



DOMINICAN UNIVERSITY



2010-2012 UNDERGRADUATE BULLETIN

A Catholic Coeducational Liberal Arts and Sciences University
Inspired minds. Amazing possibilities.

Mission
As a Sinsinawa
Dominican-sponsored
institution,
Dominican University
prepares students
to pursue truth,
to give
compassionate service
and to participate
in the
creation of
a more just and
humane world.

FOUNDED
1901





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UNDERGRADUATE CALENDAR

2010-2011

FALL SEMESTER 2010

August	30	First day of classes
September	6	Labor day (no classes)
	7	Last day to add or drop courses
	14	Last day to declare satisfactory/fail grade option
	28	Last day to declare course intensification option
	28	Caritas and Veritas Day (class schedule suspended)
October	22-24	Long Weekend (no classes)
November	10	Last day to withdraw from fall semester courses
	24-28	Thanksgiving Vacation
December	11	Last day of classes
	13-18	Final Examination Week
January	8, 2011	Commencement

SPRING SEMESTER 2011

January	12	First day of classes—follow Monday class schedule
	17	Martin Luther King Jr. Day (no classes)
	20	Last day to add or drop courses
	27	Last day to declare satisfactory/fail grade option
February	10	Last day to declare course intensification option
March	7-13	Mid-Semester Vacation
	24	Last day to withdraw from spring semester courses
	28	Advance registration begins for 2011-2012
April	21-24	Easter Vacation
	29	Last day of classes
	30	Saturday and schedule conflict final examinations
May	2-5	Final Examination Week
	7	Commencement

SUMMER SEMESTER 2011

May	9	Begin graduation audits for students graduating in January 2012, and May 2012
May 16-June 27		SUMMER SESSION I
May	23	Last day to add or drop courses for Summer Session I
	23	Last day to declare satisfactory/fail grade option
	30	Memorial Day (no classes)
June	17	Last day to withdraw from Summer Session I
July 5-August 15		SUMMER SESSION II
July	12	Last day to add or drop courses for Summer Session II
	12	Last day to declare satisfactory/fail grade option
August	5	Last day to withdraw from Summer Session II courses

UNDERGRADUATE CALENDAR

2011-2012

FALL SEMESTER 2011

August	29	First day of classes
September	5	Labor day (no classes)
	6	Last day to add or drop courses
	13	Last day to declare satisfactory/fail grade option
	27	Last day to declare course intensification option
	27	Caritas and Veritas Day (class schedule suspended)
October	21-23	Long Weekend (no classes)
November	9	Last day to withdraw from fall semester courses
	23-27	Thanksgiving Vacation
December	10	Last day of classes
	12-17	Final Examination Week
January 14, 2012		Commencement

SPRING SEMESTER 2012

January	11	First day of classes—follow Monday class schedule
	16	Martin Luther King Jr. Day (no classes)
	19	Last day to add or drop courses
	26	Last day to declare satisfactory/fail grade option
February	9	Last day to declare course intensification option
March	5-11	Mid Semester Vacation
	22	Last day to withdraw from spring semester courses
	26	Advance registration begins for 2012-2013
April	5-8	Easter Vacation
	27	Last day of classes
	28	Saturday and schedule conflict final examinations
	30-May 3	Final Examination Week
May	5	Commencement

SUMMER SEMESTER 2012

May	7	Begin graduation audits for students graduating in January 2013, and May 2013
May 14-June 25		SUMMER SESSION I
May	21	Last day to add or drop courses for Summer Session I
	21	Last day to declare satisfactory/fail grade option
	28	Memorial Day (no classes)
June	15	Last day to withdraw from Summer Session I
July 2-August 13		SUMMER SESSION II
July	4	July 4 Holiday (no classes)
	10	Last day to add or drop courses for Summer Session II
	10	Last day to declare satisfactory/fail grade option
August	3	Last day to withdraw from Summer Session II courses

GENERAL INFORMATION

MISSION STATEMENT

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world.

VISION STATEMENT

Dominican University aspires to be a premier, Catholic, comprehensive teaching university of 4,000 students.

IDENTITY STATEMENT

Dominican University is a distinctively relationship-centered educational community, rooted in the liberal arts and sciences and comprehensive in scope, known for its rigorous and engaging academic programs, for the care and respect with which it mentors students, for its enduring commitment to social justice, and for the enriching diversity of its students, faculty and staff. Integral to Dominican's success and distinction are the ongoing exploration, clear expression, and shared experience of its Catholic Dominican identity.

HISTORY

Dominican University traces its origins to the charter granted in 1848 by the State of Wisconsin to St. Clara Academy, a frontier school for young women founded by the Very Reverend Samuel Mazzuchelli, OP. The Italian-born Dominican educator drew upon the centuries-old intellectual traditions of his order in planning what was considered in those days a revolutionary curriculum. He included subjects such as astronomy, logic, history, and natural philosophy, a reaction against the superficiality in content of courses usually given in "seminaries for young ladies." The Dominican Sisters of Sinsinawa, who taught in and administered the school from the beginning, were urged to open a college and founded St. Clara College in Sinsinawa in 1901. Dominican love of learning and teaching continued to build the college materially and intellectually, and St. Clara's soon became accepted as an equal of the older eastern colleges. Many Catholic clergy and lay educators were impressed by the scholarship of St. Clara's teachers and the excellence of its graduates. Under the leadership of Mother Samuel Coughlin, OP, the sisters moved the college to River Forest, where it opened in the fall of 1922, having been renamed Rosary College and incorporated in Illinois.

In 1920, when he laid the cornerstone of Power Hall, the first structure built on campus, Archbishop Mundelein said that higher education at Rosary would not be "confined to the few; neither wealth nor race will

be any advantage, nor will they provide a hindrance to enter here." The library science school was established as a coeducational entity in 1930, and Rosary College officially became coeducational in 1970. Rosary College changed its name to Dominican University in 1997. This change recognized Dominican's status as a university and includes the **Rosary College of Arts and Sciences**, the **Graduate School of Library and Information Science**, the **Brennan School of Business**, the **School of Education**, the **School of Leadership and Continuing Studies**, and the **Graduate School of Social Work**. It also reaffirmed the university's commitment to the Sinsinawa Dominicans and Dominican values.

