are: the counting numbers and whole numbers. Attention is paid to applications of these systems as practiced today in the elementary/middle school curriculum including the use of relevant computer software. In addition, some historical applications and informal geometrical relationships are also explored. Many instances of the concepts are cited as an elementary/middle school teacher would encounter 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. Some assignments including library research, laboratory "hands on" projects and individual writing may be made. These assignments should promote a better understanding of the elementary/middle 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 70% of the students’ grade in the course. The remaining percentage of the students’ grade may include writing assignments and classroom activities.
MA-123 Survey of Mathematics

Catalog Description (including prerequisites)
A sampling of topics that mixes mathematics history, its mathematicians, and its problems with a variety of real-life applications. Prerequisites: One unit of high school geometry; MA095 or MA096 with a minimum grade of "C" or two units of high school algebra. Any required developmental mathematics courses must be completed before enrolling in this course. (3)

Course Content
Hand-calculators and microcomputer mathematics software
Algebraic models
Geometry
Logic and proofs
Trigonometry
Mathematics of finance
Probability
Statistics
Calculus

Nature of Course
The course will attempt to make mathematics informative and practical and will stimulate the creativity of the liberal arts student. While the topics will be presented in a straightforward and interesting manner, thought and activity on the part of the student will be necessary. The course is designed for liberal arts students, not for students planning to study advanced mathematics.

The course is taught in a lecture-discussion setting with topics, applications, and problems being the focus of the discussion. Problems from the textbook will be assigned. Reading and written assignments will also be made.

Student Expectations
Students are expected to attend all class meetings, participate in discussions, complete reading and written assignments, solve assigned problems, and perform satisfactorily on quizzes and examinations.

There will be at least three one-hour examinations and a final examination. A number of shorter quizzes may also be given.
MA-134  College Algebra

Catalog Description (including prerequisites)
Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations, sequences, series, binomial theorem. Prerequisites: MA-095 or MA-096 with a minimum grade of "C" or two units of high school algebra. Credit for MA-134 cannot be received if MA-135 has been completed. (3)

Course Content
- Functions and Graphs
- Polynomial and Rational Functions
- Systems of Equations and Inequalities
- Exponential and Logarithmic Functions
- Sequences and Series
- Binomial Theorem

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, 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 provide and use a graphing calculator (similar to TI83), 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.
MA-155 Statistical Reasoning

Catalog Description (including prerequisites)
This course introduces statistical concepts and methods to students with limited background in mathematics. The course will focus on statistical understanding rather than numerical computations. Students will develop the ability to identify and analyze the different uses and misuses of statistics in the real world. It is expected that a student will gain knowledge and appreciation of how statistics influence public policy and other areas of academic study. Prerequisites: MA 095 or 096 with a grade of C or higher, or two units of high school algebra. Any required developmental mathematics courses must be completed before enrolling in this course. (3)

Course Content
Producing Data through Sampling
Designing an Experiment
Describing Distributions
Understanding Relationships
Probability: Language of Randomness
Statistical Inference

Nature of Course
The primary objective of this course is to make students statistically literate. By developing the ability to identify the various representations and misrepresentations of statistical data, a student should be able to distinguish between valid and invalid arguments in order to arrive at an informed judgement. After completing this course, students should be able to read critically and understand reports of experiments and surveys that are published in newspapers, magazines, academic journals, and the Internet. The constant focus of this course is for students to understand the importance of statistical data analysis and decision-making.

The course is taught in a lecture-discussion setting. Newspaper and magazine articles with considerable information on how methods of statistics are used or misused will be provided to the students to facilitate classroom discussion. A project will be assigned in which the students carry out a small-scale survey or experiment. Students are expected to design the study, gather and analyze the data, and present the results in class.

Student Expectations
Students are expected to attend all class meetings, participate in class discussions, work exercise problems in and out of class, perform satisfactorily on all quizzes and exams, and complete a project by the end of the semester. The project requires a written proposal, an oral presentation, and a written report summarizing the activity.
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).
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, Internet-assisted
instruction, and laboratory skills.

Student Expectations
Students are expected to participate in class and laboratory, and to read
approximately 250 pages of assigned readings in the textbook. Students are expected to
send and receive electronic mail, and to use a Web browser to access the course's
Website. There will be three 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. Three lecture, one recitation, and 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 in 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 three 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. Three lecture, one recitation, and 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 write Lewis Structures and 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.
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. Out-of-Class-Projects: Handout exercises are used to help students develop proficiency in critical thinking and problem solving.
4. 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: 500 points are possible. The three examinations are worth 300 points (60 percent) and the final exam 100 points (20 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 100 points is based on the 10 highest scores out of 12 quizzes/activities.
GO-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 earthquakes, volcanic eruptions, floods, water-supply contamination, and severe storms. The necessary background to understand these hazards is obtained through fundamental study of earth's internal dynamics, stream and groundwater systems, and atmospheric processes (weather).

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 or a poster session on environmental hazards.
3. Emphasis on Writing: A notebook of laboratory activities must be kept. Three 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, debate, and preparation and discussion of poster presentations.

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.
PH-106 Physical Concepts

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
This course shows how we encounter physical principles in our everyday lives. It introduces concepts of matter, space, and time. Methods of measurement are discussed, showing how astronomical distances were measured in antiquity. Concepts of motion are explored from the Aristotelian and Galilean points of view. The concept of energy is introduced. Various forms of energy are described, and the principle of conservation of energy is formulated. Interchanges among heat and work and kinetic, potential, electromagnetic energy are illustrated with applications to our daily experiences. Wave motion is introduced in connection with sound waves and electromagnetic waves. The perception of sound and the perception of color are explained in terms of wave motion. Physical phenomena which seems at odds with our perception of events are explained. Classroom demonstrations highlight the course with commonplace devices such as strobe lights, cameras, and binoculars, as well as less common devices such as the van der Graaf generator.

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.
2. Emphasis on Writing: Students will be required to write laboratory reports and (optional) a paper near the end of the course that exemplifies 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. Does not count on a major or minor. (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 one of these stargazing sessions as a requirement of the course.

Students will be required to write a short paper on a topic of relevance to astronomy. Students with special capabilities may elect to do a research project instead of a term paper. Students may use a combination of cameras and telescopes to help in their observations.

Student Expectations

Course grades will be based upon 4 one-hour exams, a comprehensive final exam, 10 laboratory exercises, term paper, 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.
PH-120 Introductory Physics I

Catalog Description (including prerequisites)
Concepts and principles of natural phenomena, including geometric optics, mechanics, wave motion and sound, with emphasis on the investigative processes. Three lectures and 2 two-hour labs. Prerequisites: MA-133 and MA-134 or equivalent. (5)

Course Content
This is the first course of a two semester introductory physics sequence. The students will meet three hours per week for lecture and twice a week for a two hour laboratory for five hours of credit. The prerequisites are College Algebra and Trigonometry.

Introductory Physics I is intended to provide the basic concepts, facts and methods of problem solving in physics. The lecture is based on a set of unified concepts of mechanics, waves and optics. The laboratory will help you understand the value of observation and measurement in physics. The lecture and the laboratory are one course. Topics and concepts are introduced in either the lecture or the laboratory and may be expanded in either format.

Acquiring and consolidating a knowledge of physics requires understanding rather than memorization. The laboratories will provide an opportunity to have hands-on experiences in geometric optics, linear and rotational mechanics and waves and sound. The lab and lecture will provide methods of thinking through problems.

Nature of Course
This course is made up of three lectures and 2 two-hour laboratories. There are 24 laboratories during the semester. Introductory Physics I emphasizes the understanding of the concepts through lecture and laboratories. The laboratories are of the problem solving type and not just replication. The student must pass the laboratory to pass the course. The grading scale is based on an accumulative score of lecture and laboratory points. A percentage of these points based on total points possible represent a grade.

Student Expectations
The students will show progress in meeting the course objectives by:
1. Regularly attending all lecture and laboratory sessions.
2. Actively participating in all problem solving, classroom discussions and investigative laboratories.
3. Designing, developing and reporting on laboratory activities.
4. Demonstrating personal responsibility by completing well organized, written classroom and laboratory assignments.
5. Achieving acceptable scores on tests, quizzes, laboratory reports and laboratory practical exams.
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 for a physics 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 ancient Egyptian civilization, its culture, art, government and religious beliefs. (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. Burial practices - mummification
   b. The Great Pyramid and Sphinx
2. Middle Kingdom
   a. Temple building
   b. Religious beliefs
   c. Development of Hieroglyphics
3. New Kingdom
   a. Political development under the Pharaohs
   b. Tutankhamen, Akhenaten, and Ramesses II

Nature of Course
This course studies the art, architecture and culture of Ancient Egypt in an historical context. Emphasis is placed on students working both independently and in groups to actively research selected course topics. The process, methods and presentation of research and the use of the library are covered.

Student Expectations
1. Regular class attendance.
2. Maintenance of appropriate class notes.
3. Completion of all assignments.
4. Participation in class discussions.
5. Success on tests and quizzes.
6. Individual research project and group project.
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 will focus on the nature of the African landform and the challenges of living in a tropical climate, the varieties of African people, and the society of traditional Africa including its art, music, religion, village life and other customs.
2. KINGDOMS TO COLONIES: Contrary to the myths developed by Europeans, Africa was the home of many significant kingdoms ranging from ancient Egypt to Zimbabwe. Their rise and fall will be explored as well as the European intrusion and its effect on African life.
3. MODERN AFRICA: The colonial period changed a great deal in Africa and contributed to the problems faced by the emerging countries today. This section deals with those changes and the problems of Africa since World War II.

Nature of Course
Since African Civilization deals with people very much different than themselves and covers an entire continent over an extended period of time, the course will emphasize general themes and ideas rather than an intensive examination of any particular area or people.

Throughout the semester students will be challenged to think about and analyze issues both individually and as a group. Besides group activities, 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. Examinations will include a variety of question types, but there will be some essay questions on all tests so students may elaborate more effectively.
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  Ancient Greece and Rome

Catalog Description (including prerequisites)
A study of the development of ancient Greek and Roman civilizations, their cultures, art, government, and religious beliefs. (3)

Course Content
The course will study the most important persons, places, and major events of Greek and Roman history and how these ancient civilizations influenced the development of the modern world.

Nature of Course
This course studies the history and culture of Ancient Greece and Rome in a historical context. Emphasis is placed on students doing research on selected course topics. The process, methods and presentation of research and the use of the library are covered.

Student Expectations
1. Regular class attendance.
2. Maintenance of appropriate class notes.
3. Completion of all assignments.
4. Participation in class discussions
5. Success on tests and quizzes.
6. Individual research project and group project.
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-Columbian 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
The subject matter will be dealt with through lectures and/or class discussion.

Student Expectations
Students will be expected to participate in class discussions and complete all assignments.
US-105 American History I

Catalog Description (including prerequisites)
A study of the history of the United States from colonial beginnings to 1900. (3)

Course Content
This course will emphasize the social, intellectual and political forces which shaped America.

Since the United States is a land of immigrants, a major theme of the course will deal with the variety of peoples who migrated to America, how they interacted with those already here, and how that interaction produced a diverse and pluralistic society.

The creation and development of the American governmental system will also be an important element of the course. The role played by government in the lives of Americans and the relationship between the federal, state, and local governments is essential to an understanding of the American political process, and this relationship will receive emphasis in the course.

The study of the development of an industrial process in the nineteenth century and subsequent changes in the American social and economic life will provide students with important perspectives on the problems modern Americans have in dealing with an industrialized society.

Nature of Course
Lecture and discussion.

Student Expectations
Students will be expected to take notes, perform acceptably on exams, and participate in class discussions. They will also be expected to perform satisfactorily on outside reading, research, and writing assignments.
US-107 American History II

Catalog Description (including prerequisites)
A study of the history of the United States from 1900 to the present. (3)

Course Content
This course will emphasize the forces that have shaped contemporary American culture. Emphasis will be placed on social, economic, and political forces that have impacted on contemporary United States culture. Particular emphasis will be placed upon the impact of technology on modern society, the increasing role of the United States as a world power, and the growing diversity of American society. Among the designated University Studies objectives, emphasis will be placed upon critical thinking, locating and gathering information, communication skills, and developing a multi-cultural view.

Nature of Course
This course is taught in two formats. Several sections each semester will be taught in the traditional lecture-discussion model with a written and/or oral research project. Several sections may be taught by professors who emphasize computer-mediated presentations, have an interactive course web page, and require students to develop a web site rather than the traditional research paper.

Student Expectations
Students will be expected to take notes, perform acceptably on exams and participate in discussions, read assigned materials, and prepare a research project analyzing one aspect of American history and culture.
WH-103 Modern European Civilization

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

Course Content
The course examines the emergence of European Civilization from a post medieval society into the era of the scientific revolution and the eighteenth century Enlightenment. A close examination of the French Revolution and Napoleonic Europe will demonstrate the break with the past and prepare for the political and intellectual upheavals of the nineteenth century. The study of the events leading to the explosive opening of the twentieth century with World War I followed by World War II and the Cold War will lead toward an understanding of European Civilization on the eve of the next era.

Nature of Course
The subject matter will be dealt with through lectures and/or class discussion.

Student Expectations
Students will be expected to participate in class discussions and complete all assignments.
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)

Course Content

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

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

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

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: AD-101 or BA-100 with a minimum grade of "C" or IE-102; 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.
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 United States and Missouri Constitutions. (3)

Course Content
A study of the design and underlying principles of the American political system, including the United States Constitution and Missouri Constitution, the separated powers arrangement of three branches of government, and the major linkage institutions (political parties, interest groups, mass media, and organized political movements).

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. Complete examinations and other class assignments.
5. Demonstrate computer conversancy.
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.
AN-101 Observing Other Cultures

Catalog Description (including prerequisites)

Students will learn and apply scientific methods of observing cultural and social behavior. Provides foundation for anthropological study of culture. (3)

Course Content

This course helps students learn the skills necessary to objectively observe other cultures free of personal bias and ethnocentrism. The student masters a series of skills which allows her/him to view the world in the same terms informants from another culture or subculture use to view their world. The skills learned help avoid conflicts based on cultural misunderstanding.

Nature of Course

This course emphasizes experiential learning. The student will learn to use techniques rather than simply memorizing them. Students will participate in, and observe, a culture or subculture significantly different from their own. They will keep detailed observational notes on their encounters and a personal journal based on their experiences. They will analyze their observations of the other culture and will present a written report (ethnography) describing the rules by which the observed culture generates and interprets social behavior. This is a laboratory course which requires the student to spend 40 or more hours observing her/his chosen culture.

Student Expectations

Students are expected to be informed participants in class discussion groups. They are expected to be able to describe the culture they observed as seen by the cultures insiders. Students are expected to master the basic concepts and skills of observing other cultures and to demonstrate their mastery in a written report (ethnography).
CD-110    Language and Culture of the Deaf

Catalog Description (including prerequisites)
   A study of the history and culture of the deaf, including an introduction to sign language designed to enable students to communicate with and develop a basic understanding of persons in the deaf community. (3)

Course Content
   This course is an introduction to the use of various communication methods and will provide a basic understanding of an exposure to issues relating to the deaf culture. Students will have experience with the use of a variety of manual communication systems which will assist them in communicating with persons who are hearing impaired or deaf.

   Cultural content of this course will allow students to develop an understanding of the cognitive and emotional development, social barriers, educational and occupational issues, cultural biases and family issues of persons who are deaf. The historical perspective of the deaf community will also be included. Students will develop communication skills and cultural knowledge through interaction with persons who are deaf.

Nature of Course
   This is a participation course which emphasizes active learning and experience in interacting with persons who are deaf. Class activities include sign language practice demonstrations, guest speakers, video presentations, lecture and class discussion.

Student Expectations
   The course will include frequent quizzes covering reception and expression of sign vocabulary, periodic exams covering sign vocabulary and deaf culture, and literature and video reviews. Students will be expected to attend presentations by guest speakers. Grades are based on the composite of student quizzes, exams, literature and video reviews, and class participation.
EL-274 Diversity in America’s Schools

Catalog Description (including prerequisites)
Exploration of race, ethnicity, social class, and gender issues in schooling today.
(3)

Course Content
The study of diversity issues in the schools is explored through a variety of perspectives. The formation of the cultural composition of the United States serves as an introduction to the course. Particular focus is then given to conceptual frameworks of racial, ethnic, social class, and gender identity development, current equity issues, and post-modern critiques of schooling.

Nature of Course
The course involves a significant amount of reading and writing. Assigned reading comes primarily from the textbook and reserve materials. These readings draw from the literatures of schooling, ethnic history and identity development, and post-modernist studies. Students are expected to generate their own reading of research in order to fulfill their term project requirement. Assigned writing varies from informal reflective pieces to formal essays and term projects. It is expected that the writing will demonstrate both creative and critical thinking skills. Group projects include informal debates and role plays. Class sessions are mainly interactive, combining short lectures with small and whole group discussions. Students will be expected to come to class prepared to actively contribute and participate in these discussions.

Student Expectations
Complete all written, oral, and group assignments in a timely manner.
Actively prepare readings and research for participation in class.
Show satisfactory performance on the 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. Emphasis on Writing: Writing assignments will include a class journal and short projects.
3. 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.
4. Teaching Format: Lectures and class discussions about relevant geographic topics will be used.

Student Expectations
Exams (3 or 4) will account for about 90% 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, ethnicity, politics, and urbanization. The course will 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.
2. Group Discussions: Group discussions 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 assignment in the form of a term paper.
4. 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.
MC-101  Mass Communication and Society

Catalog Description (including prerequisites)
An examination of the media environment in the United States, emphasizing what impact they have upon society. (3)

Course Content
The purposes of this course are:
1. To provide a broad overview of the mass media processes, as shaped by both media managers and society.
2. To provide a broad overview of the mass media and their impact on society.
3. To help students become discerning consumers of the products of the mass media.
4. To develop the critical thinking skills necessary to evaluate issues that appear in the media.

Nature of Course
In order to provide a contemporary overview of all media, this course includes lectures, discussions, written assignments, critiques of the news and entertainment media to emphasize mass media impact on life and culture in the United States.

Student Expectations
1. All students are expected to complete required readings and participate in class discussions.
2. Students will complete two writing assignments that compare and contrast newspaper articles on specified topics and a paper that analyzes the content of national broadcast television news.
3. Students will complete four examinations (objective/essay questions).
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 are 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% - 60%); written assignments (20% - 30%); and oral presentations and class participation (20% - 30%).
PE-201  Sport and Society

Catalog Description (including prerequisites)
The study of interrelationships between society, culture, values and sport, and the ways in which they influence one another. (3)

Course Content
Sport and Society provides a historical overview of the development of sport in America. It pays particular attention to the social and cultural sources contributing to the rise of sport in this country, and how sport then in turn both promotes and reflects the American value system. It also examines the symbiotic relationship that exists between sport and other societal institutions such as religion and politics. Finally, it closely examines societal ills such as racism and sexism and the extent to which they are prevalent in the world of sport.

Nature of Course
Sport and Society is a lecture/discussion class which examines the extent to which sport serves as a microcosm of American society. Students will be expected to take a stance on issues discussed in class which deal with the extent of racism and sexism in sport, and the use of sport to promote political systems. They will be expected to defend their stance through position papers, oral presentations, and class debates.

Student Expectations
Students are expected to:
1. Attend class regularly and participate in discussions.
2. Complete all written assignments.
3. Participate in one class debate.
4. Present one oral report.
5. Complete all examinations.
PL-245 Social Philosophy

Catalog Description (including prerequisites)
A study of basic concepts theories and issues in the organization of society, with attention to the problems of justice and economic distribution. (3)

Course Content
The course examines different theories about how society ought to be organized, the origin and limits of social authority, the nature and needs of human beings, and the criteria for evaluating social arrangements. The course will typically address the following points.

1. Man as a Social Animal
   a. Human nature and human needs
   b. How ought society to be organized to satisfy human needs?

2. Human Nature and Legitimate Social Authority
   a. What is social 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

4. Justice and Economic Distribution
   a. Justice as desert
   b. Justice as fairness
   c. Justice as equal distribution of benefits and burdens

Nature of Course
This course is geared toward developing an understanding of various normative ethical theories, and the ability to apply those theories to problematic situations. Classes are a combination of lecture and discussion, and students will be expected to do considerable reading outside of class. Essay questions are a component on all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in class discussion. Students should also expect to maintain a notebook, write one or more short papers on assigned topics, and demonstrate achievement on midterm and final examinations. No term paper.
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 follow the textbook. The course materials cover indigenous religions, Hinduism, Buddhism, Shinto, Judaism, Christianity, and Islam. Particular attention is given to the dynamic relationship between religion and its cultural setting. Attention will also be given to the growth of new religious movements.