The university was an early pioneer of study abroad programs, launching a "junior year abroad" program in 1925 with the opening of its Villa des Fougères in Fribourg, Switzerland—just the second school in the United States with a study abroad program. Other study-abroad programs followed, including the Graduate School of Fine Arts in Florence, Italy, in 1948, the Rosary in London program in 1971, and the Strasbourg, France, program in 1987. The university has added new options for undergraduate and graduate study and service abroad at an increasing pace: the Heidelberg, Germany, in 1993; Milan, Italy, and Salamanca, Spain, in 1994; Fanjeaux, France, in 1997; Shanghai and Beijing, China, in 2000; Nantes, France, in 2002; Rome, Italy; the Silk Road; literary London; and El Salvador in 2005; and Buenos Aires, Argentina; Limerick, Ireland; Paris, France; Ghana, West Africa; and Stellenbosch, South Africa; in 2007.

The **Graduate School of Library and Information Science** celebrates 80 years of library science education in 2010. Library science at Rosary began in 1930 as an undergraduate department of the college that awarded the degree Bachelor of Arts in library science. In 1949, the graduate curriculum leading to the degree Master of Arts in Library Science was inaugurated, and in 1970, the Department of Library Science became the Graduate School of Library Science. To better reflect the growth and scope of its programs, it became the Graduate School of Library and Information Science in 1981 and began awarding the degree Master of Arts in Library and Information Science. In 1993, the name of the degree was changed to Master of Library and Information Science. In 2009, the university introduced its first doctorate program with the Doctor of Philosophy in library and information science degree.

Founded in 1977, the School of Business at Dominican University was named in 2006 in honor of Edward A. Brennan, retired chairman and chief executive officer of Sears, Roebuck and Co., and his wife, Lois L. Brennan, an alumna of Dominican. Today the **Brennan School of Business** is one of the leading small business programs in the Chicago metropolitan area. Approximately 600 students pursue undergraduate and graduate degrees in the fields of accounting, business, economics, international business, and information systems. The student body, with representatives from more than 30 countries, is diverse in terms of both business experience and cultural backgrounds.

In recent years, the Brennan School of Business has expanded its global reach by partnering with top-ranked universities abroad to offer Executive MBA programs in Poland and the Czech Republic.

Since its inception, the Brennan School of Business has offered a curriculum that addresses issues of business ethics. The establishment of the Christopher Chair in Business Ethics in 2003 and, more recently, the development of a Center for Global Peace through Commerce reflect the School's continuing commitment to preparing business leaders to have a positive impact in their communities and around the world.

The **School of Education** has its roots in programs to prepare undergraduates candidates to teach in secondary and elementary schools, which were initiated in the 1930s and 1940s, respectively. The first education program offered on the graduate level was a Master of Science in learning disabilities, which was inaugurated in 1978, and was followed two years later by a second program in behavior disorders. In 1981, the Graduate School of Special Education was formed, with Illinois State Board of Education approval to offer the Master of Science degree in special education with certification in learning disabilities and social/emotional disorders. At this same time the program of study in gifted education was incorporated into the special education program. These programs were incorporated into what became the Graduate School of Education in 1987. New degree programs that followed included a Master of Arts in early childhood education (1990), a combined program in Bachelor of Arts/Master of Science in Special Education for undergraduate candidates (1990), Master of Arts in Educational Administration (1991) and Master of Arts in Teaching (1994). In 1994, the undergraduate teacher certification programs and the graduate programs were incorporated into the School of Education. In 1996, the Teaching Certificate for College Graduates program, a non-degree graduate program, was established to prepare college graduates for certification in elementary and secondary education. At the same time, an ESL/Bilingual program was initiated to prepare candidates

to teach students who are English language learners. In 2000, the Master of Arts in Education, with an emphasis on curriculum and instruction, received approval from the Illinois State Board of Education. The first online master's degree program, with a focus on literacy was approved in 2003. A new reading specialist certification and master's degree program received Illinois State Board of Education approval in 2004. Also in 2004, the School of Education introduced its first undergraduate major in early childhood education for students seeking certification in that area.

In 1997, the university established the adult learning curriculum currently administered by the **School of Leadership and Continuing Studies**. Originally called the Institute for Adult Learning, the program was established to provide accelerated programs for adults completing their degrees. The school administers a Bachelor of Science in Organizational Leadership and a Master of Science in Organizational Leadership, with concentrations in women's leadership, sports leadership and nonprofit leadership; these degrees are in phase down and are no longer accepting applications. It also continues to offer a Master of Arts in Family Ministry degree.

The university initiated the **Graduate School of Social Work** in 2001 with courses leading to the Master of Social Work degree. The Graduate School of Social Work received full accreditation in 2004 through the Council on Social Work Education. The school emphasizes a global focus and family-centered practice, and MSW students have the option to participate in domestic and international field placements. The Graduate School of Social Work is one of 75 outstanding social work education programs selected to participate in a unique training opportunity through the Council on Social Work Education's National Center for Gerontological Social Work Education. The MSW program is enriched with gerontological competencies embedded into the foundation curriculum and structure of the program, and the Gerontology Graduate Certificate in Aging Care program is offered to address the need for professionally trained social workers to meet the needs of the older adult population. The Graduate School of Social Work also offers Type 73 School Social Work Certification, which prepares students to become professional school social workers in the K-12 education setting. The Graduate School of Social Work and the Brennan School of Business offer a Master of Social Work/Master of Business Administration (MSW/MBA) dual degree program designed to prepare entrepreneurs for leadership roles in social service agencies, nonprofit organizations, and for-profit institutions.

In 2002, the university purchased the Dominican

Conference Center located eight blocks east of the Main Campus. Renamed the Priory Campus, this facility houses the Graduate School of Social Work, the School of Leadership and Continuing Studies, and the St. Catherine of Siena Center, which the university established in 2003 to provide a unique opportunity for interdisciplinary study, dialogue, and services, bringing the Catholic tradition to bear on contemporary issues.

ACCREDITATION

Dominican University is accredited by the North Central Association of Colleges and Secondary Schools as a baccalaureate and master's degree-granting institution.

The Master of Library and Information Science program is accredited by the American Library Association. The accounting, business administration, and undergraduate international business programs in the Brennan School of Business are accredited by the Association of Collegiate Business Schools and Programs. The Graduate School of Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education. In addition, the university's education programs are approved by the Illinois State Board of Education. The university is approved by the Illinois Department of Registration and Education and the State Approving Agency for Veterans Affairs. The program in nutrition and dietetics has development accreditation from the Commission on Accreditation for Dietetics Education.

MEMBERSHIP

Dominican University holds membership in the Association of American Colleges, the American Council on Education, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Association of Catholic Colleges and Universities, the Federation of Independent Illinois Colleges and Universities, the Associated Colleges of the Chicago Area, the Associated Colleges of Illinois, the College Entrance Examination Board, the Association to Advance Collegiate Schools of Business, the Association of Governing Boards of Universities and Colleges, the National Association of Colleges and Employers, the National Association of College and University Business Officers, the National Catholic Educational Association, the National and Midwest Associations of Student Financial Aid Administrators, the National Association of College Admission Counseling, the National Society for Experiential Education, the American Association of Collegiate Registrars and Admissions Officers, Women in Development, the Association of Fundraising Professionals, the Council for Advancement and Support of Education, and the American Association of Colleges for Teacher Education.

LOCATION

The university's Main Campus is at 7900 West Division Street, River Forest, Cook County, IL, 10 miles west of the Chicago Loop and eight miles south of O'Hare Airport. The Priory Campus is at 7200 West Division Street, River Forest. The university also offers classes at sites across the Chicago area. All campus buildings are smoke free.

NONDISCRIMINATION POLICY

Dominican University does not discriminate on the basis of race, color, gender, religion, national or ethnic origin, disability, age, marital status, or sexual orientation.

LIBRARY

The Rebecca Crown Library is a campus destination for work, study, and reflection. Students and faculty have access to a collection of more than 230,000 volumes and subscriptions to 150 online databases with access to more than 29,600 unique full-text periodicals. Materials have been chosen largely by the faculty to support the curriculum, and consist of monographs, reference materials, newspapers, journals, and audiovisual materials. Electronic resources are accessible on and off campus to all enrolled students, faculty, and staff.

The Media Center and University Archives are also housed within the library. The Media Center houses films, videos, records, CDs, DVDs, and audiotapes. The Archives comprise primarily administrative and institutional records and ephemera related to the history and functioning of the university; Dominican students and faculty are invited to explore research opportunities using the archival collections.

The library's membership in CARLI (an online network of academic libraries throughout the state) and LIBRAS (a consortium of 17 liberal arts colleges in the metropolitan area) provides additional access to 10 million volumes and more than 80,000 current serial titles. With interlibrary loan through I-Share, a network of 76 academic libraries in Illinois, and OCLC (Online Computer Library Center), materials and information from many additional libraries—public, academic, and special—are easily accessible. Librarians are available to help with research in person, by phone, email, and chat services. Scheduling individual consultations with librarians is encouraged. Librarians also create course pages, library subject guides, and tutorials for individual classes or subject areas.

The library houses approximately 60 PCs on four floors and a Library Instruction classroom on the first floor with 24 computer workstations. All the PCs in the library have access to library resources, internet, and to all the campus software. There are 20+ network

jacks where students can use network-ready laptops, and wireless capability is available throughout the building.

Furniture in the facility accommodates group and single study needs and many tables are equipped with electrical outlets for laptops. There are three group study rooms with whiteboards on the second floor. In addition, the beautiful and historic Noonan Reading Room provides a quiet study space option. The library is open seven days a week, 8:00 a.m. to midnight (108 hours per week), and the Noonan Reading Room is open 24/7.

More information about circulation policies, borrowing privileges, reference help, how to access your library account, or any other questions is available on the library website.

INFORMATION TECHNOLOGY

Students have access to computers with email and internet access throughout the campus: in classrooms, labs, the library, and other public areas. All of these areas offer black-and-white printing: students are given a quota of prints at the beginning of every semester. Wireless access is available on campus throughout the Rebecca Crown Library, Parmer Hall, the Technology Center, Lewis Hall, and the Student Lounge.

Online, students can search course schedules, register for classes, view grades, and print unofficial transcripts, as well as view student billing and financial aid information.

The university's computer network is a shared resource used by faculty, staff, and students for educational and administrative purposes. Computer security is everyone's responsibility. Students with their own computers can link to the university's network. At a minimum, they are required to run antivirus software on their computer and ensure that their computer's operating system is up to date. For policy information and how-to documentation, visit the Information Technology department website.

THE ROSE K. GOEDERT CENTER FOR EARLY CHILDHOOD EDUCATION

The Rose K. Goedert Center for Early Childhood Education, directed by the School of Education, demonstrates Dominican University's commitment to provide quality early childhood education to children two to five years of age. Programs at the center are open to children of Dominican University students, faculty, and staff, as well as the local community. The Center also provides a learning environment for School of Education students.

The Goedert Center for Early Childhood Education is located in a stand-alone building on the university's Priory Campus and is open Monday through Friday

from 7:00 a.m. until 6:00 p.m. Because the center offers a full developmental program, it requires that children are preregistered. Admittance is based on availability. Parents can choose from several attendance plans; however, the center is not available for occasional use. Further information and registration forms are available from the Goedert Center at (708) 524-6895.

ART, LECTURES, AND CONCERTS

Artists and prominent speakers visit the Dominican campus, and theatricals, films, and exhibitions are often featured through the university's public events program or sponsored by various departments to supplement regular academic exercises. Dominican University features a full season of professional and student performances in Lund Auditorium and Eloise Martin Recital Hall.