Nature of Course
Students will be required to read the textbook in preparation for class lectures and discussions, as well as additional 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 a short paper on the subject of what constitutes religion, and a medium-length paper on a new religions movement. In addition, each student will be required to compile a scrapbook with entries from each of the major world religions. Through reading assignments, written projects and classroom discussions students should receive a sound understanding of the religions of the world and develop an appreciation of their own and others' religious heritage.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in class discussions. In addition to the reading assignments and written projects, there will be two in-class examinations and a final examination. The examinations contain a mixture of completion and fill-in-the-blank statements, and may contain one or more discussion questions. Study sheets are provided for each major religion, and ample time is provided 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.
3. Individual oral reports and group projects may be assigned by the instructor.
4. Emphasis upon enhancing critical thinking.

Student Expectations
Attend class, take notes, participate in class discussions and role play, and satisfactorily complete class assignments and examinations. Examinations will normally include both objective and essay type of questions. Contact the individual instructor for more information.
SO-120  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.
SW-207 Understanding Social and Cultural Diversity

Catalog Description (including prerequisites)
This course explores the impact of cultural and social diversity on human identity and behavior. Content emphasizes ethnic minorities of color, gender, class and sexual orientation. (3)

Course Content
Understanding Social and Cultural Diversity examines a framework for how race and ethnicity, gender, sexual orientation and class influence identity and behavior. Each will be explored in an historical perspective, examining some of the stereotypes, prejudices and discrimination known to each group. A primary course purpose is to provide a foundation essential for valuing diversity. Additionally, the course focuses on how change toward eliminating group oppression can occur at individual, familial, organizational or societal levels.

Nature of Course
This course is taught largely using a seminar model. The course is designed to aid students in understanding the role diversity plays in our lives--the development of identity and the influence on behavior. A course project is intended to allow students the chance to try to develop strategies for changing some specific form of prejudice or discrimination based on race, ethnicity, gender, class, or sexual orientation.

Student Expectations
Since the course is taught using a seminar format, it is essential that students finish all required readings on time and come to each class prepared to share ideas and discuss the assigned readings. In addition to a mid-term and final examination, there is a major course project which requires independent library research and possible interaction with community organizations. The project is a series of seven (one to two-page) papers written over the course of the semester which will be revised and presented orally at the end of the semester to the class. Students will respond in small groups to each others' papers.
UI-300  Drugs and Behavior

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 discussions 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 appropriate managerial communicative techniques for leading others to perform well in various organizational contexts. Prerequisite: SC-105 or an equivalent introductory oral communication course. (3)

Course Content
This course examines theory and application from the disciplines of communication and management and operates on the premise that effective managers are effective communicators. Communication-management skills are examined and applied to a variety of interpersonal, group, and audience contexts. Communicative techniques pertain to oral reporting, interviewing, problem-solving, goal setting, coaching and listening. These skills are practiced in a variety of group and individual settings to meet work-related challenges.

Nature of Course
A wide variety of communication-management experiences are provided in the class. Both individual and group learning opportunities are stressed in course assignments. Class participation and involvement are required. Analytical application of course content is achieved by means of a research paper which is required to link a communication component with a management application.

Student Expectations
1. Active participation in classroom discussions and group assignments.
2. Satisfactory completion of a research paper, an oral report over that paper and two research bibliographies over group project topics.
3. Demonstration of creative, energetic and team oriented leadership behavior in two group projects.
4. Satisfactory performance on examinations.
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 may 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, as well as topics determined by the class. During the discussion phase of each presentations, 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
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 referenced term paper on one of the course topics. The paper will address the topic from several perspectives and speak to their interconnectedness. Each student will write reaction papers for ten (10) selected topics that address a question devised to highlight one or several controversial issues relevant to the question before starting the unit (1 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 also will be written on designated topics. Finally, each student will interact with a women 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(s) will provide the class with papers or web sites on the topic, 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 women 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 a short textbook and a series of short articles. They will also write and research a short paper that will be turned into a web site. 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 the courts in contemporary American society via the principles of judicial reasoning. Prerequisites: Junior standing and completion of lower division University Studies curriculum. (3)

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

Courts resolve complex disputes. Just how course should do the job—the proper role of the courts in society—is a matter of some dispute. The course examines the role of courts in society through a study of the principles that underlie judicial decisions. Specifically, the course examines the diverse factors—statutory, logical, historical, economic, political, social, and psychological—that actually enter into making a judicial decision, and examines whether such factors should play a role.

The 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 close relation 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 a course in meta-law. It is about law and courts as instruments of social control and change. Analytical philosophical techniques, including formal logic, 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 reading material is often complex, so students should be prepared to devote at least six hours per week to the reading assignments. Class sessions will combine lecture and discussion, and students should be prepared to participate actively in class discussions. Essay questions are a component in all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in class discussions. Students will complete two papers: one expository and one analytical. In addition, students will prepare a brief class presentation. There are two midterms and a final examination.
UI-306 The Film as History and Literature

Catalog Description (including prerequisites)
American 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
Examples of course content include:
1. The film as history, propaganda, and metaphor: Explores the proposition that films can sway public opinion and values. Uses the western film as a case study.
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 war film and the science fiction tradition: Will use films such as Apocalypse Now and Dr. Strangelove.

Nature of Course
This is both a discussion and laboratory class. One or more lab sessions will be established 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: A Geographical Analysis

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. Projects, the term paper, and class participation account for 25% of the course grade. Examinations account for 75% of the final course grade.

Student expectation
1. Group Projects--actively participate in the following:
   a. Library work and
   b. Field exercise.
2. Short Writing Assignments--meet the appropriate deadlines.
3. Term Paper--meet the appropriate deadlines.
4. Class Participation
   a. Lecture and
   b. Activity laboratory assignments.
   c. Oral presentation of written work.
UI-309  Crime and Human Behavior

Catalog Description (including prerequisites)
An interdisciplinary study of the causes and effects of crime and delinquency. Prerequisites: Completion of the University Studies requirements in the following categories: Behavioral Systems and Social Systems. (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 through 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 two to four 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: MM-101 or equivalent note reading ability. (3)

Course Content
The American Musical Experience is a one-semester attempt to take in the broad spectrum of American culture and history using music as our entry. While much of the thrust of the semester's work will be to become better acquainted with the historical and developmental aspects of America's musics, we will not ignore their numerous cultural, aesthetic and formal/structural elements. Music criticism and music appreciation (in the broadest sense of both ideas) will be encouraged and refined through reading, listening, discussion and reflection.

This course is a "TOPICS" course, rather than a broad chronological survey of American Music. The semester will be divided into a series of subject areas, each dealing with a specific topic in the history of American music. Possible topics include American Musical Theater, Music of Native Americans, The Anglo Tradition in American Music; The African-American Tradition in American Music; America Goes to War--Music from WWI, WWII and Vietnam; The Blended Tradition--Rock, Soul & Pop; From Florida to California--Latin Musics in America. Each semester will begin with a general introduction to musical terminology and the tools of critical listening. Following this introduction, the rest of the semester will be divided between two or three subject areas.

Nature of Course
The American Musical Experience will utilize musicology, cultural anthropology, iconography, organology, and history. That is, this course is built using the tools of the musicologist. By the semester's end, students should have more than a passing acquaintance with the tools, materials and critical/analytical machinery of musicology, a field built on the concept of interdisciplinary scholarship.

Students are expected to develop an understanding of the chronology and general themes of American music through their reading of the course textbook and supplementary readings as well as listening to assigned pieces. Class time will be spent in lecture and discussion based on more in-depth consideration of particular aspects of the listenings and readings.

Student Expectations
1. Attend all classes.
2. Complete all reading and listening assignments prior to class.
3. Participate in class by contributing to discussions with observations, questions and responses that are germane to the subject at hand.
4. Successfully pass four examinations on the dates listed on the course calendar. These exams will include essay questions and analysis/critique of listening examples.
5. Write one (1) research paper on a specific topic from the area of American music.
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-312 Perspectives on the Present

Catalog Description (including prerequisites)
Contemporary issues will be analyzed and placed into historical perspective. Emphasis on use of the historical method for analysis. Prerequisites: Junior standing and successful completion of the categories: Development of a Major Civilization, Social Systems, Behavioral Systems, Written Expression and Oral Expression or by permission of instructor. (3)

Course Content
Understanding current issues requires the individual not only to know the nature of the issue, but also to be able to place it in its broad historical perspective. Students will learn to identify enduring issues, to understand the techniques researchers employ to analyze such topics, and to develop skill in use of the historical method. The course also encourages students to compare the historical method with the approaches used by specialists in other disciplines. Guest lecturers will share the tools and perspectives of their disciplines with the class. Topics will vary from semester to semester depending on the expertise of the faculty member(s) teaching the course, availability of outside experts as lecturers, and student interests. Possible topics include crime and punishment, international terrorism, human rights, utopian societies, medical experimentation, or the occult.

Nature of Course
This course is organized in a discussion format. Students are expected to read from a variety of sources and to share that information and their conclusions about the information with the class.

Student Expectations
Students will be expected to participate actively in the identification of enduring issues and the pursuit of multiple approaches to understanding and solving them. Students will produce a brief position paper on each topic studied. In addition, each student will analyze one issue in depth, demonstrating understanding of the nature of the issue and of the methodology by which it might best be studied. The final presentation will allow the student to demonstrate analytical skills and knowledge of the historical method.
UI-313 The African-American Experience

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

Course Content
The African diaspora wrenched Africans from their homes and brought them to work as slaves in America. In the more than two centuries of slavery, the culture of America and the African-Americans themselves was irreversibly changed. The course will center around this experience and follow the freedmen into the twentieth century.

Besides the literary/historical material, the course will reflect some very broad themes that have been consistently important in the African-American experience.

Nature of Course
The course attempts to weave together the experience recorded by those who research the facts (historians) with those who tell the story (novelists/poets/playwrights/filmmakers) of a people.

The teaching method used will be largely lecture-discussion. Throughout the semester students will be challenged to think about and analyze issues dealing with the experience of African-Americans. The discussion method will be employed extensively for maximum student involvement.

Student Expectations
Since this is an examination of African-American life from both a historical and literary perspective, it will be necessary for students to read from both disciplines. The textbook will be augmented by literary materials. There will be three examinations and a research project required of each student.
UI-315  Electronics and Computers in Music

Catalog Description (including prerequisites)

Theoretical and "hands on" experience with musical applications of electronics and computers. Prerequisites: Junior standing - lower level University Studies classes in Artistic Expression, Logical Systems, and Natural Systems should be complete. While some experience with music, computers, electronics, and acoustics is helpful, classes in these courses are not prerequisites for this course. (3)

Course Content

This course presents an examination of the production of music using electronic means and an exposition of the uses of electronics and computers in music research, music printing, and musical data storage. In depth discussions of audio electronics, acoustics, computers and computer languages are included in the course as well as expositions of musical topics.

The first section of the class consists of an overview of electro-acoustic music describing how the technology of electronic music evolved. The second section of the course deals with the use of computers to manipulate musical data. Both sections stress the scientific principles behind the technology. Recorded musical examples will demonstrate uses of the technology and will help to show the relationship between technology and aesthetic trends.

Nature of Course

Only a moderate amount of reading will be expected of the students (a 218 page textbook). Writing will be limited to a short paper (5 to 10 pages) and essay questions on the examinations. Two creative projects (an electronic music composition and a short computer program) will occupy much of the students' time outside class. The projects will require 3 to 10 hours of work each. Much of the work on these projects requires the specialized equipment found in the music department's Electronic-Computer Music Laboratory. This is a shared facility. Students will need to schedule judiciously time in the laboratory in order to finish their projects. Class sessions will mix discussions of trends, techniques, and principles with hands-on demonstrations. While an interest in music of all kinds is desirable, no previous musical training is necessary.

Student Expectations

1. Attend all class sessions.
2. Complete one short paper, one short electronic music composition, one short computer music program, and a significant final project (a musical composition, computer program, or electronic music device).
3. Complete 2 examinations and a cumulative final examination.
UI-316 Contemporary Legal Studies

Catalog Description (including prerequisites)
This course is an examination of current legal issues and the role of the American legal system in the resolution of those issues. Prerequisite: 45 hours. (3)

Course Content
This course examines the current legal issues, which are now or may become of concern to the student. It presents the issues from different viewpoints, acquaints the student with the rival interest and concerns therein, explores the legal solutions, and encourages the student to evaluate all the alternatives indicated. The purpose is not to force a particular conclusion upon the student, but rather to allow the student to reach his or her own conclusion after developing an appreciation of and sensitivity to those competing interests and concerns. The controversial nature of some of the issues is recognized. A thoughtful, serious, and sensitive treatment of those issues will be offered.

Nature of Course
Students must have completed 45 hours to take this course. Completion of at least one law course is highly recommended. Course emphasis is on reading, writing, speaking, and critical thinking. Appellate court cases and statutory legislation will be read and analyzed. Students will be required to prepare and submit several writing assignments and perform satisfactorily on all exams and quizzes. Students may be required to collaborate on a long research project. Oral presentations utilizing student research will be required. Class discussions using the Socratic method to analyze the reading assignments will be the prevalent teaching method.

Student Expectations
Students will be expected to attend class regularly and punctually; perform careful, regular, thorough, and timely preparation of all material assigned, including readings, written assignments, research, and oral presentations; participate actively in all class discussions; and make satisfactory scores on all periodic examinations. The research must be interdisciplinary. The student will be expected to formulate and defend his or her judgments and solutions in both oral and written form after analyzing and interpreting the readings and research results.
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 five 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, 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 class debates.

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.
4. Make cooperative contributions to project teams.
5. Achieve integration of the interdisciplinary components of the course.
6. Submit two short papers (3-5 pages each) describing selected phenomena illustrating an interdisciplinary relationship between the living system and two of the four subfields of earth science: geology, oceanography, atmospheric science, and astronomy.
UI-319  Technology and Society

Catalog Description (including prerequisites)
A study of the impact of science and technology on individuals and society through critical analysis of selected modern topics using communication and critical thinking skills. Prerequisites: Satisfactory completion of courses in University Studies categories of Economics, Social, Physical and Political Systems. (3)

Course Content
1. Course Introduction and Overview - Structure, Discipline and Purpose.
   b. Environmental Issues.
   d. Science, Technology and the Space Age.
   e. The Information Age.
5. Presentations.

Nature of Course
This course will utilize the students communications and critical analysis skills in the study of the impact of science and technology on society. Topics studied will examine the 20th century impact of science and technology upon society and investigate potential 21st century problems. Students will develop an interdisciplinary approach through the critical analysis of technical journals, class discussions and formal presentations which will allow them the opportunity to explore science, technology and society issues.

Student Expectations
1. Attend class regularly and participate in class discussion.
2. Perform satisfactory on all quizzes, midterm and final examinations.
3. Complete all assigned reading and journal reviews.
4. Participate in a group presentation and paper.
UI-320 The Modern Presidency

Catalog Description (including prerequisites)
Examination of the modern American presidency from the combined perspectives of history, political science, and speech communication. Prerequisite: Sophomore standing or higher. (3)

Course Content
This course gives descriptive and analytic insight to one of the world’s leading political institutions, the modern American presidency dating from the administration of Franklin D. Roosevelt. This is a thoroughly political institution with a rich history in which modern practitioners rely heavily on mass communications as a means of getting the job done.

This course shows historical development of the presidency from Roosevelt to George W. Bush, illustrating its elevated use of the fundamental principles of public communication as a means of resolving the elementary political challenges all presidents face. Visual media showing presidents "in the act" are complements to the reading.

Nature of Course
This is a team-taught course based on reasoned discussion and argument with classroom participants. A class will begin with a thematic argument based on the pre-assigned reading. This is used as an analytic device to provoke debate and to establish premises for further discussion at later classes. Students are expected to do all reading conscientiously, in advance, and to be prepared to ask assistance on whatever is not understood. We will make clear what we seek when a paper is assigned or an exam date approaches.

Specific interest in politics, history, or speech and communication is useful, but not required nor necessary. Every student is deeply influenced by how presidents conduct their business; all majors are equally welcome to learn how this is so.

Student Expectations
Students are expected to attend and participate in class. This is not a straight lecture-and-copy class, so come prepared to question and discuss the material. In a typical semester students will take periodic objective quizzes to insure knowledge of basic factual content, write 3-4 analytical essays requiring critical evaluation, give one oral report as part of a group symposium, and complete a major research paper which goes significantly beyond what is treated in class. Students are also afforded the opportunity to earn credit by attending showings of filmed documentaries about the presidents studied. In addition, a significant field trip (e.g., a visit to a Presidential Library) or other activity (e.g., a conference or a visit by a noted authority on the presidency) is usually planned.
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. Prerequisites: Political Systems and Economic Systems. (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-326 Australian Culture

Catalog Description (including prerequisites)
An exploration of the culture of Australia, with emphasis on the forces that have shaped that culture. Prerequisites: Written Expression; Literary Expression, and Development of a Major Civilization. (3)

Course Content
The course will include a survey of Australian history as well as coverage of the features of Australian culture that make it distinctive; art, natural environment, politics (both internal affairs and international relations), popular culture (film, sports, etc.), and literature. The focus will be on how those features have developed, distinct from the British culture out of which Australian culture has grown, as well as on how they compare with similar aspects of American life.

Nature of Course
The primary aim of the course is to familiarize students with the richness and diversity of a culture with which they probably have only superficial familiarity. In order to do this, they will engage in reading, observation, discussion, and written response and analysis. In addition, there could be field trips and guest speakers, when available. The primary instructional method will be discussion (based on reading, viewing of films and works of art, etc.), with occasional lectures by the instructor and invited speakers.

Student Expectations
1. Attend class regularly.
2. Complete all of the assigned reading.
3. Complete all of the writing assignments.
4. View the assigned films.
5. Participate actively in group work.
6. Complete the hour exams.
7. Complete the final exam.
UI-330 Experimental Methods I

**Catalog Description (including prerequisites)**
Selected experiments in physics and engineering with emphasis on measurement system design, equipment selection, acquisition and evaluation of data, and written and oral reporting. One lecture and two two-hour labs. Fall only. Prerequisites: Logical Systems (MA-134 or higher); PH-121 or PH-231. (3)

**Course Content**
This course emphasizes experimental methodology employed by practicing physicists and engineers. The specific physics content of the experiment is of secondary importance compared to using good experimental techniques and good data acquisition and analysis techniques. Emphasis is placed on detailed comparison of experimental results with applicable theory. Students perform selected, non-prescribed, open-ended experiments in physics and engineering and then write two, journal-style reports and give two professional presentations on their work. Possible topics for experimental investigation include fiber optics, modern physics, lasers, optics, rotational dynamics, microwaves, thermal conductivity, holography, nuclear physics, and telescope resolution.

During the first week of the course, lectures cover topics such as statistical data analysis, error analysis and propagation, graphical analysis and least-squares fitting of data, computer resources for data analysis, resources for outside research, keeping a lab journal, and professional and ethical dimensions of physics and engineering.

Students then perform three experiments lasting two weeks each. A week of workshops follows on technical writing and technical presentations run by guest faculty from the English and Speech Departments. Students submit a formal written report in the format of a professional journal article and make a formal presentation to the Physics Department during a Common Hour. Students then perform three more experiments and again write a formal report and give a formal presentation during Common Hour.

**Nature of Course**
This course stresses working in lab groups with minimal direction from the instructor. Students are given questions that they are to answer experimentally. They become familiar with available equipment, design an experiment that will minimize sources of error to answer the questions, collect and analyze data, make detailed comparisons of their data with an appropriate theoretical model that they either developed through research or derivation, and then draw appropriate conclusions. The idea is to simulate, to the extent possible, the professional environment of a practicing physicist or engineer.

**Student Expectations**
1. Be inquisitive and show initiative as to what and how to investigate the phenomenon under study.
2. Prepare for efficient use of lab time by doing outside reading and research before coming to lab.
3. Maintain two lab journals into which all lab-related work goes. While one journal is being graded, the other will be used.
4. Be prepared to discuss your approach and respond to instructor inquiries as to the reasoning behind your approach.
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 citric 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 some group and 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:
Problem sets  15%
Hour exams  70%
Final exam  15%
100%
UI-332  Images of Women in Literature

Catalog Description (including prerequisites)
Investigation of the views of women which have prevailed and still prevail in literary thought. For English and non-English majors. Prerequisite: EN-140, any 200-level literature course (except LI-242 and LI-244). (3)

Course Content
The past literary tradition has been essentially a male tradition. Few female writers were included in anthologies and survey courses, and many images of women were stereotypic rather than realistic. This course attempts to correct some of the bias of the past by focusing on feminist criticism, new images of women (both male and female authors), and stereotypes of female characters that have for too long gone unquestioned in literary study. Included in the course are English, American, European, and Third World authors, as well as representative minority writers from American culture. The five major literary genres, the short story, the play, the essay, the poem, and the novel, will all be represented.

Nature of Course
This course stresses reading, writing, and critical thinking. Class sessions will be a mix of lecture and discussion, with an emphasis on the latter. Each student will be asked to do an independent project under the supervision of the professor.

Student Expectations
1. Attend class regularly and participate in discussions.
2. Complete 3 examinations, two during the semester and a comprehensive final.
3. Complete one individual project under the supervision of the professor.
4. Complete impromptu quizzes and short papers over assigned reading.
UI-336 Religion in America

Catalog Description (including prerequisites)
A historical study of the social, political and philosophical roles of religion in America. Prerequisites: Students should have completed the lower division of the University Studies curriculum or have the consent of the instructor. (3)

Course Content
This course is a historical study of the social, political and philosophical roles of religion in America.