The O'Connor Art Gallery offers several exhibits each year. The Performing Arts Center at Dominican features musical and theatrical performances throughout the year. Regularly scheduled concerts by the Chicago Sinfonietta are offered at Dominican University. The university's ideal location just west of Chicago gives students access to the Art Institute of Chicago, the Museum of Contemporary Art, the Field Museum of Natural History, the Oriental Institute, the Museum of Science and Industry, the Shedd Aquarium, and performances of the Lyric Opera of Chicago and the Chicago Symphony Orchestra. There are also a number of galleries, libraries, institutes, and theatres, as well as recreational and cultural events at the many colleges and universities in and around the metropolitan area.

HONOR SOCIETIES

- Theotokeion, Rosary College of Arts and Sciences academic honor society, founded in 1926. Membership awarded for high academic achievement and community service.
- Pi Delta Phi, national French honor fraternity. Alpha Tau chapter installed April 11, 1951. Membership awarded for superior scholarship in French.
- Sigma Delta Pi, national Spanish honor society. Beta Xi chapter installed June 3, 1948. Membership awarded for overall academic excellence and superior scholarship in Spanish with an active enthusiasm for things Hispanic.
- Phi Alpha Theta, national honor society for history. Iota Tau chapter installed February 21, 1965. Membership awarded for active interest and superior scholarship.
- Pi Gamma Mu, international social science honor society. Kappa chapter installed December 2, 1952. Membership awarded for superior scholarship in

one or more of the following fields: history, political science, sociology, economics, or psychology.

- Kappa Delta Pi, international education honor society. Psi Chi Chapter installed April 13, 1998. Academic achievement and commitment to the teaching profession.
- Kappa Gamma Pi, national honor society. Open to qualified seniors.
- Kappa Mu Epsilon, national mathematics honor society. Zeta chapter installed February 26, 1967. Open to qualified seniors.
- Gamma Kappa Alpha, national Italian honor society. Theta Kappa Pi chapter installed October 26, 1976. Membership awarded for overall academic excellence, particularly in Italian language and literature, and an active interest in Italian culture.
- Psi Chi, national honor society in psychology. Chapter installed April 30, 1980. Overall academic excellence and superior scholarship in psychology.
- Theta Alpha Kappa, national honor society for religious studies/theology. Alpha Alpha Zeta chapter installed October 1983. Membership awarded for active interest and high academic average.
- Sigma Tau Delta, the English Honor Society. Alpha Beta Pi chapter installed 1992. Membership awarded for active interest in English language and literature and high academic average.
- Sigma Iota Epsilon, national honor society for management. Epsilon Nu Chapter installed April 8, 1994. Membership awarded for superior scholarship in accounting, business, economics, and international business.
- Phi Sigma Tau, International Honor Society in Philosophy. Mu chapter established in 1995. Membership awarded for excellence in philosophy.
- Lambda Pi Eta, the National Communication Association Honor Society, was founded in 1985. Membership awarded for outstanding scholastic achievement in communication.

SPECIAL NEEDS SERVICES

At Dominican University, no qualified individual with a disability will be excluded from participation in or be denied the benefits of the services, programs, or activities of the university. The Office of the Dean of Students is a university resource promoting barrier-free environments (physical, program, information, attitude) and assisting the university in meeting its obligation under federal statutes and school tradition in regard to the rights of students with disabilities.

The Office of the Dean of Students coordinates providing necessary and appropriate services for students with special needs. Upon receipt of appropriate documentation of disability, the office assists by providing or arranging appropriate auxiliary aids

and services, reasonable accommodations, academic adjustments, and consultation. In some instances the Office of the Dean of Students acts as a liaison with other appropriate state and federal agencies.

Students are encouraged to meet individually with the dean of students to determine what specific services and accommodations are needed. It is the responsibility of the student to make requests for auxiliary aids or special services at least three weeks prior to the start of a program or class.

The disability grievance procedure can be found in the Student Handbook or copies can be requested from the Office of the Dean of Students.

IMMUNIZATION POLICY

Students registering for post-secondary education must submit to the university evidence of immunity against those diseases specified in the rules and regulations promulgated by the Illinois Department of Public Health. All students registered for more than half time are required to meet all requirements necessary for compliance. If medical or religious reasons prevent a student from being immunized, a waiver can be submitted for consideration and, if approved, will be placed in the student's file. Students born prior to January 1, 1957, are considered to be immune to measles, mumps, and rubella. However, students must submit to student health services proof of a tetanus immunization within the last 10 years and proof of their birth date. Failure to comply with the law will result in the assessment of fines and/or withholding of grades and transcripts until compliance is complete.

Immunization records are available from high schools or from personal physicians and are to be submitted to the Wellness Center. Any questions regarding immunization records should be directed to the Wellness Center.

STUDENT RESPONSIBILITIES

The university bulletin and annual student handbook are available to all students. It is expected that students who enroll in the university will familiarize themselves with the Student Rights and Responsibilities and Due Process procedures that are found in the student handbook (additional copies are available online and from the office of the Dean of Students), and it is understood that they accept the terms and conditions stated in this bulletin. It is further understood that students will assume all responsibility for meeting necessary graduation requirements including but not limited to cumulative semester hours earned, major/minor, core, and GPA. Successful degree completion is the sole responsibility of the student. The university reserves the right to suspend or dismiss any student at any time when, in the judgment of university authorities, the general welfare demands such action.

ADMISSION AND FINANCIAL AID

Admission to Dominican University is open to men and women who are prepared academically to undertake a rigorous liberal arts program. Applicants for freshman admission are considered on the basis of probable success as determined by grades in a college preparatory program, class rank, and standardized test scores. Transfer students are evaluated on the basis of their high school record and course work completed at previous colleges and universities. Admission decisions are announced on a rolling basis. Students are required to pay a tuition deposit after they have been accepted. The deposit is refundable until May 1 for students entering in the fall term and November 1 for students entering in the spring term. Housing arrangements may be made after the tuition deposit is paid. A housing deposit also is required. Prospective students are urged to visit the campus. Individual appointments, which include tours of the campus, can be arranged with an admission counselor. Visiting Day programs are scheduled throughout the year. Students needing special accommodations for such events are asked to contact the Office of Undergraduate Admission prior to the event.

All application materials become the property of Dominican University. Providing incomplete or inaccurate information regarding a previous academic record on an admission application form is grounds for denial of admission.

STUDENTS WITH SPECIAL NEEDS

Information regarding services for students with special needs is available in the Office of the Dean of Students. Students needing these services are encouraged to meet with the dean of students prior to enrollment.

ADMISSION FROM SECONDARY SCHOOL REQUIREMENTS

Entrance requirements for the Bachelor of Arts and Bachelor of Science degree programs include a high school cumulative grade point average of 2.75 in college preparatory classes, rank in the upper half of the high school graduating class, ACT or SAT scores at or above the national average, and completion of 16 units of college preparatory work, including 14 in a combination of English, mathematics, social science, laboratory science, and foreign language. Factors such as leadership, personal qualities, and co-curricular activities also are considered. Proof of high school graduation and proof of state-required immunization

must be presented prior to enrolling at the university. Dominican University recognizes the General Education Development (GED) diploma in lieu of a high school diploma.

APPLICATION PROCEDURE

Applicants for admission to the freshman class are responsible for having the following documents sent to the university:

1. The completed application form and a non-refundable \$25 application fee. The application form is available from the Office of Undergraduate Admission or can be accessed from the website: www.dom.edu;
2. An official high school transcript; and
3. ACT or SAT scores. In most cases, the university will accept the ACT/SAT scores reported on the high school transcript. Acceptance of high school applicants before the completion of the senior year carries with it the understanding that the candidates will successfully complete the senior year. The university reserves the right to withdraw acceptance if the final transcript is unsatisfactory.

ADVANCED PLACEMENT (AP)

High school students are encouraged to take advanced placement tests and to apply for college-level academic credit on the basis of the results. There is no maximum of credit awarded through AP examinations. Students must have official scores sent to Dominican University.

INTERNATIONAL BACCALAUREATE (IB)

Dominican University recognizes the rigorous nature of the International Baccalaureate program and awards individual course credit for scores of four or above on higher-level IB examinations. Students may be awarded up to 30 semester hours of advanced standing for appropriate scores on higher-level examinations. For additional information, contact the Rosary College of Arts and Sciences Advising Office.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Subject to acceptable scores and to certain departmental qualifications, credit is granted in most disciplines for College Level Examination Program tests taken prior to the semester of graduation. Students must request that scores be sent by the testing service to Dominican University. Credit is awarded after the student has successfully completed three courses at Dominican.

A maximum of 28 semester hours of credit is granted with no more than 12 semester hours in one major area of concentration. For additional information contact the Rosary College of Arts and Sciences Advising Office.

Information about the College Level Examination Program can be secured from the Program Director, CLEP, Box 6600, Princeton, NJ 08541-6600.

ADMISSION TO HONORS DEGREE PROGRAM

Incoming full-time students of superior ability are invited to participate in the honors degree program. Normally, students who rank in the upper 10 percent of their graduating class, have high ACT/SAT scores, and have completed honors or advanced placement classes in high school are chosen for the honors program because of their expressed academic interests and their accomplishments. Transfer students who meet comparable criteria in their previous college work may be eligible for the honors program.

EARLY ADMISSION TO COLLEGE

Students wishing to enter Dominican University before receiving their high school diploma will be considered for admission to the freshman class upon completion of the junior year and fulfillment of the following conditions:

1. Recommendation for admission to Dominican University by the high school principal or counselor and at least one faculty member; and
2. Completion of not fewer than 14 units acceptable toward admission to Dominican University, 11 of which shall be in subjects prescribed for admission.

SPECIAL ADMISSION OPPORTUNITIES

Dominican University admits a limited number of students each year who do not meet all the regular admission requirements but who have demonstrated the potential to complete university course work successfully. For these students, a condition of admission may be participation in the summer Transitions program or enrollment in the "Strategies for Academic Success" seminar (see page 108).

ADMISSION OF TRANSFER STUDENTS

A transfer student is one who has been accepted with at least 12 semester hours of transferable college credit. Students in good standing from regionally accredited two-year or four-year colleges will be considered for admission.

Candidates applying as transfer students are responsible for having the following documents sent to the university:

1. The completed university application form and a nonrefundable \$25 application fee;
2. Official transcripts from each college and university attended; and

3. The official high school transcript, including ACT or SAT scores, when requested.

Community college students holding an Associate of Arts degree earned in a qualified baccalaureate transfer program usually receive full credit for their transfer work up to a maximum of 68 semester hours of credit. The maximum in physical education and health is four semester hours. In most cases, this will allow the full-time associate's degree student to earn the bachelor's degree in two additional years.

Up to 90 semester hours may be accepted in transfer from accredited four-year colleges and universities (see residency requirements on page 17.)

SECOND BACHELOR'S DEGREE

Students holding a baccalaureate degree from a regionally accredited institution may receive a second bachelor's degree from Dominican University provided that:

1. All university general education requirements, foundation and area requirements, and major requirements are met;
2. A minimum of 34 semester hours is earned in residence at Dominican University; and
3. A cumulative grade point average of 2.00 is attained. Transfer student restrictions apply to second baccalaureate degree candidates.

DEGREE COMPLETION AGREEMENTS

Dominican University, in partnership with colleges and universities in the area, offers a number of degree completion programs. Generally, completing certain programs at one of these colleges admits the student into a bachelor's degree program at Dominican. Areas of partnership include programs in apparel design, biology, business, chemistry, culinary arts, early childhood education, food industry management, neuroscience, and others. Please contact the Office of Undergraduate Admission for a complete listing of partnership programs.

ADMISSION TO CERTIFICATE OR LICENSURE PROGRAMS

Students admitted to certificate or licensure programs will follow the same procedures as outlined for degree-seeking students. Students accepted into certificate programs may apply those credits toward a bachelor's degree. The change of status must be filed with the registrar.

ADMISSION AS A STUDENT-AT-LARGE

Students who are not seeking a degree may be admitted to the university as a student-at-large without presenting transcripts of previous college or secondary school work provided they are in good standing at their previous school. Students-at-large may register for up to 30 semester hours of credit before they must

change to degree-seeking status. Their credit work as nondegree students at Dominican will be treated as transfer credit for the purpose of satisfying degree requirements.