Religious symbol systems exist as one means of integrating personal experience with collective human experience. Within a given civilization, religious systems are interdependent with other social systems in fulfilling this function. The study of religion involves examination of the religious symbol system and its integration with the civilization as a whole.

The specific study of religion in America must take cognizance of the reciprocity between the civilization and the religious symbol system. The shape of American religion was determined, in large part, by the nature of American civilization. The prevailing democratic spirit in America gave rise to a religious system characterized by voluntarism and pluralism. This course examines the substantive nature of religion in light of the formation of American civilization and the functional role of religion within American civilization.

The overall strategy of the course takes the form of an ongoing dialogue between the symbol system and the civilization. The course seeks an answer to the question, "How has American civilization affected and been affected by religion?"

Nature of Course
The course includes a wide variety of learning experiences. In addition to the traditional reading and writing, students make site visits to various churches, synagogues, temples, mosques, and meeting houses; view video materials; participate in mock debates; and work on case studies.

Student Expectations
1. Attend class regularly and participate in discussions.
2. Complete two examinations: a midterm and a final.
3. Complete two research essays.
4. Conduct an interview and write a report.
5. Complete a critique of three articles.
7. Complete an optional premium assignment.
UI-337  Issues in 20th Century Architecture

Catalog Description (including prerequisites)
Analysis of the interrelational development of issues between twentieth century architecture and European/American civilization. Prerequisites: One course either in Artistic Expression or Development of a Major Civilization. (3)

Course Content
The content in this course is designed to examine both the developments in western architecture and the attendant sociological milieu which contributed to these developments. Emphasis will be directed toward the interrelationships of technology, values of societies, and historical trends with the aesthetic concepts of architectural developments.

Architectural forms are a significant record and index of the sociological ferment of western twentieth century societies. In this course, there is an examination of architectural forms, the goals and logic of the architects, and the sociological issues which they attempted to address.

"Tools" of architectural, aesthetic analysis will be presented. This is to provide a basis upon which sound logical deductive and inductive conclusions can be made.

Nature of Course
Reading, writing, and examining of architectural examples (slides, reproductions, visits to actual buildings) will be equally stressed. Students will be expected to do assigned reading, analysis, and synthesis, and to participate in field trips (mainly on campus and in the community--one field trip to a large metropolitan area (e.g., St. Louis). Class sessions will be a mixture of lecture and discussion, field trips, reactions to videos, slides, and text illustrations.

Student Expectations
1. Attend class regularly.
2. Participate in discussions and classroom activities.
3. Complete assigned papers.
4. Construct a model in foam core board.
5. Present a visual analysis of a piece of architecture in the midwest.
6. Complete written examinations.

Basis for student evaluation:
1. Paper: Pre-modern Analyses 10%
2. Paper: Modern Analyses 10%
3. Paper: Comparative Analyses of 3 Architects and their works 10%
4. Visual Presentation 20%
5. Field Trip to City and Paper with color prints 10%
6. Mid-term test 10%
7. Model, white foam core board 10%
8. Final Exam 20%
100%
UI-338 Rural Sociology

Catalog Description (including prerequisites)
A study of rural society, including social, cultural and political factors influencing rural life. Prerequisites: One course from Social Systems, and one course from Political Systems. (3)

Course Content
This course utilizes social, cultural and political concepts to explore and analyze rural society. General changes in rural society and specific problems in rural Missouri will be discussed. Structural factors affecting social action in rural areas, e.g., land and ways of conceptualizing it, population and the organization of the rural world, will be explored. The organization of the rural world incorporates the institutions and agencies relevant to rural society. Specific types of organizations and agencies of interest include agricultural industries and governmental agencies. Factors contributing to the farm crisis and the effects of the crisis on individuals, communities and other institutions will be examined as a way of tying many of the above factors together.

Nature of Course
Students will be expected to utilize social, demographic and economic data as well as other types of objective empirical studies to conceptualize rural areas and to make suggestions concerning solutions to rural problems. A written paper will allow students to explain their ideas in a formal presentation. The importance of understanding the relationships between the social and the natural worlds as a basis for making responsible decisions in rural society will be emphasized. Class sessions will be a mixture of lecture and discussion. Students will be expected to participate actively in the class discussions.

Student Expectations
1. Attend class regularly and participate in class discussions.
2. Complete one term paper.
3. Complete four examinations.
4. Utilize relevant aspects from their term paper in their class discussions.
UI-339 North American Indians

Catalog Description (including prerequisites)
North American Indians through settlement and expansion of the American frontier. Indian lifestyles today. Prerequisites: Social Systems, Economic Systems, or consent of instructor. (3)

Course Content
The first part of the course examines what is known about the prehistoric origin of Native Americans, and gives a brief overview of the historic context of Indian-White relations. Part two examines the basic differences between food-getting and food-producing groups, and compares and contrasts the differences between tribal societies vs. industrialized groups. Part three focuses on specific Native American groups who historically practiced hunting/gathering forms of subsistence, and part four covers the agricultural societies. The final section looks at the nature of tribal level society as it relates to the indigenous populations of the world and the repeated culture clashes between these peoples and the industrialized societies of the West. The Native American situation is examined within this larger, global perspective.

Nature of Course
This course introduces students to Native American cultures with world views and ways of being which are fundamentally different from modern industrialized societies. It attempts to assist students in understanding the reasons for these differences, and allows the student to gain understanding various Native American cultures. The complex issues of Indian/White relations, both in the past and present, are examined within the larger global issues of "first contact," colonization, and colonialism throughout the modern world.

Student Expectations
1. Attend class and actively participate in class discussions.
2. Complete assigned readings.
3. Satisfactorily complete all written assignments and make acceptable scores on examinations.
4. Keep an open mind and enjoy the course.
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-341 Victorian Studies

Catalog Description (including prerequisites)
Examination of literary, political, and scientific achievements in 19th Century England. Prerequisites: Completion of Literary Expression course. (3)

Course Content
1. Introduction
2. Heroic Materialism
3. The Survival of the Fittest
4. Faith and Doubt
5. Health and Medicine
6. Getting at the Truth
7. What was "Society"?
8. The Empire
9. The Aesthetic Movement

Nature of Course
The Victorian period is unique in that the literature must integrate a knowledge of science and political events. This was an age of great poets and novelists, and they wrote of public events. Reading Dickens requires a knowledge of economic conditions in England, reading Tennyson requires knowledge of the work of Lyell and Darwin, reading Arnold requires knowledge about British educational systems.

In fact, if a reader were to enjoy a month of reading only some Kipling, Browning, Clough, Rosetti, Meredith, and Wilde, that reader must also know something about British Colonial policy, Italian Renaissance art, psychology, theories on cosmic evolution, the Oxford movement in religion, pre-Raphaelite art, British penal systems, divorce laws, attitudes toward social deviants, and geology.

Perhaps there is no better example of the Integration of Knowledge in the Victorian mind than considering the works of Charles L. Dodgson, a mathematics professor at Oxford. His books include An Elementary Treatise on Determinants (1867), The Principles of Parliamentary Representation (1884), and, of course, Alice’s Adventures in Wonderland (1865).

Student Expectations
1. Class attendance.
2. Timely completion of all work including one classroom presentation and one research project.
UI-342 Modern Political Thought

Catalog Description (including prerequisites)
A critical analysis and examination of the normative concepts and ethical problems of modern political thought. Prerequisites: Political Systems (PS-103 or PS-104), a course in Social Systems and a course in Behavioral Systems. (3)

Course Content
This course consists of a critical examination of the origins and development of modern political thought. Extensive analysis of several major political philosophical works by Machiavelli, Hobbes, Locke, Rousseau and Marx. Critical analysis of the normative concepts that stimulated these theorists: sovereignty, political community, political authority, political obligation, natural rights, consent, social contract, liberty, equality, property, justice, political participation, representation, liberalism, democracy and socialism. This particular course will analyze political theoretical concepts, normative principles and issues from the interconnected interdisciplinary perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and ethical theory (behavioral systems). This course is designed to demonstrate to students the linkage between diverse political philosophical systems of thought and various forms of social and political behavior, public policies and political institutions.

Nature of Course
This course consists of a conceptual analysis of the most significant perennial political ideas and political theories of modern Western political thought. Students will be encouraged to develop competency working in the area of ethical justification by applying moral principles and logical arguments to normative problems and issues in political theory. Students will be encouraged to participate in active Socratic dialogue with the instructor and with other students. At the end of each session, a series of analytical questions will be posed to students. Students will be required to respond orally to such questions in the following session. This particular course will utilize a "Great Books" approach (Machiavelli, The Prince and The Discourses, Hobbes, Leviathan, Locke, Two Treatises of Government, Rousseau, The Social Contract, and Marx, The Communist Manifesto. In addition, an analytical study will be used (Lee Cameron McDonald, Western Political Theory).

Student Expectations
1. To attend consistently all scheduled classes and to be prepared in all assigned work.
2. To participate and to engage actively in class discussion and dialogue with other students and the instructor.
3. To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.

(description continues)
300-Level Interdisciplinary Course

UI-342 Modern Political Thought (page 2)

Student Expectations
4. To take three major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.
5. To prepare and respond orally to a series of analytical questions posed at the end of each prior session.
6. To prepare an oral presentation on a political philosophical issue or normative concept.
7. To prepare an interdisciplinary (10-15 page) written research paper.
8. To comprehend the diverse conceptual frames of reference by which various political theories are designed and articulated.
9. To be able critically to evaluate scholarly research in the discipline of political theory.
UI-343 Transcultural Experience: Economic and Cultural Institutions

Catalog Description (including prerequisites)
Studies the impact of culture on the business environment, including an on-site experience in the country/region of study. (3)

Course Content
A brief overview of the culture of the country/region to be visited is presented, including history, geography, government, dress, housing, diet, lifestyle. An overview of the institutions being visited is studied. During a visit to the country/region, basic concepts are related to the observational experiences.

Nature of Course
This course consists of a literature review, theoretical concepts and an experiential component. The literature review will provide background to the student on the areas being studied as well as the institutions being visited. Theoretical concepts cover culture, intercultural awareness, cultural variation, and an overview of a particular culture to be visited.

The experiential component consists of on-site time spent in the selected culture making observational visits to institutions, cultural sites and participation in activities appropriate to the study of economic and cultural institutions.

Student Expectations
1. Attend pre-departure classes and participate in classroom group activities.
2. Prepare brief outlines relating to each of the institutions to be visited.
3. Participate and interact satisfactorily in the cross-cultural field experience.
4. Record in a personal journal observations, feelings, and insightful learning during the field experience.
5. Prepare a term paper on a topic of the student's choice relevant to the course.
6. Complete essay final examination.
UI-343 Transcultural Experience: Health and Human Services

Catalog Description (including prerequisites)
A study of the influence of cultural diversity upon the professions and major fields, which culminates in a supervised on-site expedition to the culture/country. Prerequisites: Junior standing. One course in each of at least two of the following 100-200 systems: Behavior, Social or Living. Study of the language of the selected culture is recommended. (3)

Course Content
Basic concepts are covered: culture, physical variation, cultural variation, intercultural awareness and communication. A brief overview of the country/culture to be visited is presented, including history, geography, government, dress, housing, diet, lifestyle. An overview of the designated subfield as it is practiced in the target culture is presented. During a two week visit to the culture, basic concepts are related to the observational experiences.

Nature of Course
This course consists of a theoretical and an experiential component. Theory covers basic concepts of culture, intercultural awareness, cultural variation, and an overview of a particular culture to be visited. The concepts are applied to the student’s designated subfield (i.e. nursing, criminal justice, social work, physical education).

The experiential component consists of two weeks spent in the selected culture making observational visits to agencies, villages, cultural sites, and participation in activities appropriate to the subfield of study.

Student Expectations
1. Attend classes and participate in classroom group activities.
2. Participate and interact satisfactorily in the cross-cultural field experience.
3. Record in a personal journal observations, feelings, and insightful learning during the field experience.
4. Prepare a final paper addressing how and to what extent the student has met course objectives.
UI-344 Plants and Humanity

Catalog Description (including prerequisites)
The psychological, physiological, and social responses of people to the plants in their environment and the role they play in the improved physical and mental health of individuals as well as communities. Prerequisites: Social Systems and Artistic Expression or Behavioral Systems. (3)

Course Content
This course is a study of the interactions between humans and the plant world. The course will point out the people's reaction to the plants in their environment and the role these plants play in improving the physical and mental health of individuals as well as the communities in which the individuals live. The main theme of the course will be to make one realize and understand that life without plants is impossible.

Nature of Course
The course will be divided into the following areas: (1) the role of plants in everyday life; (2) the use of plants to enhance community pride; (3) the use of plants in the workplace to reduce stress, increase productivity and cleanse the air; (4) the use of plants as therapy for the elderly, physically and mentally handicapped and those housed in prison; and (5) to compare the plant/human relationship in developed and developing countries.

Student Expectations
1. Attend class regularly and participate in class discussions.
2. Complete two one-hour exams and one (1) final exam.
4. Complete a term paper.
5. Complete a group presentation.
6. Complete a landscape plan of a house.
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-347 Living in a Global Society

Catalog Description (including prerequisites)
To understand and appreciate the interrelatedness of issues confronting the world and find action-oriented approaches to resolving them. Prerequisites: Any course in Social Systems and Behavioral Systems. (3)

Course Content
This course approaches the study of global issues through an analysis of the interconnections of various valuing perspectives: the individual, political, social, cultural, and economic aspects. Through the critical study of demographic, technical, environmental topics from various countries and regions in the world, the role of history in the formation of these global concerns is also examined as are the cultural ethos and mores that influence values choices on global problems. Within these contexts approaches to solving these issues are formulated.

Nature of Course
Assigned reading comes from the textbook and reserve materials. Students will be expected to generate their own reading and research, specific to the country they are assigned, from the library and electronic sources, e.g., CD-Roms and the Internet. Several short essays and their revisions will be required as well as various other types of informal writing, e.g., in-class writing and journals. There will be at least one group project, in the format of a model United Nations, and various role plays, informal debates, oral presentations, and small group work. Since the nature of this course requires students to become well-versed in their assigned country's issues, the course format is seminar-style, with each student contributing daily to the global knowledge base of the class. This means daily preparation and research. Students will also be expected to work with a cultural partner, i.e., a student from the country they are studying.

Student Expectations
Complete all written, oral, and group assignments in a timely manner. Actively prepare readings and research for participation in class. Show satisfactory performance on the final exam.
UI-349  Comparative Economic Systems

Catalog Description (including prerequisites)
How market, mixed, planned and developing economic systems are organized and function to obtain major economic, political and social goals. Prerequisites: completion of lower level Economic Systems and Political Systems courses. (3)

Course Content
This course will emphasize the interrelationships between the political system of a country, its economic system and the historical development of both. Two hundred years ago, the political and the economic were united in the discipline of political economy. The works of Mill, Smith and Marx were writings on political economy. As the disciplines' knowledge increased, they split. While there are areas distinct to one and not the other, it has never been possible to look at a nation's economy without considering the political environment. In the words of George Stigler, "There can not be many things in man's political history more ancient than the endeavor of governments to direct economic affairs." (The Citizen and the State). Modern industrial countries tend to be judged both externally and internally in terms of economic performance. Therefore, no matter how insulated the political leaders and the political systems, they are vulnerable to economic conditions. Certainly this has been demonstrated by the changes in the former Soviet Union and Eastern Europe. Economic and political systems also exist in a historic context. For instance, different historical impacts such as the degree of dominance by Mongolian rulers may make it impossible for St. Petersburg and Moscow to follow the same post-Soviet route as Kiev. This course focuses on major industrialized and developing countries. It considers their economic objectives, measures their economic performances, and considers how these are influenced by their ideological, political, and historic perspectives.

Nature of Course
This course is both reading and writing intensive. There will be a textbook plus a number of assigned outside readings. Students are expected to read materials in advance and be prepared for class discussion. Class sessions combine lecture and discussion formats. All tests will be essay. Students are expected to demonstrate high quality writing skills on tests, the assigned paper and other written work. Students will need to spend at least six hours per week preparing assignments outside class.

Student Expectations
1. Attend class regularly and participate in class discussion.
2. Satisfactorily complete three essay examinations.
3. Satisfactorily complete a term paper on an assigned topic.
4. Maintain a notebook of current events articles on topics assigned accompanied by written summaries of the articles.
UI-350  Middle East Politics

Catalog Description (including prerequisites)
A survey of social, economic and international forces that influence politics of Middle Eastern societies with particular emphasis on Egypt, Israel, Syria and Turkey. Prerequisites: Political Science 103 or 104; and one course in Economic or Social Systems. (3)

Course Content
1. Modernization and Political Development: A Theoretical Perspective
2. The process of modernization and Change in the Middle East: An Historical Overview
3. States, Beliefs and Ideologies: The Contradictions
4. Competing Interests: Groups, Classes and Elites
5. Institutional Infrastructure: Militaries, Bureaucracies and Legislatures
6. The Arab-Israeli Conflict: Territorial Claims over the Holy Land
7. Intra-Arab Conflicts: The Search for Authority and Unity
8. The Politics of Oil and Energy: Paradox of Development

Nature of Course
The political and social scene of Middle Eastern societies is a strange mosaic where traditional rulers, revolutionary command councils, authoritarian military regimes and religious governing elites coexist side by side, where lavish wealth exists alongside poverty, where sociopolitical dissatisfaction sparks internal violence, and where interregional conflicts backed by religious and territorial claims threaten the stability of the region.

The answer to these questions is not simple and requires an interdisciplinary explanation. The politics of turbulent change and revolutionary upheaval in the Middle East is an outgrowth of dialectical clash between the forces of modernity and persisting strength of traditionalism. The primordial relationships and social structure are fastly losing their place, while the new value systems are yet to be formed. The subject matter will deal with dialectical relationship of socio-economic and political dynamics that shape the politics of the region. The material will be integrated in a manner that may lead the students to probe beyond simplistic generalizations and explanations.

Student Expectations
1. Active, informed participation in class discussions.
2. Satisfactory performance on examinations.
3. Demonstration of critical thinking skills in all written assignments and oral presentations.
4. Timely completion of all assignments.
UI-351  Public Opinion Management

Catalog Description (including prerequisites)
Discussion of basic principles of public relations, publicity and propaganda used by business, political, and non-profit organizations to influence public opinion and communicate with their various publics. (3)

Course Content
The course will focus on basic principles of public opinion management with emphasis on the management of public opinion.

Theories of communication effects will be discussed. Questions such as "Can we really be persuaded?" and "Is the media biased?" will be addressed. The attitude formation process and the attitude change process will be explored. Group influences on individual opinion and the concepts of public opinion, public relations, public affairs, and propaganda will be examined.

The concept of organizational "linkages" to various publics will be addressed. Other content areas in the opinion management process that will be covered are relations with media; employees; community; government; consumers; educational institutions; financial institutions; active publics; environmentalists; minorities; and special programs, such as promotion, fund raising and public communication campaigns.

Nature of Course
Students will be expected to read three texts and other selected literature in the field and discuss the material in class. Emphasis will be placed on class discussion and oral communication skills. Debate on issues will be encouraged. Selected case studies will be assigned to be read and discussed in class. A project emphasizing public opinion research will be required in addition to exams over the texts.

Student Expectations
Students are expected to participate actively in class discussions and satisfactorily complete class assignments. Exams over the text and assigned readings will be worth 60 percent of the student's grade. Written individual and team assignments will total 25 percent of the grade and class participation will account for 15 percent.
UI-352  Medical Ethics

Catalog Description (including prerequisites)
An examination of the ethical and social issues related to medicine, nursing, and biomedical research. Prerequisites: Junior standing or consent of instructor. (3)

Course Content
The course examines a variety of ethical questions that arise in connection with contemporary medical practice. Ethical concepts and principles are introduced and applied to specific cases as they are described in popular, academic and professional literature.

The subject of medical ethics is inherently interdisciplinary, incorporating scientific knowledge and judgments about diagnosis, prognosis, treatment options, the quality of life, individual rights, autonomy, and social policy. A central theme of the course is that the scientific aspects of medical policies and decisions cannot be isolated from their social, religious, political and economic aspects.

Students will be introduced to some of the moral problems that arise in connection with the provision of health services. Emphasis is given to problems that arise in connection with new medical technology, the allocation of scarce medical resources, AIDS, the termination of life, informed consent, truthfulness, and confidentiality.

Nature of Course
A primary goal of the course is the development of the analytical skills necessary to evaluate medical policies and decisions from an ethical perspective. To this end emphasis will be placed on applying ethical concepts and principles to individual case studies. Classes are a combination of lecture and discussion, and students will be expected to do considerable reading outside of class. Essay questions are a component on all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in class discussion. During the semester students will be expected to prepare four separate case studies, and to demonstrate achievement on midterm and final exams. In addition, an 8-10 page interdisciplinary research paper is required.
UI-354  Lifestyle Enhancement

Catalog Description (including prerequisites)
An interdisciplinary study of the psychology of health and lifestyle management. Prerequisites: Completion of the University Studies requirements in the following categories: Behavioral Systems and Social Systems. (3)

Course Content
The course will integrate knowledge and methods of investigation from the Behavioral and Social Systems areas. Students will compare and synthesize information from the disciplines of social sciences, health, and psychology in order to achieve a multidisciplinary perspective on health and lifestyle enhancement.