They must meet all admission requirements when applying for degree-seeking status and are subject to all academic rules and regulations during their attendance at the university.

Students seeking teacher certification, Commission on Accreditation for Dietetics Education (CADE) certification, or registering for certificate and/or licensure programs may not apply as students-at-large. Students-at-large are not eligible for financial aid.

ADMISSION OF INTERNATIONAL STUDENTS

Applicants from countries where English is not the primary language must demonstrate proficiency in English and also submit either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) scores. The Admission Committee may waive this requirement for international adult applicants for whom such testing is not appropriate. Acceptable English proficiency exams/programs would include:

1. The Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper version, 213 on the computer, or 79-80 on the web-based version, or
2. The International English Language Testing System (IELTS) band score of 7 or better, or
3. The Pearson Test of English Academic (PTEA) score of 53 or better, or
4. Successful completion of ELS Level 112.

Official credentials and notarized translations must be sent to the Office of Undergraduate Admission. For advanced standing and/or transfer credit, students may be asked to have official transcripts evaluated by Educational Credential Evaluators (ECE) or another approved agency at their own expense.

Information needed to complete the I-20 form will be collected for all international students, including information regarding financial support. The international student adviser will issue the I-20 form to the student after the student has been accepted for admission and provided evidence of financial support.

ADMISSION OF VETERANS

Dominican University is approved by the State Approving Agency for the training of veterans and is a participant in the Yellow Ribbon program for the Post-9/11 GI Bill. Veterans should obtain a certificate of eligibility from their local veterans administration office at least one month before they plan to enter college.

FINANCIAL AID

The financial aid program at Dominican University provides assistance to students whose personal and

family resources cannot meet the cost of education. Assistance is in the form of federal, state, and institutional grants, loans, and employment. Only those students who have been accepted for admission are considered for financial aid.

An applicant's aid eligibility will be determined by an evaluation of the Free Application for Federal Student Aid (FAFSA). To be eligible for federal or state aid, students must be degree-seeking United States citizens or permanent residents. To remain eligible for financial aid, students must maintain satisfactory academic progress and continue to demonstrate need on financial aid applications submitted annually.

FINANCIAL AID APPLICATION PROCESS

Students must complete the Free Application for Federal Student Aid (FAFSA) and list Dominican University (code 001750) as the institution to receive the information. The application deadline is April 15 for returning students. The suggested deadline for new students is April 15. Some students may be required to submit additional information.

TUITION EXCHANGES

Dominican University participates in the Catholic College Cooperative Tuition Exchange, the Council of Independent Colleges Tuition Exchange, and Tuition Exchange, Inc. Dependents of employees of participating institutions are eligible for tuition benefits at Dominican University. Additional information on these tuition exchanges is available in the Office of Undergraduate Admission.

ENDOWED AND MEMORIAL SCHOLARSHIPS

Benefactors of the university have established the following scholarships to promote Catholic college education and provide financial aid to qualified students.

The Alumnae/i Reunion Scholarship,
classes of '27,'64,'65
The Bernard G. and Anna M. Anderson
Endowed Scholarship
The Edna and Ralph Balgemann Scholarship
The Lerone and Gloria Bennett Scholarship
The Camille P. and Ferdinand V. Berley Scholarship
The Renee A. and Pier C. Borra Scholarship
The Ida Brechtel Scholarship in Memory of
Sister Mary Alberic Runde
The Lois L. and Edward A. Brennan Scholarship
The Loretta Wagar Burg Scholarship
The Angie Buscareno Endowed Scholarship
The William J. and Anna S. Chekewicz Scholarship
The Class of 1939 Scholarship
The Class of 1940 Scholarship
The Class of 1946 Scholarship
The Class of 1969 Scholarship

The Class of 1971 Scholarship
 The Bernadette E. Connelly Scholarship
 The James and Marie Cowhey Scholarship
 The Janet Cunningham Crowley Scholarship
 The Mabel F. Crowley Scholarship
 The Sister Thomasine Cusack Memorial Scholarship
 The Helen Keogh and Patrick H. Doherty Sr. Scholarship
 The Anna M. Dolan Scholarship
 The Carolyn Leonard Dolan Scholarship
 The Ellen Raepple Donahue Family Memorial Scholarship
 The Eileen Hogan Drum Scholarship
 The Erickson-Studnicka Scholarship
 The Olive Mazurek Faa di Bruno Scholarship
 The Kathleen Moonan Fitzgerald Scholarship
 The Thomas Foran Memorial Scholarship
 The Terry Gillespie Freund Scholarship
 The Friends of Dominican University Scholarship
 The Virginia Burke Gearen Scholarship
 The Sister Cyrille Gill Scholarship
 The John S. and Estelle V. Phelan Gorman Scholarship
 The Mary Estelle Gorman Scholarship
 The Louis Ruppert Grobl Scholarship
 The Nancy O'Connor Harrington Scholarship
 The William Randolph Hearst Endowed Scholarship
 The Katharine Loretta Howard Scholarship
 The Arvid C. Johnson Jr. Memorial Scholarship
 The Harriet and Joseph Kern Scholarship
 The Mr. and Mrs. Joseph G. Kruce Scholarship
 The Henry S. Lang Scholarship
 The LaVera Lazer Memorial Scholarship
 The Sister George Lennon Scholarship
 The Audrey Brekke Lewis Scholarship
 The Green-Lewis Scholarship
 The Celia A. Lewis Scholarship
 The Edna Green Lewis Scholarship
 The Edward W. Lewis Scholarship
 The Mrs. Ellen T. Lewis Scholarship
 The William H. Lewis Scholarship
 The Dorothy In-Lan Wang Li and Tze-chung Li Scholarship
 The Frederick S. Lund Family Scholarship
 The Father Eugene Joseph Lutz Scholarship
 The Jean Lynch Scholarship
 The Patricia Therese McCarron Scholarship
 The Josephine Lewis McGoorty Scholarship
 The Sister Albertus Magnus McGrath Scholarship
 The Coletta Dunn Maddock and James Andrew Maddock Sr. Scholarship
 The John F. and Marie B. Mayer Scholarship
 The Mazur-Teachuk Scholarship
 The Gerard J. Mikol Scholarship
 The George and Loretta Morency Scholarship

The Alice and John Moretti Scholarship in Memory of Sister Jocelyn Garey
 The Vernile Murrin Morgan Scholarship
 The Joseph C. Mugnolo Memorial Scholarship
 The Marie Mulgrew Scholarship
 The Dorothy Reiner Mulroy Scholarship
 The Mother Evelyn Murphy Scholarship
 The Patricia and Vincent Murphy Scholarship
 The Sister Jean Murray Scholarship
 The Irma Piepho Scholarship
 The Charles and Colette Pollock Scholarship Fund
 The Richard and Virginia Prendergast Scholarship
 The Colleen Redmond Scholarship
 The Alice Muriel Reynolds Scholarship
 The Roach Scholarship in Memory of Sister Albertus Magnus McGrath
 The Rita Ann Barry Rock Scholarship
 The Rosary College Memorial Scholarship
 The Helen H. and Earl J. Rusnak Scholarship
 The Gloria A. Sanchez Scholarship
 The Anthony J. and Anna Marie Garippo Sciaraffa Scholarship
 The Robert L. Sciaraffa Scholarship
 The Scully Family Scholarship
 The James and Catherine Shandorf Scholarship
 The Malcolm Sharp Scholarship
 The Sinsinawa Dominican Trustee Scholarship
 The John Sowa Scholarship
 The Star Scholarship
 The Isabelle Breen Stucker Scholarship
 The Lena Maggi Swanson Memorial Scholarship
 The M. James and Mary Jane Termond Scholaship
 The Carmela M. Thill Scholarship
 The Sister Sheila Treston Scholarship
 The Rita M. Uznanski Bottei Endowed Scholarship
 The Anita L. Vogel Scholarship
 The Gert Hammond Wagner Scholarship
 The Srs. Crapo, Davlin, and Waters Scholarship
 The Frances R. Watts Scholarship
 The Margaret Ellen White Scholarship

COSTS—2010-2011 ACADEMIC YEAR

Tuition covers only a portion of the total cost of study at Dominican University. The donations of alumnae/i, foundations, corporations, and other friends of the university help to limit the expenses charged to students while maintaining a high-quality educational program.

Each application should include the \$25 nonrefundable application fee. Students who are accepted and plan to attend must make a \$100 tuition deposit, which can be refunded up until May 1 for the fall semester and until November 1 for the spring semester.

CHARGES

Tuition

Annual 2010-2011 (<i>12-18 semester hours</i>)	\$25,560
Semester 2010-2011	\$12,780

Room and full board

Double	\$8,000 (<i>annual</i>)	\$4,000 (<i>semester</i>)
Single	\$8,630 (<i>annual</i>)	\$4,315 (<i>semester</i>)

Part-time students

Tuition per semester hour (1-11)	
Credit	\$852
Noncredit (audit)	\$426

High school students taking a college course

Tuition per semester hour	\$426
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Degree completion students

ACE (Academic Course Equivalency)	\$426
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Other fees

New-student fee: Full-time students	\$150
Part-time students	\$25

Student fees

Full-time students per semester	\$75
Part-time students per course	\$15
Annual Resident Student Association fee	\$30
Graduation	\$50
NSF check	\$30
Late payment	1% of open balance
Late registration	\$25
Payment plan charge (per semester)	\$45
Deferment (per semester)	\$60
Transcript of credits	\$5
Processing for International	
Dominican Affiliate program	\$250
Parking, per sticker, per academic year	\$50-100

Course fees

Some art courses have lab fees applied, ranging from \$35 to \$75.

Music lessons have a lab fee applied of \$150 per credit hour.

Bills for tuition and other fees are emailed to the student's Dominican email address before the beginning of classes for the semester. Payment is due by the first day of class for students who register in advance:

Students who register after the first day of class must pay their tuition or make financial arrangements at the time of registration.

Financial aid awards, with the exception of work awards, are deducted from any amount due. Annual awards are divided equally between the semesters unless the award carries a stipulation to the contrary. International students must pay for the semester charges at the beginning of each semester.

PAYMENT PLANS

A payment plan can be arranged online through our CASHNet system. All charges must be paid in full before the semester ends. Students may view their account status at any time online or stop in Student Accounts for assistance.

WITHDRAWAL

When the student accounts office has received official notice of withdrawal from the registrar, tuition will be refunded according to the following schedule:

Notification of drop during first week:	No charge
Notification during second week:	20% charge
Notification during third week:	40% charge
Notification during fourth week:	60% charge
Notification during fifth week:	80% charge
Notification after fifth week:	100% charge

The withdrawal will be dated as of the end of the day that formal notice of withdrawal is given to the registrar. See page 28 for further information on withdrawing from classes.

REFUNDS

If a student has a credit balance after all financial aid is posted to his/her account, the excess may be refunded after the add/drop date each semester. The student must request a refund from the Student Accounts Office. Refunds can be issued online or by check.

Refund checks will normally be processed within three working days. Refunds will not be made on the basis of estimated grants or anticipated funds, only upon funds actually received by Dominican University.

Resident hall charges are based upon the full year's costs. It is expected that students will remain in residency the entire year except in cases where work for the degree has been completed before the end of the academic year. Refunds will be made on a prorated basis in the case of withdrawal due to serious illness or withdrawal at the request of university officials.

FINANCIAL REGULATIONS

Students are not entitled to participate in graduation or receive recommendations, degrees, honors, semester grades, or transcripts of credits until all bills are paid and Federal Perkins/National Direct student loans are in current status. Any unpaid bills may be referred to a collection agency. The student is liable for any collection and legal costs. All charges are subject to change after 30 days' notice. Registration and enrollment shall be considered as signifying acceptance of all conditions, rules, and regulations.