Nature of Course
The course is designed to enable students to make informed lifestyle choices as a result of attaining a broader understanding of the determinants of lifestyle, lifestyle consequences and completing a self-directed health behavior change project.

Student Expectations
- Written exams 40%
- Health behavior change project 30%
- Assignments 30%
UI-355 Consumer and the Market

**Catalog Description (including prerequisites)**

The interdisciplinary study of the application of the critical thinking process to analyze economic, social, behavioral and political actions and interaction of consumers with the market and their use/consumption of those products and services acquired through the market exchange process. Prerequisites: Satisfactory completion of courses in University Studies categories of Economic, Political, Behavioral and Social Systems. (3)

**Course Content**

The main objective of the course will be to explore all aspects of the interactions of the consumer with the market. Students will develop an interdisciplinary approach to thinking through course assignments, discussions, informal debates and case study analysis which allow them the opportunity to explore issues from many different perspectives.

**Nature of Course**

Consumer science draws from the disciplines of economics, sociology, psychology, political science and others as consumer issues are addressed. Many literary works will be discussed also to provide a historical perspective on the consumer movement in the United States as well as its extension at the international level.

**Student Expectations**

1. Participate in class discussion and activities.
2. Complete all assigned reading, journal reviews and mini-assignments.
3. Complete a term paper on a selected consumer issue.
4. Satisfactory complete three tests and a final comprehensive exam.
UI-357  Early American Political Thought

Catalog Description (Including Prerequisites)
A critical historical analysis and philosophical examination of the origins and development of early American political thought articulated in the classic works of significant American political theorists. Prerequisites: Political Systems (PS-103 or PS-104), a course in Social Systems and a course in Behavioral Systems. (3)

Course Content
This course consists of a critical examination of the origins and development of early American political thought. Extensive analysis of several major selections by theorists that have made a major contribution to early American political thought. Analysis of the normative concepts that stimulated such theorists: sovereignty, political community, political authority, political obligation, natural rights, consent, social contract, liberty, equality, property, justice, political participation, representation, liberalism, democracy, republicanism, individualism, and Congregationalism. This particular course will analyze political theoretical concepts, normative principles and issues from the interconnected interdisciplinary perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and ethical theory (behavioral systems). This course is designed to demonstrate to students the linkage between diverse political philosophical systems of thought and various forms of social and political behavior, public policies and political institutions.

Nature of Course
This course consists of a conceptual analysis of the most significant perennial political ideas and political theories of early American political thought. Students will be encouraged to develop competency working in the area of ethical justification by applying moral principles and logical arguments to normative problems and issues in political theory. Students will be encouraged to participate in an active Socratic dialogue with the instructor and with other students. At the end of each session, a series of analytical questions will be posed to students. Students will be required to respond orally to such questions in the following session. This particular course will use a "Great Books" approach (selections from Alpheus Mason's Free Government In The Making). In addition, an analytical study will be used (Max Skidmore's American Political Thought).

Student Expectations
1. To attend consistently all scheduled classes and to be prepared in all assigned work.
2. To participate and to engage actively in class discussion and dialogue with other students and the instructor.
3. To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.

(description continues)
UI-357 Early American Political Thought

Student Expectations

4. To take three major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.

5. To prepare and respond orally to a series of analytical questions posed at the end of each prior session.

6. To prepare an oral presentation on a political philosophical issue or normative concept.

7. To prepare an interdisciplinary (10-15 page) written research paper.

8. To comprehend the diverse conceptual frames of reference by which various political theories are designed and articulated.

9. To be able critically to evaluate scholarly research in the discipline of political theory.
UI-358  Foundations of Political Thought

Catalog Description (including prerequisites)
A critical examination and study of ancient and medieval political thought articulated in the original classic works of significant political philosophers. Prerequisites: Political Systems (PS-103 or PS-104), a course in Social Systems and a course in Behavioral Systems. (3)

Course Content
This course consists of a critical examination of the historical origins and intellectual development of classical Greek, Roman and medieval political philosophy. Extensive analysis of several major works by political philosophers (e.g. Plato, Aristotle, Cicero, St. Augustine, and St. Thomas Aquinas) that have made a major contribution to ancient and medieval political thought. Analysis of the normative concepts that stimulated such theorists: community, political authority, political obligation, civil rights, natural law, consent, liberty, equality, property, justice, political participation, representation, constitutionalism, monarchy, and democracy. This particular course will analyze political theoretical concepts, normative principles and issues from the interconnected interdisciplinary perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and ethical theory (behavioral systems). This course is designed to demonstrate to students the linkage between diverse political philosophical systems of thought and various forms of social and political behavior, public policies and political institutions.

Nature of Course
This course consists of a conceptual analysis of the most significant perennial political ideas and political theories of ancient and medieval thought. Students will be encouraged to develop competency working in the area of ethical justification by applying moral principles and logical arguments to normative problems and issues in political theory. Students will be encouraged to participate in an active Socratic dialogue with the instructor and with other students. At the end of each session, a series of analytical questions will be posed to students. Students will be required to respond orally to such questions in the following session. This particular course will use a "Great Books" approach (e.g. Plato’s Republic, Aristotle’s Politics etc.)

Student Expectations
1. To attend consistently all scheduled classes and to be prepared in all assigned work.
2. To participate and to engage actively in class discussion and dialogue with other students and the instructor.
3. To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.

(description continues)
300-Level Interdisciplinary Course

UI-358    Foundations of Political Thought (page 2)

Student Expectations

4. To take three major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.

5. To prepare and respond orally to a series of analytical questions posed at the end of each prior session.

6. To prepare an oral presentation on a political philosophical issue or normative concept.

7. To prepare an interdisciplinary (10-15 page) written research paper.

8. To comprehend the diverse conceptual frames of reference by which various political theories are designed and articulated.

9. To be able critically to evaluate scholarly research in the discipline of political theory.
UI-359 Consumers: Buying/Having/Being

Catalog Description (including prerequisites)
Examines consumption behavior with emphasis on the psychological, sociological, cultural, economic, and environmental influences. Reviews importance of products to consumers. Prerequisites: Social Systems and/or Behavioral Systems. (3)

Course Content
Buyer (consumer) behavior is that subset of human behavior that deals with the consumption process. The course examines the buyer's decision making process and the influences on that process. Considerable emphasis is given to social influences ranging from one's culture to other individuals. Emphasis is also placed on how one processes and stores information, motivation, learning, attitude formation and change, cognitive dissonance, and other psychological factors. Public policy issues in regard to the buyer/seller relationship are also discussed. The course does not emphasize specific buying decisions such as housing, automobiles, insurance, etc.

Nature of Course
Every student is a consumer and consuming is a very important part of our lives. Our consumption patterns define our lifestyle. The course is designed to help the student better understand their own consumer behavior. To do this, the course typically utilizes a number of different teaching approaches such as lecture/discussion, cases, exercises, group projects, videotapes, and guest lecturers. Emphasis is placed on student participation to achieve more of an active learning environment.

Student Expectations
Students are expected to read assigned materials, prepare homework assignments, and actively participate in class discussions. Students are expected to demonstrate critical thinking skills and integration of knowledge in class assignments. Students will be evaluated as follows:

1. Exams 65%
2. Exercises (5 written) 10%
3. Oral Reports in class 10%
4. Group Research Project (1 oral and written) 15%

Note: The faculty member has the discretion to add or subtract 5% in each of the above categories.
UI-360 Recycling and Waste Management

Catalog Description (including prerequisites)
Exploration of personal, institutional, and societal strategies for dealing with solid and toxic wastes. Prerequisites: junior standing and completion of the Living Systems and Physical Systems University Studies courses. (3)

Course Content
Students will be introduced to the history of solid and toxic waste disposal in the United States and the dimensions of the current waste crisis. Biogeochemical cycles will be considered as a natural model for the disposal and reuse of wastes. The various steps in the closed-loop recycling process will be covered and options and difficulties at each step will be considered. Recycling of paper, glass, plastic, metals, petroleum, demolition wastes and toxic wastes will be discussed. Purchasing policies as waste-reduction and recycling-promotion strategies will be considered. Source reduction as a waste management strategy and composting, incineration, and landfilling as alternative disposal strategies will be discussed.

Nature of Course
The course will have two primary emphases, lecture-discussion and student activism. The lecture-discussion portion of the course is intended to inform and arouse concern about the growing environmental problems associated with wastes. The procedures, problems, and benefits to solutions of these problems will be considered. This portion of the course will involve lecture-discussions, assigned readings, videos, and guest speakers.

The student activism aspect of the course will stress the critical role of concerned individual citizens in addressing the waste crisis. Students will be asked to examine their own disposal habits, purchasing practices, and use of toxic chemicals. Each student will have experience communicating about recycling and wastes to a community group.

Student Expectations
Students are expected to attend class, complete assigned readings, and participate in class discussions. Satisfactory performance on midterm and final essay exams is expected. Students will also conduct and submit the results of a personal waste audit and personal toxic chemical audit. Students will identify a community group and deliver a short oral presentation to the group on waste management.
UI-361  Contemporary Political Theory

Catalog Description (including prerequisites)
A critical historical analysis and philosophical examination of contemporary political thought and the origins and development of major political ideologies of the late 19th century and 20th century. Prerequisites: Political Systems (PS-103 or PS-104), a course in Social Systems and a course in Behavioral Systems. (3)

Course Content
This course consists of a critical examination of the origins and development of contemporary political thought. Extensive analysis of several major political philosophical works by theorists associated with particular contemporary political ideologies, such as democracy, liberalism, conservatism, socialism, Marxism, anarchism, fascism, and Nazism. Critical analysis of the normative concepts that stimulated these theorists: The nation-state, nationalism, political authority, political obligation, civil rights, natural rights, natural law, consent, social contract, liberty, equality, property, justice, political participation, representation, constitutionalism, monarchy, privacy, and individualism. This particular course will analyze political theoretical concepts, normative principles and issues from the interconnected interdisciplinary perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and ethical theory (behavioral systems). This course is designed to demonstrate to students the linkage between diverse political philosophical systems of thought and various forms of social and political behavior, public policies, and political institutions.

Nature of Course
This course consists of a conceptual analysis of the most significant perennial political ideas and political theories of contemporary political thought. Students will be encouraged to develop competency working in the area of ethical justification by applying moral principles and logical arguments to normative problems and issues in political theory. Students will be encouraged to participate in active Socratic dialogue with the instructor and with other students. At the end of each session, a series of analytical questions will be posed to students. Students will be required to orally respond to such questions in the following session.

Student Expectations
1. To attend consistently all scheduled classes and to be prepared in all assigned work.
2. To participate and to engage actively in class discussion and dialogue with other students and the instructor.
3. To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.
4. To take three major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.
5. To prepare and orally respond to a series of analytical questions posed at the end of each prior session.
6. To prepare an oral presentation on a political philosophical issue or normative concept.
7. To prepare an interdisciplinary (10-15 page) written research paper.
8. To comprehend the diverse conceptual frames of reference by which various political theories are designed and articulated.
9. To be able to critically evaluate scholarly research in the discipline of political theory.
UI-362 Contemporary French Culture

Catalog Description (including prerequisites)
A study of French society since 1945, including attitudes, achievements, institutions, and life styles of the French people. In English. Prerequisites: Completion of one course each in Development of a Major Civilization and Social Systems. (3)

Course Content
This course studies a range of aspects of French culture. An introductory section considers France in the context of the European union. Institutional structures of France are examined, including political, social, religious, and educational institutions. Patterns of private behavior, including family life and leisure activities, are studied. A concluding section includes material on French culture outside of France, both in former French colonies and in other Francophone countries. Topics are considered from the perspectives of recent historical forces and their influence on current social patterns and issues in France. Attention is given to comparing important aspects of French culture with contemporary American culture, including such topics as political policy, environmental policy, health care, the status of women and minorities, etc.

Nature of Course
This course has a discussion format, for which students need to complete readings from the textbook and from outside library sources. Video and audio tapes and guest speakers will supplement the written texts, in order to expand the students' acquaintance with French culture.

Student Expectations
Students are expected to attend class regularly and to participate in class discussions in an informed manner.

Three written reports are required: one report on an outside reading or an interview with a French native; one report on a French feature film; one report on the French position on a current social issue (e.g. health care, environmental policy).

One research paper is required, employing contractive analysis of an issue as it relates to France and to the United States.

There are two exams and a final exam.
UI-366    Law and Economics

Catalog Description (including prerequisites)

An analysis of the application of economic principles to all aspects of law including contract law, torts, and criminal law. Prerequisites: EC-101 or EC-215 and completion of Political Systems component. (3)

Course Content

This course examines the relationship between economics and law. Four core areas of law will be examined: property, contracts, torts and crime. The basic approach will be first to develop appropriate economic theory for each area of law and then show through various examples and applications, how the economic theory can improve our understanding of the various areas of law. In general, the economic theory which is used does not advance beyond the principles or introductory level.

Nature of Course

The reading assignments are moderate in amount, though some of the economic theory may require a little review if the student has not taken an introductory economics course recently. The student will be required to read court cases and to apply the economic approach to an analysis of the cases through short, written reports. There will also be class periods devoted to analysis and discussion of court cases in groups. The student, through these assignments and practice, will come to see that economists and lawyers tend to think alike in many (though not all) cases.

A variety of teaching methods will be employed, including lecture, discussion, and group work. Students will need to feel comfortable learning in a variety of environments.

Student Expectations

Attend class on a regular basis and complete all assignments. Expect to spend 4-6 hours per week outside of class completing assignments, reading for class, preparing for tests, etc. It is important to note that students will be expected to complete reading assignments before attending class. The final basis for student evaluation will be as follows:

- Three essay exams 60%
- Homework/Case Studies 25%
- Term Project 15%
UI-368 Mind, Meaning and Value

Catalog Description (including prerequisites)
Investigation of the theories, concepts and methodologies employed in the scientific study of the mind from 1650 to the present. Prerequisites: Completion of lower division University Studies curriculum, or consent of instructor. (3)

Course Content
The course is an interdisciplinary investigation of the development of the science of the mind from the 17th century to the present day. Topics covered will be the a priori theorizing of René Descartes, the analysis of consciousness of William James, the investigation of the unconscious by Sigmund Freud, the experimental methods developed by B. F. Skinner, the cognitive-development theories of Jean Piaget and Lawrence Kohlberg, the information-processing models of contemporary cognitive science and artificial intelligence, and the evolutionary biology of E. O. Wilson. The course will conclude with an examination of the problem of consciousness and why it is thought to present a barrier to the scientific study of the mind.

The views of each major figure will be studied from different points of view, e.g., (a) whether they are compatible with a scientific psychology, (b) whether they are compatible with our conception of ourselves as moral agents, (c) whether they can accommodate the mentalistic framework which we use to understand ourselves, (d) whether they present scientifically acceptable hypotheses, (e) whether they can account for novelty and purpose in human behavior, (f) whether their theories of learning, development and reinforcement are compatible with human values.

Nature of Course
The course combines lecture and discussion of assigned texts. Students will be expected to do a good deal of reading and study outside of class, and should be prepared to discuss and apply the readings to hypothetical, experimental and clinical situations. Students should devote five to six hours per week to this course outside the classroom. Essay questions are a component on all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, participate in class discussion, and demonstrate achievement on midterm and final exams. Students should also expect to write one or more discussion papers, and do independent research leading to the completion of a research paper.
UI-369  Vice and Virtue

Catalog Description (including prerequisites)
Investigation and analysis of some of the main concepts, issues and problems in moral psychology or character development. Prerequisites: Completion of lower division University Studies curriculum, or consent of instructor. (3)

Course Content
Moral psychology is the study of the nature, capacities and norms of evaluation appropriate for individuals considered as moral agents. It also seeks to learn how the evaluative study of character can be integrated with a scientific knowledge of human nature. Thus virtues and vices are understood, on the one hand, as qualities of character that lead to the performance of good or harmful actions. On the other hand, they are understood as dispositions whose development and expression is influenced by natural endowment, teaching, example and environmental conditions. Many basic human motives can be characterized as virtues or vices to the extent that they are effective in causing or determining behavior, e.g. benevolence, truthfulness and fairness on the one hand, selfishness, indifference and malevolence on the other. The course investigates the development, modification, expression and evaluation of such motives, together with their implications for the moral assessment of persons and their characters. Classical, traditional and contemporary views of human nature are considered for their ability to reflect ideals of character and to justify the judgment, assessment and shaping of character.

Nature of Course
The course combines lecture and discussion of assigned texts. Students are expected to do a good deal of reading and study outside of class, and should be prepared to discuss and apply the readings to historical, fictional and hypothetical situations. Essay questions are a component on all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, participate in class discussion, and demonstrate achievement on midterm and final exams. Students should also expect to write one or more discussion papers, and do independent research leading to the completion of a research paper.
UI-370 Media Ethics

Catalog Description (including prerequisites)
A study of the ethical questions that arise in modern mass media with emphasis on journalism, advertising and entertainment. Prerequisites: Junior standing or consent of instructor. (3)

Course Content
This course examines the ethical issues that arise in modern mass media with specific emphasis on journalism, advertising and entertainment. The course begins with an introduction to ethical theory, a set of frameworks within which we make and justify ethical judgments. Those theories are then used to evaluate problems in the three content areas mentioned above. In addition to ethical theories, economic, social and political aspects of media issues are examined. Problems in media ethics are polycentric, that is, they have many dimensions. One of the goals of the course is to demonstrate how complex the issues are and how reasonable people often differ about the best resolution of them.

Nature of Course
Media Ethics is a course in applied ethical theory and, as such, must be interdisciplinary. This course integrates material from art theory (artistic expression), ethical theory (behavioral systems), economics (economic systems), law and politics (political systems), and business and social science (social systems). Discussions of the business pressures faced by editors relate moral theory, journalistic standards, economics and business. For example, how should the editor of a magazine devoted to women and women's issues respond to cigarette ads directed at women or to advertisers who demand "tie-in" articles in order to place ads in a magazine? The experience of Ms. magazine is directly relevant here. Similarly, discussions of pornography and violence in the entertainment industry definitions and concepts of art, erotica, pornography and obscenity (artistic expression), ethical theories (behavioral systems), constitutional issues of free expression and other regulations (political systems) and social scientific research on the effect of pornography on society (social systems).

Student Expectations
1. Attend class regularly (be prepared to be called on in class).
2. Participate in class discussions.
3. Complete seven (7) written case summary reports.
4. Prepare two (2) papers, one analytical, the other expository.
5. Complete a mid-term and final examination (essay exam style).
UI-371 Government and Business

Catalog Description (including prerequisites)
Government regulation of business in the United States with emphasis on differing economic and political perspectives concerning such regulation. (3)

Course Content
The course will study various types of government regulation and consider efficiency based on the economist's model as opposed to the political reality of the actual regulatory legislation and process. In addition to developing economic models for regulation, the views of political scientists regarding the limitations of economic models will be considered. Subsequently, the course will look at various types of business regulation imposed by government. After studying the regulation itself as well as the political and historic context in which it developed, an attempt will be made to evaluate the regulatory results both from an economic viewpoint and a broader societal view. Most government intervention in the market fails to meet the economic criteria for efficiency; therefore, its justification and continuing popularity must be sought in the political realm. However, some types of regulation are obviously more efficient than others and at the same time meet the equity concerns of society. The course will attempt to assist the student in developing a framework for evaluating government intervention in terms of both economic efficiency and political realities.

Nature of Course
This course is both reading and writing intensive. There will be a textbook, a number of outside readings and ten or more homework assignments. Students are expected to read materials and prepare homework in advance. There may be occasional pop quizzes on assigned materials. A variety of teaching methods will be used but the class will focus on discussion of the homework and other assigned materials. All tests will be essay. Students are expected to demonstrate high quality writing skills on tests, the assigned paper, and other written work. Students will need to spend at least six hours weekly preparing assignments outside class.

Student Expectations
1. Advance preparation of all assigned material.
2. Active classroom participation.
3. Satisfactory performance on three essay tests, ten or more homework assignments and pop quizzes.
4. Satisfactory completion of a term paper on an assigned topic and oral presentation based on the paper.
UI-372 Earthquakes and Society

Catalog Description (including prerequisites)
Study of earthquakes; their causes, occurrence, physical properties, scientific use, their effects on human society, and the role of the public in their related hazards reduction. Prerequisites: Completion of University Studies Physical and Social System categories. (3)

Course Content
This course focuses on the study of earthquakes and the hazards they present to society. It begins with the geoscientific background necessary to understand earthquakes, and then illustrates the nature of earthquake hazards through historical and recent accounts of major earthquakes. Seismology, the study of seismic waves, is reviewed in some depth to illustrate how earthquake risks are evaluated and how detailed knowledge of the earth's interior is gained. Emphasis is given to earthquake preparedness and disaster planning, and the positive role of public education and response. The New Madrid Seismic Zone, the principal cause of earthquake hazard in our region, is studied in detail. Historical seismicity and related events and our present knowledge of the earthquake potential and hazards associated with this zone are reviewed.

Nature of Course
The content of this course is delivered in classroom lectures, discussions and in-class projects. Reading assignments in the prescribed text, handouts, and reserved materials in Kent Library prepare the students for these lectures. For the term projects, students work individually and in groups to research and prepare a written paper on a topic they choose under a theme designated by the instructor. These capstone projects are orally presented and discussed in class.

Student Expectations
Students are expected to attend all class meetings, complete all assignments, and to perform satisfactorily on all examinations. Students are expected to actively participate in classroom oral presentations and discussions. Full participation in the capstone project is essential to the successful completion of this course.
UI-373 Earth/Life Through Time

Catalog Description (including prerequisites)
Reading and evaluating the geologic record of biologic and geologic events, with chronicle of life and earth interaction through time. (3)

Course Content
The course will consist of two hours of lecture and two hours of lab per week. Topics to be examined include: past environmental interpretation from fossils and sedimentary rocks; relative and absolute age dating of rocks; paleontology; techniques in fossil recognition and interpretation; evolution; modes of fossil preservation; stratigraphy; plate tectonics; geologic maps; and life and geologic events, and their interrelationships, from the beginning of life on earth to the modern day.

Nature of Course
The first eight weeks of lecture, and all labs, are devoted to teaching techniques for interpretation of past living and physical systems from data preserved in the rock record. The second eight weeks of lecture illustrate the interaction of physical and living systems throughout geologic time, by way of a chronicle of the past 3.5 billion years of life and geologic events. The intent of the course is to teach techniques for reading the geologic record of life and environments past, and to instill a knowledge of and appreciation for the geologic record of global change.

Student Expectations
1. Attend and participate in all lecture and lab activities, including class discussion.
2. Complete all labs, the class paper (approximately 5 pages, regarding current scientific and social issues in global change), and the final lab project (approximately 5 pages, interpretation of a past environment/ecosystem from a sedimentary rock outcrop).
3. Perform acceptably on all exams.
UI-375 European Film

Catalog Description (including prerequisites)
Study of major European films and film makers in the context of French, German, and Spanish cultures. Prerequisites: Completion of Artistic Expression, Oral Expression, Written Expression, Literary Expression, and Development of a Major Civilization in the University Studies Core Curriculum or permission of the instructor. (3)

Course Content
The course includes a study of the art and practice of film making in Europe, concentrating on French, German, and Spanish cinema. The particular emphasis of the course is the expression of national and linguistic cultures in the films and a comparison between European and American film making.

Critical analysis of film in general is combined with the identification and explanation of cultural particularities in representative French, German, and Spanish films. An historical perspective of the development of the film industry in Europe and its relationship to major artistic movements of the twentieth century are also presented. Readings, viewings, and research projects will allow students to investigate in greater detail one particular aspect of European film.

The course is designed for both foreign language majors and non-majors. It does not count toward the requirements of foreign language degrees, except as a UI 300-level course fulfilling the degree requirements in University Studies; in fact, the emphasis is on an in-depth analysis of film, film history, and world-famous european directors, not on language as such. All textbook materials and in-class work are in English and all films viewed are subtitled in English. There is an extensive body of critical work available in Kent Library and through other sources in English.

Nature of Course
This course has a lecture/discussion format, for which students need to complete readings from the textbook and attend weekly viewings of the films under discussion. The course includes both the basic technical and critical tools of film analysis, the history of cinema in Europe, and the discussion of examples from major European directors.

Student Expectations
Students are expected to participate actively in all class activities, including class meetings, viewing of films, discussions, and class projects. In addition, each student will complete a research project on a specific aspect of European cinema in consultation with the instructor.

The course includes lectures, discussions, tests on assigned material, reports on film viewings, reports to the class of the progress of the major research project. The exams include objective question/answer (film terms, identification of directors/trends/themes), short essay questions (e.g., characteristics of a movement such as German expressionism), and one longer essay (e.g., an analysis of the elements of a particular film).
UI-378 Physics of Star Trek

Catalog Description (including prerequisites)
How the universe as we know it compares with the universe of Star Trek and other popular science fiction. Prerequisites: Written Expression (EN-140 or PL-115), Oral Expression (SC-105), Physical Systems (one of the following: PH-106, PH-109, or higher; CH-180, CH-181, CH-185, or higher), and Logical Systems (MA-134 or higher). (3)

Course Content
The course introduces concepts in physics through illustrative examples in Star Trek and other works of fiction. Topics covered include early theories of cosmology, the progress of physics through Galileo, Kepler, and Newton, nineteenth century developments leading to modern physics, and developments of physics in the twentieth century. Particular emphasis is placed on how physical laws apply to concepts such as interstellar travel, time travel, the transporter, and other devices that appear in Star Trek. The course is intended for non-majors and requires a minimal knowledge of mathematics.

Nature of Course
The course examines concepts in physics using Star Trek as a point of departure. Violations of Newton’s laws, for example, lead to discussions of early views on motion and their evolution to Newtonian physics and special and general relativity. Students will be given two major written assignments, one discussing a particular physical phenomenon, and a second analyzing the physical plausibility of a work of science fiction.

Student Expectations
1. Students are expected to attend class regularly, read or view assignments, and to be prepared for and to participate in class discussions.
2. Students are required to demonstrate their understanding of the topics orally, in class discussions; and in writing.
3. Students are required to write a paper giving a critical analysis of a work of science fiction and to make an oral presentation to the class.
4. Students are required to write a paper or a book review on an appropriate subject.
UI-382 History and Philosophy of American Mass Media

Catalog Description (including prerequisites)
An historical investigation of American mass media and the philosophies and concepts underlying their development from colonial to present times. Prerequisite: Completion of 45 hours. (3)

Course Content
This course examines American mass media development and history as a product of the social, cultural, historical, and political environment unique to America. The course incorporates analysis and discussion of significant events and issues affecting mass media’s development as well as its role in reporting those events. The course outline is as follows:
1. The Media in Early America
   a. British Roots of the Colonial Press
   b. Colonial, Revolutionary, and Party Presses
   c. The Philosophy of Press Freedom
   d. Penny Press and Early Magazines
2. The Media in an Expanding Nation
   a. Sectional, Abolition, and Civil War Presses
   b. The Frontier Press and Manifest Destiny
   c. The Press and Industrial America
   d. New Journalism, Pulitzer, Hearst, and Ochs
   e. Reform Journalism: The Muckrakers
3. The Media in a Modern World
   a. The Film Industry
   b. Radio
   c. Advertising
   d. Magazines
   e. Public Relations
   f. Television
   g. Newspapers

Nature of Course
This course is taught primarily through the lecture/discussion methods. Emphasis throughout the course is placed on weaving the mass media’s growth and changes into the fabric of the nation’s development as a democracy and as a diverse and culturally-rich society. Whenever possible, the course utilizes primary sources (newspapers, magazines, audio and videotapes) from the periods and events under investigation to encourage students to critically evaluate the media in their proper context. Students engage in historical research using primary and secondary sources for two-three brief essays, an individual research paper, and an oral group presentation.

Student Expectations
1. Attend class regularly.
2. Complete all of the assignments.
3. Participate actively in group activities.
4. Complete at least one out-of-class visit to the University Museum, Rare Book Room, Regional History Center, University Archives, Cape River Heritage Museum, or other approved facility dealing with historical artifacts or records.
5. Complete all regularly scheduled exams, including the final exam.
300-Level Interdisciplinary Course

UI-390 The Film Musical

Catalog Description (including prerequisites)
A study of the integrated components of dance, music and theatre in film musicals, placed in their American socio-historical contexts. Prerequisites: One 100- or 200-level University Studies course in dance, music or theatre and one course from AN-101, MC-101, or SO-102; or permission of instructor.

Course Content

Nature of Course
The Film Musical integrates subject matter and approaches from the categories "Artistic Expression" and "Social Systems," by tracing the evolution of the three artistic components -- dance, music and theatre -- throughout 20th century America in their socio-historical context decade-by-decade. For example, the societal need for escapism during the Great Depression of the thirties directly contributed to the success of the Astaire-Rogers musical fantasies. Detailed discussion of the social forces at work are juxtaposed with artistic developments through the century: World War II, fifties prosperity, TV, Rock and Roll, MTV, technological invention, color vs. black and white, directors, and artists.

Student Expectations
1. View, critique, discuss and write on videos and selected excerpts from film musicals. (No more than 25% of class time will be devoted to viewing; the remaining time will involve lecture, critique and discussion.)
2. Attend class regularly with active participation.
3. Prepare outside assignments for class discussion, presentation (short oral report), and written work (analyses, research paper).
UI-396 The Age of Beethoven

Catalog Description (including prerequisites)
An examination of Beethoven's life and music, and the cultural context in which it developed. Prerequisites: MM-203 and MM-207; or MU-181 or MU-182 by permission of the instructor; or by permission of the instructor. (3)

Course Content
This course is an interdisciplinary investigation into the life and music of Ludwig van Beethoven (1770-1827) and the rich and tumultuous era in which he lived. Beethoven's life and his musical masterworks will be studied in detail, with selections from all genres (song, choral, orchestral, chamber music, piano) represented. Such masterworks as Beethoven's Fifth Symphony, Missa Solemnis, Moonlight Sonata, Fidelio, and the Ninth Symphony will be studied in detail, along with the biographical incidents in Beethoven's life that gave rise to these compositions. In addition, the cultural, social, and political history of the era will be fleshed out with discussions, readings, and interactive sessions devoted to the poetry (Goethe, Byron, Wordsworth), art (Goya, Turner), and political history (French Revolution, Napoleon, Waterloo) of the era. The course content will illuminate the development of Western European history at a crucial juncture: the era of revolution; and it will detail the changing intellectual climate as the Age of Enlightenment gives way to the Age of Romanticism. Central to these discussions will be the life and work of one great artist, Beethoven, whose creative genius helped shape the course of human history.

Nature of Course
This course will study Beethoven's music in a context-oriented approach. Analysis of his music will be undertaken under a broad spectrum of procedures, including formal analysis, textual analysis (for choral and song composition), autobiographical influences, performing practices, and expressive content. Analysis of the era in which he lived will be undertaken through lecture, discussions, interactive sessions, role playing, poetry readings, plays, and so forth. For instance, students will hear demonstrations of the changing sound of woodwind instruments in Beethoven's day, and will re-enact the Battle of Waterloo. Class discussions on such topics as Beethoven's revolutionary musical ideas, the emerging poetry of Romanticism, and the changing sound of the piano, will take place.

Student Expectations
1. Students are expected to attend class regularly and to participate actively in class discussions.
2. Students are expected to perform satisfactorily on all examinations.
3. Students are expected to complete all class assignments, including listening, reading, and writing assignments.
4. Students are expected to complete a term paper and accompanying oral presentation that demonstrates original research on a selected aspect of the Age of Beethoven.
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. Prerequisites: Senior standing and completion of all lower division University Studies courses, or consent of instructor. (3)

Course Content
This course involves a detailed study of the ethical problems that arise in business, along with methods and techniques for analyzing and evaluating proposed solutions. The course is divided into four sections. The first is an overview of ethical concepts and theories, and of the importance and role of ethics in business. Distinctions are drawn between the legal and ethical dimensions of business, and between consequentialist and non-consequentialist theories in ethics.

The second section examines the concept of responsibility, with emphasis on the view that discussions of responsibility make sense only within the context of well defined social roles. Different kinds of social roles are examined, as is the claim that the activity of business is itself a social role. Two different types of social responsibility often ascribed to business, beneficence and non-malevolence, are examined.

The third section examines problems of honesty and deception in business. The wrongness of deception itself is examined, along with specific problems involving deception in accounting, finance, management and marketing. Problems surrounding employee rights, privacy and whistleblowing are also examined.

The fourth section examines problems of economic and social justice. Theories of distributive justice and the role of business in achieving it are presented, along with broader questions of social justice and affirmative action.

Nature of Course
The course is discussion oriented rather than traditional lecture, and students will be expected to do a good deal of reading in preparation for class. Much of the reading material is analytical and argumentative, and students will be called on to analyze and discuss the reading material in class. The course requires a significant amount of writing, involving the preparation of case studies and a written research project. At least six hours of study time per week, apart from class time, should be devoted to this course. Essay questions are a component on all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, participate in class discussion, and participate in a group oral debate on a question of ethics and business policy. Students are also expected to analyze at least five case studies involving ethical issues in business and complete a 10-15 page interdisciplinary research project. Students will demonstrate achievement on midterm and final examinations.
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 architectural 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 architectural 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 essays or paragraph questions. Class projects will be used to determine the remaining percentage. The class project will require student access to a camera to be used for landscape interpretation. Photographs and slides will be used by the student for a presentation.
UI-402  Music in World Cultures

Catalog Description (including prerequisites)
A Study and comparison of the music, instruments, style and the music making process of diverse world cultures. Prerequisites: MM-101 or equivalent note reading ability. (3)

Course Content
Music in World Cultures is an investigation of the art and artifacts of music and music-making as they have developed and been implemented in various cultures. Using the tools of the ethnomusicologist, the student will consider the social, religious, political and aesthetic influences on music in a number of cultures. While some basic content will be considered for each musical culture studied, this course is not a survey.

Music in World Cultures is, at its heart, an ethnomusicology course. This field is, by its very nature, interdisciplinary. It approaches its subjects--music and music-making--utilizing musicology, cultural anthropology, iconography, organology, linguistics and history, to name a few. If ethnomusicology is the study of "musical behaviors" then its students are involved in the investigation of a myriad of factors. These include aesthetic philosophies, cultural technologies and the historical evolution of musical styles.

Nature of Course
The semester will be broken roughly into three segments: Materials and Methodologies, Musical Cultures and Experiences, and Final Research Presentations. This is not a survey of World Musics, but is an ethnomusicology seminar using musics of specific cultures as study subjects. Each semester, two or three musical cultures outside of the mainstream Western European "fine art" tradition will be considered. The investigation of each culture will involve reading and listening assignments as well as in-class listening, videos and lectures. The class will function as a seminar, with specific topics covered over the course of several weeks.

In the first two sections of the semester, classes will involve lecture, listening and video presentations. Every week or two, students will present a 1 to 4 page response or reaction paper on some aspect of the subject under consideration. These papers will be presented for discussion in a seminar to which all students are expected to contribute.

Two tests will be taken, one at midterm and one as a final. These tests will be essays and will be based on readings, listening, lectures and discussions. The point of the tests is for the student to demonstrate his/her control of the subject matter and his/her critical thinking and writing skills.

As this is a capstone course, especially for music majors, the final research project and presentation are major components of the semester’s work. The thrust of the semester will be to equip the student with the tools to do musicological/cultural research and to hone his/her critical and writing skills. The final project should demonstrate the student’s ability to apply these research, critical and writing skills to a specific topic.

Student Expectations
1. Attend all classes.
2. Participate in classes by contributing to discussion with observations, questions and responses that are germane to the subject at hand.
3. Complete all reading and listening assignments prior to class.
4. Complete all writing assignments, including weekly discussion papers or classroom presentations, on time.
5. Complete a major research project according to guidelines issued for the project.
6. Make an oral presentation summarizing and describing the results of the Final Research/Field Work Project.
7. Successfully pass two examinations.
UI-403 Aesthetics and Human Values

Catalog Description (including prerequisites)
An examination of aesthetic experience, aesthetic objects, and aesthetic qualities in various aspects of culture, learning and the arts. Prerequisites: Junior or senior standing and completion of lower division University Studies courses, or permission of instructor. (3)

Course Content
The course examines the nature and sources of aesthetic experience, its development and expression in art, religion, morality, history, politics and other human activities. Traditional, modern and cross cultural conceptions of the aesthetic will be explored with the aim of understanding the role and importance of the aesthetic in human life.

The course also investigates the forms, media, structures and categories of art, as well as the nature of beauty, creativity, expression, representation, meaning and artistic truth. These topics will be studied in both historical and contemporary contexts.

The course assumes that an understanding and appreciation of the aesthetic influences how we experience the world, how we interact with one another, how we think about ourselves and others, what we take to be meaningful and valuable, good and evil. Many of the attitudes, beliefs, practices and institutions which define a culture can be found to have an aesthetic component. By identifying and examining these components the course aims to expand the awareness and importance of the aesthetic in our lives, from individual sensory delights to the understanding of institutions such as religion, morality and art, to the understanding of culture, economic activity and political society.

Nature of Course
The format of the course is lecture and discussion. Students will be expected to do a good deal of reading outside of class, and will be asked to synthesize materials from diverse fields of study. In addition students will be required to identify and criticize value concepts implicit in different areas of human activity, and to summarize and discuss conceptions of values related to their own field of study or experience. Essay questions are a component in all exams.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in class discussion. Students should also expect to write one or more discussion papers on assigned topics, complete an interdisciplinary research project, and demonstrate achievement on midterm and final examinations.
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 may 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; women and the political system; women and the law; as well as topics determined by the class. During the discussion phase of each presentation, faculty and students will integrate material from their disciplines 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 participate actively in class discussions. They are expected to complete assigned readings.

Student Expectations
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 referenced term paper on one of the course topics. The paper 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. In these papers, the student will also 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 as creating an ideal solution. Students will be expected to integrate material from several perspectives in developing their proposals. Students will gather statistics as background to selected topics. Additional short papers may be assigned. Each will research background statistics on one topic.

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(s) will provide the class a minimum of two papers or web sites, 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.
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-412  American Health Care System

Catalog Description (including prerequisites)
This course focuses on the full spectrum of the American health care system. This includes the current health care concerns of diverse populations and legal/ethical issues. Prerequisites: Junior or senior standing and completion of 100, 200 and 300 level University Studies courses, or permission of instructor. (3)

Course Content
This is a study of current concerns of the health and well-being of populations. Consumer concerns, bioethical issues, and health professional functions are addressed. Attention is given to the integration of previous knowledge into a broad understanding of health care, wellness, and illness across the age span.

Because the American health care system is very complex, various external and internal influences will be examined in depth. This includes ethical and legal issues, differing views of health and illness, diverse perspectives of health care utilization, and differing roles of health care professionals.

This course is intended to address questions from a broad perspective with utilization of current events, historical studies, and primary references.

Nature of Course
This course is both reading and participative intensive. Students will be expected to do a great deal of diverse reading, and develop a reading list for other students in the course. Students will complete weekly abstracts related to the readings on a weekly basis, and direct a seminar topic. Class sessions will primarily be directed discussions.

Student Expectations
1. Attend and participate in seminar activities.
2. Seminar leadership on one assigned topic in written and oral form.
3. Prepare a reading reference for other students regarding their health care systems topics.
4. Complete weekly abstracts of materials/readings researched on different health care systems and develop an analysis of current trends based on these readings.
5. Satisfactorily complete all exams.
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. Class sessions will consist of lectures, discussion of assignments from a common text and sets of documents, and student research reports. At least six hours per week, apart from class time, should be devoted to the reading, research, and writing for this 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-415 Science and Religion

Catalog Description (including prerequisites)
An integration of scientific and religious knowledge through reading and discussion related to epistemology, origins, process, and ethics. Prerequisites: Completion of lower division University Studies curriculum or permission of instructor. (3)

Course Content
The course is designed as a vehicle through which each student may explore the possibility of deriving an integrated world view incorporating scientific and religious perspectives. The content and focus of the course will vary for each student, depending on the student’s personal background and world view. Students will come to understand similarities and differences in the nature and methodology of scientific and religious inquiry, and to appreciate the variety of approaches by which science and religion may be related to each other. The course is divided into three sections. In each, a major question is examined and the scientific and religious viewpoints relating to it are compared. An attempt is made to determine whether the scientific and religious perspectives are in conflict, are complementary, or can be synthesized. The issues, and some sample questions that arise in each, are:
- Epistemology: How do we know what we know? How are scientific and religious ideas evaluated?
- Origins: How did we get here? Why is there something rather than nothing?
- Process: How do events occur? Are they random or determined? Do humans have free will?

Nature of Course
The course is organized as a series of learning cycles. For each of the major topics, each student will first write a brief position statement outlining his or her present ideas. In class, students will discuss each other’s viewpoints, and the instructor(s) will respond to each student’s position statement. Students will then read a variety of viewpoints in essays and articles from the scientific and theological literature relating to the topic. For each reading, students will write thesis statements and suggest discussion questions, and discuss the reading in groups. At the end of each section, students will discuss their views on the relationship between scientific and religious viewpoints, and each student will write a paper explaining how his or her view was affected by the information and arguments presented.

Student Expectations
Students are expected to read assigned texts, attend class regularly, and participate in class discussions. Three brief position papers and three longer, ten-page papers incorporating material from additional sources will be required. No particular world view is required of any student, of course; however, students must be willing to constructively consider views other than their own, and critically examine their own views, in order to succeed in this class.
400-Level Interdisciplinary Course

UI-416  Planetary Exploration: From Galileo to the Present and Beyond

Catalog Description (including prerequisites)
Examination of major developments contributing to our understanding of the solar system and their impact on the future of mankind. Prerequisites: Completion of the University Studies core curriculum. (3)

Course Content
This course documents and explains how our knowledge of the solar system has progressed rapidly from myth, mystery and misconceptions to dramatic scientific understanding. It focuses on the advancements made in planetary exploration, from the advent of the telescope to recent space probes and human missions. It also addresses the impact of these advancements upon society and considers its future as the potential for mankind to leave its home planet and pioneer the solar system becomes more real.

The course is divided into three major themes centered on telescopic views and interpretations, the use of planetary probes and humans in space, and future activities planned for solar system exploration and their significance to human development. Subject matter from the natural environment is integrated with that from literary, artistic, and human institution perspectives.

Nature of Course
To inform students about the major developments in solar system exploration, use is made of a variety of historical and current materials ranging from early scientific and popular publications, charts, and drawings to recent maps, photographs, and the vivid images obtained from spacecraft missions to the planets. These materials serve to exemplify the role that physio-psychological factors play in the transformation of an observed image viewed in a telescope to its representation as an illustration. The difficulties that arise due to such factors led to much mis-interpretation of early scientific data, and this persisted for several centuries until the advent of more recent observing equipment and techniques. Oral discussion activities and a written course paper will enable students to examine and analyze these and other particular aspects of planetary exploration or its ramifications upon historical, contemporary, and future society.

Student Expectations
Students should attend all class meetings and participate in classroom discussions. Participation in an in-class oral presentation, such as a debate or panel discussion, is required and constitutes 20% of the course grade. Completion of a 5-7 page typewritten course paper on a chosen topic related to planetary exploration, along with oral presentation of the findings, is also required and is worth 20% of the total grade. Finally, satisfactory performance on four examinations featuring objective, short answer, and essay questions is expected and these comprise the remaining 60% of the course requirements.
UI-417    Images of Britain

Catalog Description (including prerequisites)
Evolution of the cultural and aesthetic landscapes of the British people from the Celts to the Industrial Revolution. Topics include: British architecture and literature. Prerequisites: Completion of lower division University Studies courses. (3)

Course Content
This course combines perspectives from cultural geography and British literature to describe the British cultural landscape, i.e. the visual environment built by humans including settlement systems (e.g. field patterns), aesthetic systems (e.g. houses and architectural styles) and urban planning. The course outline is as follows:
1. Pre-Celtic Landscape, e.g. Stonehenge
2. Celtic Culture and Landscapes, e.g. hillforts
3. Roman Britain Landscapes, e.g. Hadrian’s Wall
4. Anglo-Saxons Landscape, e.g. Devil’s Dyke
5. Viking Conquest, e.g. town building
6. Medieval England Landscapes, e.g. Cathedrals and Castles
7. Black Death, e.g. village abandonment
8. Tudor British Landscapes, e.g. Brick Building
9. Georgian Landscapes, e.g. symmetrical aesthetics
10. Industrial Revolution, e.g. slums
11. Romantic Reaction, e.g. the English thatched cottage
12. Contemporary Britain, e.g. the semi-detached

Nature of Course
The course requires the ability to integrate discussion of the cultural landscape to reading assignments in British literature. A series of writing assignments are required discussing and describing landscape issues and interpretation.

Student Expectations
1. Class attendance.
2. Allotment of time for out of class work.
3. Ability to write.
4. Performance on three examinations at an adequate level.
UI-418  The European Mind

Catalog Description (including prerequisites)
An examination of the origin and development of modern European thought and culture. Prerequisites: Junior standing and completion of Artistic or Literary Expression, Physical or Living Systems, Social or Political Systems, and Development of a Major Civilization. (3)

Course Content
This course investigates the main currents of European scientific, philosophic, religious, political, social, and economic thought from the Scientific Revolution of the seventeenth century to the present. In addition, it examines modern European thought through its art, music, and literature. Each of these ways of seeing the world and the human condition is studied in its historical context.

The European Mind concentrates on the connections between historical forces and modern ideas and intellectual systems. It examines the efforts of intellectuals who lived in the modern era of European history to analyze, synthesize, and evaluate ideas regarding the nature of humanity, society, and the world. This course presents exemplars of critical thinking in science, religion, philosophy, political and social theory, as well as art, music, and literature. It also provides explanations about how the ideas developed by modern Europeans have influenced life and society in the United States.

Nature of the Course
The primary instructional methods employed in this course are lecture, large and small group discussions. Lectures provide the historical background of the life and ideas of European intellectuals. In some cases, they also serve as a means of philosophical analysis of the ideas under study. Large and small group discussions deal with readings about the intellectuals and excerpts from their works. They also will require students to analyze, synthesize, and evaluate the ideas of those intellectuals. Students will regularly write brief commentaries on the reading assignments in class and share them with their classmates in discussion groups. In addition, they will have opportunities to compare ideas on a particular issue from different periods, including the present. In order to engage in the study of the history of ideas, one must think critically. Thus, the very nature of this course entails critical thinking, analyzing, and reasoning.

The major project for this course is a biographical essay. Students will participate in a guided bibliographical research activity in which they will learn to use the tools of gathering biographical information. Following their decision to study a particular intellectual, they will examine biographies about that person, studies of the period in which the intellectual lived, studies of the intellectual's work, and samples of that work. Students will then write a biographical essay in which they attempt to connect the life and times of the intellectual to his or her ideas. This task will require students to use the historical method of research and interpretation and the method of interpretation relevant to the field of the intellectual's work. Following completion of the biographical essay, students will share the results of their research with their classmates in a brief oral presentation.

Student Expectations
Students will be expected to complete reading assignments for each class session and participate in discussions of those readings. They also will be expected to perform satisfactorily on two essay examinations, to research and write a biographical essay, and to make an oral presentation on the results of their research.
UI-422    Scientific Reasoning

Catalog Description (including prerequisites)
Critical study of the reasoning used in the discovery and justification of scientific theories. Prerequisites: Completion of the University Studies Core Curriculum. (3)

Course Content
1. Introduction
2. The Nature of Theories
   a. Models, Hypotheses and Laws
   b. Explanation and Prediction
   c. Realism and Empiricism
3. Discovering Theories
   a. Discovery and Justification
   b. Heuristics
4. Justifying Theories
   a. Inductivism
   b. Deductivism
   c. Naturalism

Case Studies
   Celestial Mechanics
   Phlogiston
   Mendalian Genetics
   Continental Drift

Nature of Course
The aim of this course is to introduce students to a range of fundamental issues in the philosophy of science. The central question around which these issues revolve is 'How does science work?'. In exploring the various answers which have been given to this question, extensive reference will be made to episodes drawn from the history of science (detailed knowledge of the fields concerned will not, however, be presupposed). Class sessions will be oriented towards informed discussion of a variety of original readings, many of which will be set as homework assignments. The essay 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 one essay and one longer research project.
4. Complete a final essay exam (take home).
UI-423 Political Communication

Catalog Description (including prerequisites)
The study of the exchange of symbols or messages that to a significant extent have been shaped by or have consequences for the functioning of political systems, i.e., an examination of the relationship between communication processes and political processes. Prerequisites: Oral Expression (SC-I05) and Political Systems (PS-I03 or PS-I04), or consent of instructor. (3)

Course Content
Over two thousand years ago, Aristotle underscored the fact that politics and communication are inseparable parts of human nature when he observed (in his Politics) that human beings are political animals and pointed out (in his Rhetoric) that human beings alone possess the capacity for speech. In democratic cultures like our own, the relationship between these two essential aspects of human nature has never been more symbiotic. Especially with the advent and growth of the mass media, politics and communication have become intertwined. Thus, today to fully comprehend how power is wielded in democratic societies requires more than an understanding of political institutions and their operation, but also a thorough understanding of the process of using symbols to influence others, i.e., rhetoric. In this course, by focusing on political campaigns both past and current, students will have the opportunity to actively explore the connection between politics and communication through units of study that deal with political communication technology, political advertising, political debates, and political speechmaking.

Nature of Course
This course emphasizes “active” learning strategies wherein students learn through experience rather than through straight lecture. For example, students will write and produce political commercials, participate in debates, and write and deliver political speeches. A high percentage of course material will involve videotape and other non-print sources.

Student Expectations
In addition to regular classroom attendance, participation in classroom discussion, keeping up with reading, and taking a mid-term and final examination, each student will be expected to complete the following assignments: write and possibly produce a political commercial, participate in a mock presidential debate, ghostwrite a political campaign speech, keep a journal chronicling a national, state, or local campaign, prepare a 12-15 page term paper on a campaign from history. Students may be asked to participate in other activities and field trips as opportunities arise.
UI-425  Persuasion: Understanding, Practice and Analysis

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/Campaigns

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:
   b. Presentation of the final project (described in item 2 below).
2. Complete a highly structured, extensive rhetorical analysis dealing with a persuasive campaign or movement.
3. Complete a series of quizzes, short papers, and one comprehensive final exam.
UI-429 Environmental Ethics

Catalog Description (including prerequisites)
Comprehensive study of the ethical, social, scientific, and cultural problems associated with the use and abuse of natural resources. Prerequisites: Completion of University Studies courses in Logical Systems, and either Physical or Living Systems categories. (3)

Course Content
Everyone recognizes the human need to live in the environment, and to use it to survive. The problem, however, is understanding the right way to use natural resources. Should resources be overconsumed, or do we have a moral obligation to conserve and to recycle? Do we envision the world as an inert collection of material resources here for human dominion? Is it a sacred, indeed a living, place which should be used only with careful reverence? Are there other alternatives? Do we as human beings have a responsibility to the rest of nature, if not for its own sake, then for future generations? Environmental Ethics is one of the hottest new topics in philosophy today. It casts its nets widely, analyzing the ethical, socio-economic, political, scientific, and cultural problems associated with the use and abuse of natural resources. The course is divided into the following units:

Unit I: Primer in Ethical Theory (An introduction to traditional approaches to human ethics)
Unit II: Primer in Environmental Ethics (an introduction to the differences between environmental and human ethics)
Unit III: The Science of Ecology and the Ethics of Interconnection (An analysis of the extent of interconnection between the science of the environment and an ethics of the environment)
Unit IV: Readings in Environmental Ethics (An in depth study of the leading theories in environmental ethics)
Unit V: New Frontiers in Environmental Ethics (An analysis of eco-feminism, Gaia theory, "green" politics and other new concepts in environmental ethics)

Nature of Course
The solutions of environmental problems are, by their very nature, interdisciplinary. As a result, this course will reflect that very definition. Students will be expected to both read and actively engage the course material. By this, the student will be involved in many in class activities, from hands-on demonstrations to discussions and debates. One fully understands the ethical dimension of environmental problems when their complexities are encountered first hand. A simple "readings and lecture" format discourages such encounters. Thus, the course will be active, and as "hands-on" as possible. Through a combination of free-flowing interdisciplinary discussion, and hands-on demonstration and computer simulations, we will attempt to understand the rich diversity of the environment and the ethical role of humans within it.

(description continues)
UI-429  Environmental Ethics

Student Expectations
1. To attend class regularly.
2. To be prepared to participate in class discussions based on sets of discussion questions.
3. To be prepared to hand in critical journals on a semi-weekly basis.
4. To read the assigned texts and articles, and be prepared to participate in class discussions and demonstrations regarding them.
5. To complete preliminary independent research culminating in a proposal for a final position paper.
6. To present a summary of the term paper for class round table discussion.
UI-430 Aging Successfully: Critical Issues Facing the Individual in the 21st Century

Catalog Description (including prerequisites)
A study of the interaction of historical, economic, and political influences upon the biological and psychosocial nature of individuals aging into the twenty-first century. Prerequisites: Completion of University Studies requirements in the following categories: Natural Systems and Human Institutions. (3)

Course Content
This course will provide students with a historical and cultural background for understanding why aging is conceptualized as it is and how one’s social, psychological, and biological aging is profoundly affected by political and economic forces that are tied to the history and culture of a society. The focus will be to show how these systems are interrelated by understanding how past and present political, social, and economic forces interact with the nature of public programs and policies, the functioning of various institutions (e.g., medicine, government) and are ultimately reflected in the attitudes and behaviors of aging individuals and their families. One of the major emphases of this course will be the development of students’ ability to critically examine the multidimensional forces affecting the everyday life of all aging individuals.

Nature of Course
This course is designed to be a seminar in which students, both individually and in small groups, discuss their analyses of the interconnections among areas that determine the nature of aging. A significant amount of reading of research materials relating to biological, psychological, social, economic, and public policy issues will be required. Students will be required to participate in and lead discussion of the materials and relate their understanding of the application of these materials. A major research project as well as small writing assignments and quizzes will be required.

Student Expectations
Attendance and participation in all course-related activities.
Effective involvement in group research activity.
Satisfactory performance on quizzes over readings.
Seminar leadership on an assigned topic.
UI-431  Shakespeare's Tragedies and the Human Condition

Catalog Description (including prerequisites)
An interdisciplinary study of 9 plays by Shakespeare as they relate to contemporary issues and events. Prerequisite: Completion of any course in the Literary Expression category. (3)

Course Content
Shakespeare's characters and his themes are timeless. Hamlet, and Brutus, and King Lear, and Macbeth still exist and may be found anywhere from Wall Street to Main Street. Shakespeare's plays provoke timely questions: What rights and responsibilities does one generation have in its relationships to other generations? What is the effect of racial prejudice? Does power corrupt? Does civilization save us or destroy us? How can modern man find harmony in an imperfect world? This class is designed to encourage students to find their own answers to these and many other questions.

The course requires close reading of the assigned plays and some use of critical material. It also requires that students be moderately well informed on current events that are newsworthy.

Nature of Course
This is a course based on discussion and performance, with students participating in both. Guest lecturers from other disciplines will present some plays from their own perspectives. For example, one lecture on Hamlet might be presented by a psychologist. Or an instructor from music might present Verdi's opera Otello as the class studies Shakespeare's Othello. Films or excerpts from films will be shown or made available to students.

Student Expectations
1. Regular class attendance.
2. Research paper or creative project.
3. Close reading of material.
4. One examination for each play, both objective and essay, with the lowest grade to be dropped.
5. Active participation in class discussions.
UI-432  Shakespeare's History Plays and Comedies and the Human Condition

Catalog Description (including prerequisites)
An interdisciplinary study of five history plays and four comedies by Shakespeare. The plays will often be studied in the light of contemporary issues and events. Prerequisite: Completion of any course in the Literary Expression category. (3)

Course Content
The five history plays will cover the period of the War of the Roses, from the abdication of Richard II, through the Lancaster and York kings, ending with the arrival of the Tudors. For the remainder of the semester, the class will cover The Taming of the Shrew, The Tempest, A Midsummer Night’s Dream, and Much Ado About Nothing.

The course requires close reading of the plays and some use of critical material. It also requires that students be moderately well informed on current events that are newsworthy. Historical background will be provided as part of the course.

Nature of Course
This is a course based on discussion and performance, with students participating in both. Students are encouraged to relate the plays to their own lives and to contemporary events. Films or excerpts from films will be shown often.

Student Expectations
1. Regular class attendance.
2. Research paper or creative project.
3. Close reading of material.
4. One examination of each play, both objective and essay, with the lowest grade to be dropped.
5. Active participation in class discussions.
UI-433  Aesthetics of Movement: Athletic Dancers and Artistic Athletes

Catalog Description (including prerequisites)
A critical investigation into the aesthetic difference, function, significance, and value of the movement disciplines of dance and sport. Prerequisite: 45 credit hours. (3)

Course Content
This course includes: a developing understanding of the definition, history, inter-relationship and distinction of the terms aesthetics, dance, and sport; an ability to locate, organize, and examine information on those three topics; written and oral critical thinking skills in examining sociological perspectives of aesthetics of movement, artistry vs. athleticism, the role of creativity, and movement as a cathartic experience; and developing the ability to construct a defensible personal philosophy towards the aesthetics of movement.

Nature of Course
The Aesthetics of Movement integrates subject matter in the category of Artistic Expression (Perspectives on Individual Expression) with the category of Social Systems (Perspectives on Human Institutions). Through dance and other movement forms such as athletics, consideration of the aesthetic component of expression can enhance students’ perceptions, analyses, interpretation, and judgments of their own and society’s perspectives. Readings in philosophy, aesthetics, poetry, literature, and criticism inform the student’s understanding of dance and sport. As manifestations of oral traditions, dance and sport require kinesthetic and intellectual knowledge of a specialized kind, involving respective vocabularies, rules of conduct, and feats of coordination which are handed down by choreographers and coaches alike through an elaborate verbal/physical communication system. Facility in both dance and sport has often been characterized as the apprehension of unique oral and physicalized "languages," or forms of communication (Cohen, 1984; Sheets-Johnstone, 1983). Experiential learning involving different dance styles and sports from a variety of social systems around the world will provide students with the comparative skills necessary to appreciate, understand, and intelligently discuss the rich diversity and complexity of cultural attitudes and identity inherent to these movement forms. It will be demonstrated that dance and sport both serve as manifestations of humankind’s need and desire for meaningful expression.

Student Expectations
Attend class regularly with an active, engaged, and informed attitude. Demonstrate a sophisticated, critical thinking capacity while satisfactorily completing all reading, writing, discussion, and active learning movement assignments. Demonstrate an interdisciplinary analytical research ability in the generation, investigation, and elaboration of questions, issues, and projects.
UI-435    Literature of Sport

Catalog Description (including prerequisites)
The literary and sociological study of the role, both positive and negative, sport plays in American society. (3)

Course Content
Readings and discussions in this interdisciplinary class focus on the various ways that sport interrelates with specific subject matter areas such as literature, sociology, philosophy, history, economics, and psychology. Topics will be examined in terms of functionalist and conflict theories of sport. Functionalists argue that sports create and sustain feelings of good will and solidarity among members of a community or nation. Conflict theorists believe that sports, like other social orders, are based on exploitation and coercion, particularly with regard to gender, race, ethnicity, and social class. These contrasting views will be traced in representative essays, stories, novels, poems, plays, and movies. Sample topics include: Roles of Athletes, Coaches, and Spectators; Sport as a Social Institution; Sport, Race, and Gender; the Business of Sport; Sport and Politics; Sport as Metaphor and Myth; and Sport and Aesthetics.

Nature of Course
This course, which involves a considerable amount of reading, writing, and discussion, challenges students to examine sports seriously and critically from the perspectives of opposing viewpoints--some positive, some negative. Interdisciplinary in nature, the course will require students to integrate the study of sports with other interests or disciplines.

Student Expectations
1. Class participation, including completion of all homework and reading assignments (20% of total grade).
2. Completion of an interdisciplinary research project (30%).
3. Three additional short written/oral presentations, one of which will be a book review (30%).
4. Midterm and Final exams (20%).
UI-436 Agricultural Ethics

Catalog Description (including prerequisites)
A study of agricultural issues and public policy using knowledge and methods from agriculture and social ethics. Prerequisite: Senior standing. (3)

Course Content
The first third of this course will examine the principles and applications of four ethical systems. The remainder of the course will use these to approach case studies concerning the environmental issues of agriculture, food safety issues, foreign food aid and trade, the treatment of animals, the preservation of family farms, biotechnology, agricultural sustainability, and other issues. Throughout the semester a single issue of concern in Southeast Missouri agricultural systems will be studied through readings, guest lectures, field trips, discussions, and by other means.

Nature of Course
The objectives of this course are (1) to help students learn how to use principles and methods from social ethics and information from agriculture to understand agricultural issues and the various values-based perspectives people have about these issues; (2) to help students learn how to gather information and learn about complex agricultural issues; and (3) to help students make informed value decisions about critical agricultural issues and public policy.

Class time will be used primarily for discussion, guest lectures, field trips, and other activities; lectures will be rare.

Student Expectations
Preparation for and participation in class discussions (10% of grade), seven quizzes (25%), one take-home examination (25%), and one paper (40%).
UI-438  The Nature and Growth of Mathematical Thought

Catalog Description (including prerequisites)
This course emphasizes mathematics as a human endeavor. It traces the growth of ideas from different societies and cultures from the earliest to the modern times. Prerequisites: GH 100-level University Studies course, and MA-139 or MA-140. (3)

Course Content
The course examines development of mathematical ideas over the past 5000 years. It covers mathematical thought in all countries and all cultures. It explores forces that hindered and/or helped this process -- geographic location, commercial growth, social isolation, political persecution, and religious bias.

Mathematics transcends time, geography, society, culture and religion. The contributions to mathematics came from all eras, from all cultures, and from all religions. Mathematics is a universal language, and mathematical thinking is a part of human activity. The universality of mathematics is emphasized.

The knowledge of mathematics today is the sum total of creative efforts of many mathematicians from many centuries. The course offers a road map for a student’s journey through the thought processes that took place and the ideas that flourished or fizzled with wrong turns and dead ends. It is a journey over the mathematical highways and side lanes, of proofs and suppositions, conjectures and contradictions.

It offers glimpses into the lives of great men, who were giants of mathematics, and great women mathematicians who were deprived of formal education. The course treats the nature of modern mathematics and the impact of technology on the learning and teaching of mathematics.

To understand the idea of a limit and to appreciate Greek geometers, knowledge of calculus and geometry is essential. Some experience with computers, graphing calculators, and software programs like Derive and Mathematica will be helpful.

Nature of the Course
The most essential requirement is the desire to learn how mathematics came about, how mathematicians lived and worked, and how the different areas of mathematics -Algebra, Non-Euclidean Geometry, and Calculus grew. Students will do a fair amount of writing as well as class presentations. Oral and written assignments will be made. Much library work is involved. Discussions and problem solving are important activities of the course.

Student Expectations
1. Attend class regularly and actively participate in class discussions.
2. Solve problems and turn in solutions and other class assignments.
3. Write a course paper of moderate (less than 20 pages) length.
4. Make two oral presentations.
5. Take two tests and the final exam.
UI-440 The Holocaust

Catalog Description (including prerequisites)
A critical analysis and examination of some of the fundamental political philosophical questions, normative concepts and ethical problems of the Holocaust. Prerequisites: Junior or senior standing and completion of University Studies Core Curriculum, or consent of instructor. (3)

Course Content
This course consists of a critical examination of the intellectual, cultural, philosophical, political and historical origins and development of the Holocaust. Extensive analysis of several major philosophical political, intellectual historical, literary and autobiographical works that have made a contribution in providing deep insights and raising significant questions on the Holocaust. In particular, analysis of key normative concepts and issues that stimulated such writers: anti-Semitism, intentionalism v. functionalism (i.e., the origins of the Holocaust), the "uniqueness" of the Holocaust, the political ideology of Nazism, Jewish resistance, the articulation of experiences of the Holocaust, the problems of memory and representation, theological and religious consequences of the Holocaust, the ethical issue of choices, Nazi propaganda, the plight of victims, and the roles and motivations of bystanders and perpetrators. This particular course will analyze political philosophical concepts, normative principles and issues from the interconnected perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and ethical theory (behavioral systems).

Nature of Course
This course consists of a conceptual analysis of the most significant political philosophical, moral, and intellectual historical ideas, issues and themes of the Holocaust. Students will be encouraged to develop competency working in the area of ethical justification by applying moral principles and logical arguments to normative problems and issues in conjunction with the political theories of the Holocaust. Students will be encouraged and required to participate in an active Socratic dialogue with the instructor and with other students. At the end of each session, a series of analytical questions will be posed to students. Students will be required to respond orally to such questions in the following session. Consistent oral participation is not only a particular requirement of each individual student, but a necessity for the intellectual progress and understanding of the Holocaust for the entire class.

Student Expectations
1. To attend consistently all scheduled classes and be prepared in all assigned work.
2. To participate and engage actively in class discussion and dialogue with other students and the instructor.
3. To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.
4. To take three major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.
5. To prepare and orally respond to a series of analytical questions posed at the end of each prior session.
6. To prepare an oral presentation on a Holocaust political philosophical issue of normative concept.
7. To prepare an interdisciplinary (15-20 page) written research paper.
8. To comprehend the diverse conceptual frames of reference by which various theories and interpretations of the Holocaust are designed and articulated.
9. To be able to evaluate critically scholarly research in the study of the Holocaust.
UI-500 History of the English Language

Catalog Description (including prerequisites)
Origin and development of the English Language, including grammatical forms, principles of sound change, and growth of English vocabulary. Prerequisite: Completion of lower division University Studies courses. (3)

Course Content
1. Basic linguistic concepts and interrelationship of language and culture.
2. English phonology and phonemes.
3. The Indo-European languages - a brief history of the people and their languages.
4. Old English
5. Middle English
6. Early Modern English
7. Present Day English

Nature of Course
Students will acquire
1. An understanding of the systematic nature of historical linguistic principles and the specific changes characterizing the English language at its various stages.
2. Knowledge of the intimate connections between language and culture.
3. Understanding and appreciation of English literature through investigation of the linguistic context producing literary works.
4. Ability to pursue directed research into the linguistic aspects of a particular discipline or subject.

Student Expectations
1. Class attendance and participation.
2. Completion of assigned readings and work sheets as required.
3. Completion of brief, informal writings as required.
4. Completion of extensive research project.
5. Oral presentation of research findings.
6. Satisfactory performance on 5-6 examinations.
UI-501  Principles of Language

Catalog Description (including prerequisites)
Principles of Language is a study of the nature of language including its systems, role in society, historical and social changes, the development of writing systems, first and second language acquisition process, the biological foundations of language, and artificial or machine languages. (3)

Course Content
Student review the nature of language (origins, human and animal), the systems of language (morphology, syntax, semantics, phonology), sociology and linguistics (dialects, genderlect, the evolution of language families and of language, the role of slang and jargon), the development of writing systems around the world, psychology and linguistics (how people acquire a first, second, third, etc. language), animal "language", the brain’s role in processing language, and the development of synthetic languages (e.g. computerized language, audix or voice mail messages).

Nature of Course
Emphasis is placed upon the general themes of language, its role in society and its psychological bases rather than on the specific discussion of any one language. Comparisons across languages, dialects, and societies are made. The role of language in the student’s discipline is explored. Cooperative Learning groups in which students actively apply the content of the readings and the lectures to solve problems forms the basis of the presentation of material. Assigned readings and lectures are designed to highlight areas of discussion. Oral presentations followed by questions and answers is required.

Student Expectations
Students are expected to complete all readings, to participate actively in their assigned groups, and to write brief reports on topics and problems covered. The midterm exam involves the analysis of a piece of writing related to the student’s discipline. An oral presentation and a final paper on a topic of the student’s choice which integrates the topics of the course is required.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Page Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG-201</td>
<td>World Food and Society, 99</td>
<td>99</td>
</tr>
<tr>
<td>AH-100</td>
<td>Ancient Egypt, 88</td>
<td>88</td>
</tr>
<tr>
<td>AN-100</td>
<td>Found. of Human Behavior, 59</td>
<td>59</td>
</tr>
<tr>
<td>AN-101</td>
<td>Observing Other Cultures, 104</td>
<td>104</td>
</tr>
<tr>
<td>AR-108</td>
<td>Drawing in Society, 19</td>
<td>19</td>
</tr>
<tr>
<td>AR-111</td>
<td>Ceramics, 20</td>
<td></td>
</tr>
<tr>
<td>AR-112</td>
<td>Perspectives in Art, 21</td>
<td>21</td>
</tr>
<tr>
<td>BI-225</td>
<td>Research Meth. in Biology, 67</td>
<td>67</td>
</tr>
<tr>
<td>BS-103</td>
<td>Human Biology, 72</td>
<td>72</td>
</tr>
<tr>
<td>BS-105</td>
<td>Environmental Biology, 68</td>
<td>68</td>
</tr>
<tr>
<td>BS-107</td>
<td>Investigations in Biology, 69</td>
<td>69</td>
</tr>
<tr>
<td>BS-108</td>
<td>Biology for Living, 70</td>
<td>70</td>
</tr>
<tr>
<td>CD-110</td>
<td>Lang.&amp; Cltre of the Deaf, 105</td>
<td>105</td>
</tr>
<tr>
<td>CF-120</td>
<td>The Child, 66</td>
<td></td>
</tr>
<tr>
<td>CH-180</td>
<td>Chemistry in our World, 79</td>
<td>79</td>
</tr>
<tr>
<td>CH-181</td>
<td>Basic Princ. of Chemistry, 80</td>
<td>80</td>
</tr>
<tr>
<td>CH-185</td>
<td>General Chemistry I, 81</td>
<td>81</td>
</tr>
<tr>
<td>DA-214</td>
<td>Dance Appreciation, 22</td>
<td>22</td>
</tr>
<tr>
<td>EC-101</td>
<td>Economic Prob. and Pol., 100</td>
<td>100</td>
</tr>
<tr>
<td>EC-215</td>
<td>Princ. of Microeconomics, 101</td>
<td>101</td>
</tr>
<tr>
<td>EL-274</td>
<td>Div. in America’s Schools, 106</td>
<td>106</td>
</tr>
<tr>
<td>EN-140</td>
<td>Rhet. and Critical Thinking, 57</td>
<td>57</td>
</tr>
<tr>
<td>FL-205</td>
<td>The Art of French Cinema, 23</td>
<td>23</td>
</tr>
<tr>
<td>FN-235</td>
<td>Nutrition for Life, 73</td>
<td>73</td>
</tr>
<tr>
<td>FR-100</td>
<td>French Lang. &amp; Culture I, 46</td>
<td>46</td>
</tr>
<tr>
<td>FR-120</td>
<td>French Lang. &amp; Culture II, 47</td>
<td>47</td>
</tr>
<tr>
<td>FR-200</td>
<td>French Lang. &amp; Culture III, 48</td>
<td>48</td>
</tr>
<tr>
<td>FR-220</td>
<td>French Literature, 32</td>
<td>32</td>
</tr>
<tr>
<td>GG-140</td>
<td>Physical Landscape: A Spatial Analysis, 82</td>
<td>82</td>
</tr>
<tr>
<td>GG-150</td>
<td>People &amp; Pl. of the Wrld, 107</td>
<td>107</td>
</tr>
<tr>
<td>GG-160</td>
<td>American Peoples and Civ., 89</td>
<td>89</td>
</tr>
<tr>
<td>GG-170</td>
<td>European Peoples and Civ., 90</td>
<td>90</td>
</tr>
<tr>
<td>GG-180</td>
<td>Cultural Geography, 108</td>
<td>108</td>
</tr>
<tr>
<td>GH-100</td>
<td>African Civilization, 91</td>
<td>91</td>
</tr>
<tr>
<td>GH-110</td>
<td>Chinese Civilization, 92</td>
<td>92</td>
</tr>
<tr>
<td>GH-115</td>
<td>Ancient Greece and Rome, 93</td>
<td>93</td>
</tr>
<tr>
<td>GH-125</td>
<td>Islamic Civilization, 94</td>
<td>94</td>
</tr>
<tr>
<td>GH-130</td>
<td>Latin American Civilization, 95</td>
<td>95</td>
</tr>
<tr>
<td>GN-100</td>
<td>German Lang. &amp; Culture I, 49</td>
<td>49</td>
</tr>
<tr>
<td>GN-120</td>
<td>German Lang. &amp; Culture II, 50</td>
<td>50</td>
</tr>
<tr>
<td>GN-200</td>
<td>German Lang. &amp; Cultr. III, 51</td>
<td>51</td>
</tr>
<tr>
<td>GN-220</td>
<td>German Literature, 33</td>
<td>33</td>
</tr>
<tr>
<td>GO-150</td>
<td>Earth Sci.: Envrnmntl Hzds, 83</td>
<td>83</td>
</tr>
<tr>
<td>HL-120</td>
<td>Health Perspectives, 60</td>
<td>60</td>
</tr>
<tr>
<td>LI-205</td>
<td>The Art of Film, 24</td>
<td>24</td>
</tr>
<tr>
<td>LI-220</td>
<td>Fiction and the Human Exp., 34</td>
<td>34</td>
</tr>
<tr>
<td>LI-221</td>
<td>Poetry and the Human Exp., 35</td>
<td>35</td>
</tr>
<tr>
<td>LI-222</td>
<td>Mythic Dimensions of Lit., 36</td>
<td>36</td>
</tr>
<tr>
<td>LI-243</td>
<td>Children’s Literature, 37</td>
<td>37</td>
</tr>
<tr>
<td>LI-250</td>
<td>World English Literature, 38</td>
<td>38</td>
</tr>
<tr>
<td>LI-256</td>
<td>The Variety of Literature, 39</td>
<td>39</td>
</tr>
<tr>
<td>MA-118</td>
<td>Mathematics I, 74</td>
<td>74</td>
</tr>
<tr>
<td>MA-123</td>
<td>Survey of Mathematics, 75</td>
<td>75</td>
</tr>
<tr>
<td>MA-134</td>
<td>College Algebra, 76</td>
<td>76</td>
</tr>
<tr>
<td>MA-155</td>
<td>Statistical Reasoning, 77</td>
<td>77</td>
</tr>
<tr>
<td>MC-101</td>
<td>Mass Comm. and Society, 109</td>
<td>109</td>
</tr>
<tr>
<td>MH-252</td>
<td>Evtn. of Muscl. Styl., 40</td>
<td>40</td>
</tr>
<tr>
<td>MK-201</td>
<td>Val. &amp; Soc. Iss. in Bus., 110</td>
<td>110</td>
</tr>
<tr>
<td>MM-101</td>
<td>Theor. of Music in Culture, 25</td>
<td>25</td>
</tr>
<tr>
<td>MU-181</td>
<td>Musical Encounters, 26</td>
<td>26</td>
</tr>
<tr>
<td>MU-182</td>
<td>Music: An Art. Exp., 27</td>
<td>27</td>
</tr>
<tr>
<td>MU-190</td>
<td>Jazz Appreciation, 28</td>
<td>28</td>
</tr>
<tr>
<td>PE-201</td>
<td>Sport and Society, 111</td>
<td>111</td>
</tr>
<tr>
<td>PH-106</td>
<td>Physical Concepts, 84</td>
<td>84</td>
</tr>
<tr>
<td>PH-109</td>
<td>Exploring the Universe, 85</td>
<td>85</td>
</tr>
<tr>
<td>PH-120</td>
<td>Introductory Physics I, 86</td>
<td>86</td>
</tr>
<tr>
<td>PL-110</td>
<td>Readings in Philosophy, 41</td>
<td>41</td>
</tr>
<tr>
<td>PL-115</td>
<td>Philosophical Writing, 58</td>
<td>58</td>
</tr>
<tr>
<td>PL-120</td>
<td>Symbolic Logic I, 78</td>
<td>78</td>
</tr>
<tr>
<td>PL-203</td>
<td>Aesthetics and the Arts, 29</td>
<td>29</td>
</tr>
<tr>
<td>PL-204</td>
<td>Ethical Theory, 61</td>
<td>61</td>
</tr>
<tr>
<td>PL-245</td>
<td>Social Philosophy, 112</td>
<td>112</td>
</tr>
<tr>
<td>PS-103</td>
<td>U. S. Political Systems, 102</td>
<td>102</td>
</tr>
<tr>
<td>PS-104</td>
<td>Comparative Pol. Systems, 103</td>
<td>103</td>
</tr>
<tr>
<td>PY-120</td>
<td>The Child, 66</td>
<td>66</td>
</tr>
<tr>
<td>PY-151</td>
<td>Social Decision-Making, 63</td>
<td>63</td>
</tr>
<tr>
<td>PY-220</td>
<td>Psych. Dev. -- Life Span, 64</td>
<td>64</td>
</tr>
<tr>
<td>PY-222</td>
<td>Dev. of the Adolescent, 65</td>
<td>65</td>
</tr>
<tr>
<td>RS-101</td>
<td>World Religions, 113</td>
<td>113</td>
</tr>
<tr>
<td>RS-201</td>
<td>New Testament Literature, 42</td>
<td>42</td>
</tr>
<tr>
<td>RS-202</td>
<td>Old Testament Literature, 43</td>
<td>43</td>
</tr>
<tr>
<td>SC-105</td>
<td>Fund. of Oral Commun., 52</td>
<td>52</td>
</tr>
<tr>
<td>SC-240</td>
<td>Oral Interp. of Literature, 44</td>
<td>44</td>
</tr>
<tr>
<td>SN-100</td>
<td>Spanish Lang. &amp; Culture I, 54</td>
<td>54</td>
</tr>
<tr>
<td>SN-120</td>
<td>Spanish Lang. &amp; Culture II, 55</td>
<td>55</td>
</tr>
<tr>
<td>SN-200</td>
<td>Spanish Lang. &amp; Culture III, 56</td>
<td>56</td>
</tr>
<tr>
<td>SN-220</td>
<td>Hispanic Literature, 45</td>
<td>45</td>
</tr>
<tr>
<td>SO-102</td>
<td>Society, Culture and Social Behavior, 114</td>
<td>114</td>
</tr>
<tr>
<td>SO-220</td>
<td>Cities and Society, 115</td>
<td>115</td>
</tr>
<tr>
<td>SW-103</td>
<td>Human Biology, 72</td>
<td>72</td>
</tr>
<tr>
<td>SW-207</td>
<td>Understanding Social and Cultural Diversity, 116</td>
<td>116</td>
</tr>
<tr>
<td>TH-100</td>
<td>Theatre Appreciation, 30</td>
<td>30</td>
</tr>
<tr>
<td>TH-200</td>
<td>Acting: Skills for Life, 31</td>
<td>31</td>
</tr>
<tr>
<td>TH-240</td>
<td>Oral Interpretation of Literature, 44</td>
<td>44</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>UI-100</td>
<td>First Year Seminar</td>
<td>18</td>
</tr>
<tr>
<td>UI-300</td>
<td>Drugs and Behavior</td>
<td>117</td>
</tr>
<tr>
<td>UI-301</td>
<td>Manag. Comm. Processes</td>
<td>118</td>
</tr>
<tr>
<td>UI-302</td>
<td>Westward Movement</td>
<td>119</td>
</tr>
<tr>
<td>UI-303</td>
<td>Female Experience</td>
<td>120</td>
</tr>
<tr>
<td>UI-304</td>
<td>Hist. &amp; Cltr of W. Africa</td>
<td>121</td>
</tr>
<tr>
<td>UI-305</td>
<td>Judicial Reasoning</td>
<td>122</td>
</tr>
<tr>
<td>UI-306</td>
<td>The Film as History and Literature</td>
<td>123</td>
</tr>
<tr>
<td>UI-307</td>
<td>Economic Geography</td>
<td>124</td>
</tr>
<tr>
<td>UI-308</td>
<td>Cultural and Physical Landscapes of the World</td>
<td>125</td>
</tr>
<tr>
<td>UI-309</td>
<td>Crime and Human Behav.</td>
<td>126</td>
</tr>
<tr>
<td>UI-310</td>
<td>The Am. Musical Exp.</td>
<td>127</td>
</tr>
<tr>
<td>UI-311</td>
<td>Mstrpces -- French Novel</td>
<td>128</td>
</tr>
<tr>
<td>UI-312</td>
<td>Perspectives on the Present</td>
<td>129</td>
</tr>
<tr>
<td>UI-313</td>
<td>The African-Amer. Exp.</td>
<td>130</td>
</tr>
<tr>
<td>UI-315</td>
<td>Elect. &amp; Comp. in Music</td>
<td>131</td>
</tr>
<tr>
<td>UI-316</td>
<td>Contemp. Legal Studies</td>
<td>132</td>
</tr>
<tr>
<td>UI-317</td>
<td>Human Sexuality</td>
<td>133</td>
</tr>
<tr>
<td>UI-318</td>
<td>Earth Science: A Process</td>
<td>134</td>
</tr>
<tr>
<td>UI-319</td>
<td>Technology and Society</td>
<td>135</td>
</tr>
<tr>
<td>UI-320</td>
<td>The Modern Presidency</td>
<td>136</td>
</tr>
<tr>
<td>UI-322</td>
<td>International Pol. Econ.</td>
<td>137</td>
</tr>
<tr>
<td>UI-326</td>
<td>Australian Culture</td>
<td>138</td>
</tr>
<tr>
<td>UI-330</td>
<td>Experimental Methods I</td>
<td>139</td>
</tr>
<tr>
<td>UI-331</td>
<td>Biochemistry I</td>
<td>140</td>
</tr>
<tr>
<td>UI-332</td>
<td>Images of Women in Lit.</td>
<td>141</td>
</tr>
<tr>
<td>UI-336</td>
<td>Religion in America</td>
<td>142</td>
</tr>
<tr>
<td>UI-337</td>
<td>Issues in 20th Cent. Arch.</td>
<td>143</td>
</tr>
<tr>
<td>UI-338</td>
<td>Rural Sociology</td>
<td>144</td>
</tr>
<tr>
<td>UI-339</td>
<td>North American Indians</td>
<td>145</td>
</tr>
<tr>
<td>UI-340</td>
<td>Housing Perspectives</td>
<td>146</td>
</tr>
<tr>
<td>UI-341</td>
<td>Victorian Studies</td>
<td>147</td>
</tr>
<tr>
<td>UI-342</td>
<td>Modern Political Thought</td>
<td>148</td>
</tr>
<tr>
<td>UI-343</td>
<td>Transcultural Exp.: Economic and Cultural Institutions</td>
<td>150</td>
</tr>
<tr>
<td>UI-343</td>
<td>Transcultural Exp.: Health and Human Services</td>
<td>151</td>
</tr>
<tr>
<td>UI-344</td>
<td>Plants and Humanity</td>
<td>152</td>
</tr>
<tr>
<td>UI-345</td>
<td>Nonverbal Commun.</td>
<td>153</td>
</tr>
<tr>
<td>UI-347</td>
<td>Living in a Global Society</td>
<td>154</td>
</tr>
<tr>
<td>UI-349</td>
<td>Comp. Econ. Systems</td>
<td>155</td>
</tr>
<tr>
<td>UI-350</td>
<td>Middle East Politics</td>
<td>156</td>
</tr>
<tr>
<td>UI-351</td>
<td>Public Opinion Mgmt.</td>
<td>157</td>
</tr>
<tr>
<td>UI-352</td>
<td>Medical Ethics</td>
<td>158</td>
</tr>
<tr>
<td>UI-354</td>
<td>Lifestyle Enhancement</td>
<td>159</td>
</tr>
<tr>
<td>UI-355</td>
<td>Consumer and the Market</td>
<td>160</td>
</tr>
<tr>
<td>UI-357</td>
<td>Early American Political Thought</td>
<td>161</td>
</tr>
<tr>
<td>UI-358</td>
<td>Found. of Polit. Thought</td>
<td>163</td>
</tr>
<tr>
<td>UI-359</td>
<td>Consumers</td>
<td>165</td>
</tr>
<tr>
<td>UI-360</td>
<td>Recyc. and Waste Mngmnt</td>
<td>166</td>
</tr>
<tr>
<td>UI-361</td>
<td>Contemporary Pol. Theory</td>
<td>167</td>
</tr>
<tr>
<td>UI-362</td>
<td>Contemp. French Culture</td>
<td>168</td>
</tr>
<tr>
<td>UI-366</td>
<td>Law and Economics</td>
<td>169</td>
</tr>
<tr>
<td>UI-368</td>
<td>Mind, Meaning and Value</td>
<td>170</td>
</tr>
<tr>
<td>UI-369</td>
<td>Vice and Virtue</td>
<td>171</td>
</tr>
<tr>
<td>UI-370</td>
<td>Media Ethics</td>
<td>172</td>
</tr>
<tr>
<td>UI-371</td>
<td>Government and Business</td>
<td>173</td>
</tr>
<tr>
<td>UI-372</td>
<td>Earthquakes and Society</td>
<td>174</td>
</tr>
<tr>
<td>UI-373</td>
<td>Earth/Life Thru Time</td>
<td>175</td>
</tr>
<tr>
<td>UI-375</td>
<td>European Film</td>
<td>176</td>
</tr>
<tr>
<td>UI-378</td>
<td>Physics of Star Trek</td>
<td>177</td>
</tr>
<tr>
<td>UI-382</td>
<td>History and Philosophy of American Mass Media</td>
<td>178</td>
</tr>
<tr>
<td>UI-390</td>
<td>The Film Musical</td>
<td>179</td>
</tr>
<tr>
<td>UI-396</td>
<td>The Age of Beethoven</td>
<td>180</td>
</tr>
<tr>
<td>UI-400</td>
<td>Business and Ethics</td>
<td>181</td>
</tr>
<tr>
<td>UI-401</td>
<td>Am. Cultural Landscapes</td>
<td>182</td>
</tr>
<tr>
<td>UI-402</td>
<td>Music in World Cultures</td>
<td>183</td>
</tr>
<tr>
<td>UI-403</td>
<td>Aesthetics &amp; Human Val.</td>
<td>184</td>
</tr>
<tr>
<td>UI-406</td>
<td>Transf. the Female Exp.</td>
<td>185</td>
</tr>
<tr>
<td>UI-407</td>
<td>Rational Endeavor</td>
<td>186</td>
</tr>
<tr>
<td>UI-410</td>
<td>Manufacturing Research in a Global Society</td>
<td>187</td>
</tr>
<tr>
<td>UI-412</td>
<td>Amer. Health Care System</td>
<td>188</td>
</tr>
<tr>
<td>UI-414</td>
<td>The American Temper</td>
<td>189</td>
</tr>
<tr>
<td>UI-415</td>
<td>Science and Religion</td>
<td>190</td>
</tr>
<tr>
<td>UI-416</td>
<td>Planetary Exploration</td>
<td>191</td>
</tr>
<tr>
<td>UI-417</td>
<td>Images of Britain</td>
<td>192</td>
</tr>
<tr>
<td>UI-418</td>
<td>The European Mind</td>
<td>193</td>
</tr>
<tr>
<td>UI-422</td>
<td>Scientific Reasoning</td>
<td>194</td>
</tr>
<tr>
<td>UI-423</td>
<td>Political Communication</td>
<td>195</td>
</tr>
<tr>
<td>UI-425</td>
<td>Persuasion</td>
<td>196</td>
</tr>
<tr>
<td>UI-429</td>
<td>Environmental Ethics</td>
<td>197</td>
</tr>
<tr>
<td>UI-430</td>
<td>Aging Successfully</td>
<td>199</td>
</tr>
<tr>
<td>UI-431</td>
<td>Shakespeare’s Tragedies</td>
<td>200</td>
</tr>
<tr>
<td>UI-432</td>
<td>Shakespeare’s History Plays and Comds &amp; the Hum. Cond.</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Aesthetics of Movement</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>Literature of Sport</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>Agricultural Ethics</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>The Nature and Growth of Mathematical Thought</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>The Holocaust</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Hist. of the English Lang.</td>
<td>207</td>
</tr>
<tr>
<td></td>
<td>Principles of Language</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>American History I</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>American History II</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Modern Euro. Civilization</td>
<td>98</td>
</tr>
</tbody>
</table>
Course Title Index

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting: Skills for Life, 31</td>
<td></td>
</tr>
<tr>
<td>Aesthetics &amp; Human Values, 184</td>
<td></td>
</tr>
<tr>
<td>Aesthetics and the Arts, 29</td>
<td></td>
</tr>
<tr>
<td>Aesthetics of Movement, 202</td>
<td></td>
</tr>
<tr>
<td>African Civilization, 91</td>
<td></td>
</tr>
<tr>
<td>Aging Successfully, 199</td>
<td></td>
</tr>
<tr>
<td>Agricultural Ethics, 204</td>
<td></td>
</tr>
<tr>
<td>American Cultural Landscapes, 182</td>
<td></td>
</tr>
<tr>
<td>American Health Care System, 188</td>
<td></td>
</tr>
<tr>
<td>American History I, 96</td>
<td></td>
</tr>
<tr>
<td>American History II, 97</td>
<td></td>
</tr>
<tr>
<td>American Peoples and Civilization, 89</td>
<td></td>
</tr>
<tr>
<td>Ancient Egypt, 88</td>
<td></td>
</tr>
<tr>
<td>Ancient Greece and Rome, 93</td>
<td></td>
</tr>
<tr>
<td>Australian Culture, 138</td>
<td></td>
</tr>
<tr>
<td>Basic Principles of Chemistry, 80</td>
<td></td>
</tr>
<tr>
<td>Bio. Science: A Process Approach, 71</td>
<td></td>
</tr>
<tr>
<td>Biochemistry I, 140</td>
<td></td>
</tr>
<tr>
<td>Biology for Living, 70</td>
<td></td>
</tr>
<tr>
<td>Business and Ethics, 181</td>
<td></td>
</tr>
<tr>
<td>Ceramics, 20</td>
<td></td>
</tr>
<tr>
<td>Chemistry in our World, 79</td>
<td></td>
</tr>
<tr>
<td>Children’s Literature, 37</td>
<td></td>
</tr>
<tr>
<td>Chinese Civilization, 92</td>
<td></td>
</tr>
<tr>
<td>Cities and Society, 115</td>
<td></td>
</tr>
<tr>
<td>College Algebra, 76</td>
<td></td>
</tr>
<tr>
<td>Comparative Economic Systems, 155</td>
<td></td>
</tr>
<tr>
<td>Comparative Political Systems, 103</td>
<td></td>
</tr>
<tr>
<td>Consumer and the Market, 160</td>
<td></td>
</tr>
<tr>
<td>Consumers: Buying/Having/Being, 165</td>
<td></td>
</tr>
<tr>
<td>Contemporary French Culture, 168</td>
<td></td>
</tr>
<tr>
<td>Contemporary Legal Studies, 132</td>
<td></td>
</tr>
<tr>
<td>Contemporary Political Theory, 167</td>
<td></td>
</tr>
<tr>
<td>Crime and Human Behav., 126</td>
<td></td>
</tr>
<tr>
<td>Cultral and Phys Landscapes-World, 125</td>
<td></td>
</tr>
<tr>
<td>Cultural Geography, 108</td>
<td></td>
</tr>
<tr>
<td>Dance Appreciation, 22</td>
<td></td>
</tr>
<tr>
<td>Development of the Adolescent, 65</td>
<td></td>
</tr>
<tr>
<td>Diversity in America’s Schools, 106</td>
<td></td>
</tr>
<tr>
<td>Drawing in Society, 19</td>
<td></td>
</tr>
<tr>
<td>Drugs and Behavior, 117</td>
<td></td>
</tr>
<tr>
<td>Early American Political Thought, 161</td>
<td></td>
</tr>
<tr>
<td>Earth/Life Thru Time, 175</td>
<td></td>
</tr>
<tr>
<td>Earth Science: A Process Approach, 134</td>
<td></td>
</tr>
<tr>
<td>Earth Science: Envrmntl Hzds, 83</td>
<td></td>
</tr>
<tr>
<td>Earthquakes and Society, 174</td>
<td></td>
</tr>
<tr>
<td>Economic Geography, 124</td>
<td></td>
</tr>
<tr>
<td>Economic Problems and Policies, 100</td>
<td></td>
</tr>
<tr>
<td>Electronics &amp; Computers in Music, 131</td>
<td></td>
</tr>
<tr>
<td>Environmental Biology, 68</td>
<td></td>
</tr>
<tr>
<td>Environmental Ethics, 197</td>
<td></td>
</tr>
<tr>
<td>Ethical Theory, 61</td>
<td></td>
</tr>
<tr>
<td>European Film, 176</td>
<td></td>
</tr>
<tr>
<td>European Peoples and Civilization, 90</td>
<td></td>
</tr>
<tr>
<td>Evolution of Musical Style, 40</td>
<td></td>
</tr>
<tr>
<td>Experimental Methods I, 139</td>
<td></td>
</tr>
<tr>
<td>Exploring the Universe, 85</td>
<td></td>
</tr>
<tr>
<td>Female Experience, 120</td>
<td></td>
</tr>
<tr>
<td>Fiction and the Human Exp., 34</td>
<td></td>
</tr>
<tr>
<td>First Year Seminar, 18</td>
<td></td>
</tr>
<tr>
<td>Foundations of Political Thought, 163</td>
<td></td>
</tr>
<tr>
<td>Foundations of Human Behavior, 59</td>
<td></td>
</tr>
<tr>
<td>French Language &amp; Culture I, 46</td>
<td></td>
</tr>
<tr>
<td>French Language &amp; Culture II, 47</td>
<td></td>
</tr>
<tr>
<td>French Language &amp; Culture III, 48</td>
<td></td>
</tr>
<tr>
<td>French Literature, 32</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Oral Commun., 52</td>
<td></td>
</tr>
<tr>
<td>General Chemistry I, 81</td>
<td></td>
</tr>
<tr>
<td>German Language &amp; Culture I, 49</td>
<td></td>
</tr>
<tr>
<td>German Language &amp; Culture II, 50</td>
<td></td>
</tr>
<tr>
<td>German Language &amp; Culture III, 51</td>
<td></td>
</tr>
<tr>
<td>German Literature, 33</td>
<td></td>
</tr>
<tr>
<td>Government and Business, 173</td>
<td></td>
</tr>
<tr>
<td>Health Perspectives, 60</td>
<td></td>
</tr>
<tr>
<td>Hispanic Literature, 45</td>
<td></td>
</tr>
<tr>
<td>History &amp; Culture of West Africa, 121</td>
<td></td>
</tr>
<tr>
<td>History of the English Language, 207</td>
<td></td>
</tr>
<tr>
<td>Hstry &amp; Phlsphy of Am. Mass Media, 178</td>
<td></td>
</tr>
<tr>
<td>Housing Perspectives, 146</td>
<td></td>
</tr>
<tr>
<td>Human Biology, 72</td>
<td></td>
</tr>
<tr>
<td>Human Sexuality, 133</td>
<td></td>
</tr>
<tr>
<td>Images of Britain, 192</td>
<td></td>
</tr>
<tr>
<td>Images of Women in Literature, 141</td>
<td></td>
</tr>
<tr>
<td>International Political Economy, 137</td>
<td></td>
</tr>
<tr>
<td>Introductory Physics I, 86</td>
<td></td>
</tr>
<tr>
<td>Investigations in Biology, 69</td>
<td></td>
</tr>
<tr>
<td>Islamic Civilization, 94</td>
<td></td>
</tr>
<tr>
<td>Issues in 20th Century Arch., 143</td>
<td></td>
</tr>
<tr>
<td>Jazz Appreciation, 28</td>
<td></td>
</tr>
<tr>
<td>Judicial Reasoning, 122</td>
<td></td>
</tr>
<tr>
<td>Language &amp; Culture of the Deaf, 105</td>
<td></td>
</tr>
<tr>
<td>Latin American Civilization, 95</td>
<td></td>
</tr>
<tr>
<td>Law and Economics, 169</td>
<td></td>
</tr>
<tr>
<td>Lifestyle Enhancement, 159</td>
<td></td>
</tr>
<tr>
<td>Literature of Sport, 203</td>
<td></td>
</tr>
<tr>
<td>Living in a Global Society, 154</td>
<td></td>
</tr>
<tr>
<td>Manag. Comm. Processes, 118</td>
<td></td>
</tr>
<tr>
<td>Mnfctrng Rsrch in a Global Society, 187</td>
<td></td>
</tr>
<tr>
<td>Mass Comm. and Society, 109</td>
<td></td>
</tr>
<tr>
<td>Mathematics I, 74</td>
<td></td>
</tr>
<tr>
<td>Media Ethics, 172</td>
<td></td>
</tr>
<tr>
<td>Medical Ethics, 158</td>
<td></td>
</tr>
</tbody>
</table>
## Course Title Index

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle East Politics, 156</td>
<td></td>
</tr>
<tr>
<td>Mind, Meaning and Value, 170</td>
<td></td>
</tr>
<tr>
<td>Modern Euro. Civilization, 98</td>
<td></td>
</tr>
<tr>
<td>Modern Political Thought, 148</td>
<td></td>
</tr>
<tr>
<td>Masterpieces of the French Novel, 128</td>
<td></td>
</tr>
<tr>
<td>Music in World Cultures, 183</td>
<td></td>
</tr>
<tr>
<td>Music: An Artistic Expression, 27</td>
<td></td>
</tr>
<tr>
<td>Musical Encounters, 26</td>
<td></td>
</tr>
<tr>
<td>Mythic Dimensions of Literature, 36</td>
<td></td>
</tr>
<tr>
<td>New Testament Literature, 42</td>
<td></td>
</tr>
<tr>
<td>Nonverbal Communication, 153</td>
<td></td>
</tr>
<tr>
<td>North American Indians, 145</td>
<td></td>
</tr>
<tr>
<td>Nutrition for Life, 73</td>
<td></td>
</tr>
<tr>
<td>Observing Other Cultures, 104</td>
<td></td>
</tr>
<tr>
<td>Old Testament Literature, 43</td>
<td></td>
</tr>
<tr>
<td>Oral Interpretation of Literature, 44</td>
<td></td>
</tr>
<tr>
<td>People &amp; Places of the World, 107</td>
<td></td>
</tr>
<tr>
<td>Perspectives in Art, 21</td>
<td></td>
</tr>
<tr>
<td>Perspectives on the Present, 129</td>
<td></td>
</tr>
<tr>
<td>Persuasion, 196</td>
<td></td>
</tr>
<tr>
<td>Philosophical Writing, 58</td>
<td></td>
</tr>
<tr>
<td>Physical Concepts, 84</td>
<td></td>
</tr>
<tr>
<td>Physical Landscape: A Spatial Analysis, 82</td>
<td></td>
</tr>
<tr>
<td>Physical Science: Process Approach, 87</td>
<td></td>
</tr>
<tr>
<td>Physics of Star Trek, 177</td>
<td></td>
</tr>
<tr>
<td>Planetary Exploration, 191</td>
<td></td>
</tr>
<tr>
<td>Plants and Humanity, 152</td>
<td></td>
</tr>
<tr>
<td>Poetry and the Human Experience, 35</td>
<td></td>
</tr>
<tr>
<td>Political Communication, 195</td>
<td></td>
</tr>
<tr>
<td>Principles of Microeconomics, 101</td>
<td></td>
</tr>
<tr>
<td>Principles of Language, 208</td>
<td></td>
</tr>
<tr>
<td>Psychological Dev. Across Life Span, 64</td>
<td></td>
</tr>
<tr>
<td>Psych. Perspectives on Human Beh., 62</td>
<td></td>
</tr>
<tr>
<td>Public Opinion Management, 157</td>
<td></td>
</tr>
<tr>
<td>Rational Endeavor, 186</td>
<td></td>
</tr>
<tr>
<td>Readings in Philosophy, 41</td>
<td></td>
</tr>
<tr>
<td>Recycling and Waste Management, 166</td>
<td></td>
</tr>
<tr>
<td>Religion in America, 142</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Biology, 67</td>
<td></td>
</tr>
<tr>
<td>Rhetoric and Critical Thinking, 57</td>
<td></td>
</tr>
<tr>
<td>Rural Sociology, 144</td>
<td></td>
</tr>
<tr>
<td>Science and Religion, 190</td>
<td></td>
</tr>
<tr>
<td>Scientific Reasoning, 194</td>
<td></td>
</tr>
<tr>
<td>Shakespeare's History Plays ..., 201</td>
<td></td>
</tr>
<tr>
<td>Shakespeare's Tragedies, 200</td>
<td></td>
</tr>
<tr>
<td>Social Decision-Making, 63</td>
<td></td>
</tr>
<tr>
<td>Social Philosophy, 112</td>
<td></td>
</tr>
<tr>
<td>Society, Culture and Social Behavior, 114</td>
<td></td>
</tr>
<tr>
<td>Spanish Language &amp; Culture I, 54</td>
<td></td>
</tr>
<tr>
<td>Spanish Language &amp; Culture II, 55</td>
<td></td>
</tr>
<tr>
<td>Spanish Language &amp; Culture III, 56</td>
<td></td>
</tr>
<tr>
<td>Sport and Society, 111</td>
<td></td>
</tr>
<tr>
<td>Statistical Reasoning, 77</td>
<td></td>
</tr>
<tr>
<td>Survey of Mathematics, 75</td>
<td></td>
</tr>
<tr>
<td>Symbolic Logic I, 78</td>
<td></td>
</tr>
<tr>
<td>Technology and Society, 135</td>
<td></td>
</tr>
<tr>
<td>The African-American Experience, 130</td>
<td></td>
</tr>
<tr>
<td>The Age of Beethoven, 180</td>
<td></td>
</tr>
<tr>
<td>The American Musical Experience, 127</td>
<td></td>
</tr>
<tr>
<td>The American Temper, 189</td>
<td></td>
</tr>
<tr>
<td>The Art of Film, 24</td>
<td></td>
</tr>
<tr>
<td>The Art of French Cinema, 23</td>
<td></td>
</tr>
<tr>
<td>The Child, 66</td>
<td></td>
</tr>
<tr>
<td>The European Mind, 193</td>
<td></td>
</tr>
<tr>
<td>The Film as History and Literature, 123</td>
<td></td>
</tr>
<tr>
<td>The Film Musical, 179</td>
<td></td>
</tr>
<tr>
<td>The Holocaust, 206</td>
<td></td>
</tr>
<tr>
<td>The Modern Presidency, 136</td>
<td></td>
</tr>
<tr>
<td>The Ntr and Grwth of Math. Thought, 205</td>
<td></td>
</tr>
<tr>
<td>The Variety of Literature, 39</td>
<td></td>
</tr>
<tr>
<td>Theatre Appreciation, 30</td>
<td></td>
</tr>
<tr>
<td>Theories of Music in Culture, 25</td>
<td></td>
</tr>
<tr>
<td>Transcultural Exp.: Economic ..., 150</td>
<td></td>
</tr>
<tr>
<td>Transcultural Exp.: Health ..., 151</td>
<td></td>
</tr>
<tr>
<td>Transforming the Female Experience, 185</td>
<td></td>
</tr>
<tr>
<td>U. S. Political Systems, 102</td>
<td></td>
</tr>
<tr>
<td>Understanding Soc. &amp; Ctrl Diversity, 116</td>
<td></td>
</tr>
<tr>
<td>Values &amp; Social Issues in Business, 110</td>
<td></td>
</tr>
<tr>
<td>Vice and Virtue, 171</td>
<td></td>
</tr>
<tr>
<td>Victorian Studies, 147</td>
<td></td>
</tr>
<tr>
<td>Westward Movement, 119</td>
<td></td>
</tr>
<tr>
<td>World English Literature, 38</td>
<td></td>
</tr>
<tr>
<td>World Food and Society, 99</td>
<td></td>
</tr>
<tr>
<td>World Religions, 113</td>
<td></td>
</tr>
</tbody>
</table>
Notes

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

Editor: Susan Ludwig, Administrative Secretary
Printing: Printing and Duplicating Service
Southeast Missouri State University