ACADEMIC INFORMATION

The university offers undergraduate students an education that prepares them to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world. Guided by this mission, our essential learning goals for undergraduates include the following:

- **Foundational proficiencies:** A specified level of proficiency, normally by the end of the first year at Dominican, in designated foundational skills and abilities (including critical reading, writing, speaking, visual literacy, foreign language, quantitative reasoning, computer applications, information literacy, and research methods), and enhanced through subsequent course work.
- **Areas of study:** An appreciation of and a growing ability to show how key areas of study including philosophy, theology, history, social sciences, literature, fine arts, and natural sciences, individually and/or together, contribute to the pursuit of truth, the offer of compassionate service, and the creation of a more just and humane world.
- **Catholic, Dominican, and other religious traditions:** Sustained critical study of and engagement with Catholic and Dominican traditions, broadly understood, along with other religious traditions and dimensions of culture.
- **Diverse perspectives:** An increasing capacity to engage diverse perspectives and to bring diverse modes of inquiry to the critical investigation of significant questions, topics, or issues, and to adjudicate between them in a deliberate and reflective manner.
- **Major field:** A significant level of mastery in a major field of specialization, demonstrated through successful achievement of each of the essential learning goals outlined by that discipline, including a significant research project or creative investigation in the major.
- **Connecting major and core:** An increasing capacity to discern and articulate connections between information and ideas across the curriculum, including a capacity to situate one's major field within the larger field of liberal learning represented especially by the core curriculum.
- **Experiential learning:** Sustained direct experience and critical, respectful engagement with diverse ideas, practices, and contexts, especially through study abroad, domestic study, and community-based course work.

- **Connecting experience and course work:** An enhanced capacity to integrate experience outside the university with academic course work, especially through service learning and internships in one's major field.
- **A personal stance:** An increasing capacity to develop and articulate a coherent, informed, and ethically responsible personal stance, able to meet significant challenges likely to be encountered in one's studies, and in one's personal, career, and civic life.
- **Participation:** An ability to contribute to the college and university as communities of intellectual and moral discourse and decision making, in preparation for lifelong learning and participation in communities beyond Dominican.

The undergraduate curriculum consists of three overlapping components:

- **Core:** A sequence of courses that provide the student with secure foundations, breadth of intellectual vision and integration of the undergraduate academic experience;
- **Major:** An opportunity to pursue one area of knowledge or discipline in greater depth; and
- **Electives:** Special forays into that zone of freedom that characterizes liberal learning.

Only by completing an integrated course of study such as this one can a college graduate claim to be “liberally” educated. The word “liberal” has its roots in the Latin word that means “free.” From what and for what can a liberal education free the student? A liberal education frees the student from dependence on direct personal experience as the sole basis for ideas and opinions about the world. A liberal education offers not just knowledge—of the past and present, the self and others—but also the tools needed to acquire new knowledge when faced with new situations and an intellectual context within which to place that new knowledge. Thus a liberal education can help free the student from fears that are quite common today: What will happen to me if the work I'm trained to do becomes obsolete? Will I be able to adapt to a new workplace, a new neighborhood or city, a new culture? A liberal education, furthermore, can make one less susceptible to the claims and manipulation of powerful persons and institutions, as well as to the partial, piecemeal view of experience too often imparted by the modern world. A liberal education, that is, provides students the means necessary to approach

problems—private, professional, and public—from a wide variety of sources, using a mind made supple and responsive by the practice of a wide variety of ways to learn.

BACHELOR OF ARTS (BA) AND BACHELOR OF SCIENCE (BS) DEGREE

General Requirements

1. Each student must complete 124 semester hours of credit, four semester hours of which may be in physical education and health. A semester course may carry from one to eight semester hours of credit, according to the judgment of the department. The minimum requirement for full-time status in any one semester is 12 semester hours of credit, and the maximum permitted is 18 semester hours. See page 29 for the rule governing an exception to the normal course load.
2. Each student must attain a cumulative grade point average of at least 2.00 based on all Dominican course work.
3. Each student must complete a major field of concentration consisting of no fewer than 24 and no more than 56 semester hours of credit. No more than 42 semester hours in a single discipline may be required for a major field of concentration. No more than 54 semester hours of credit in one discipline may be offered by the student for the degree. The following information should be noted in regard to the 54 semester hour rule: a) courses that are cross-listed count in both disciplines; and b) accounting and business administration count as one discipline, as do sociology and criminology, and theology and pastoral ministry.

A minimum grade of C- must be earned in courses for a major or minor, and a minimum cumulative grade point average of 2.00 is required for completion of a major or minor. The satisfactory/fail grade option may NOT be used for any course submitted for a major or minor unless otherwise indicated in department major requirements.

DEGREE WITH HONORS

Honors degrees are awarded on the basis of the cumulative grade point average of all baccalaureate course work taken at Dominican. For a baccalaureate degree summa cum laude, a student must have a cumulative grade point average of 3.90; for a baccalaureate degree magna cum laude, 3.70; for baccalaureate degree cum laude, 3.50. A student must complete a minimum of 62 credit hours at Dominican in order to qualify for these honors distinctions.

COURSE INTENSIFICATION OPTION

Students may propose a special project for earning one additional semester hour credit in one course

in which they are already enrolled in a given fall or spring semester. Summer courses are not eligible for the course intensification option. The course must be listed in the undergraduate course schedule for three or more credit hours. The student is responsible for completing a course intensification application (available in the Office of the Registrar) and obtaining written permission from the instructor.

Approved applications with a drop/add form signed by the student's advisor must be filed in the Office of the Registrar by the end of the fourth week of the semester. Students who request the course intensification option may not alter this request once it has been approved—i.e., students may not drop the single credit. The course intensification option requires additional student work, and under no circumstances should it be considered a substitute for regular course work. Students will receive the same grade for the entire course, including the additional work completed as part of the course intensification.

Students may take no more than one course per semester with the intensification option. Some academic programs may require majors to take certain courses using the intensification option. Consult departmental program descriptions for more details.

RESIDENCY REQUIREMENTS

One hundred twenty-four semester hours are required for graduation. A certain number of these hours must be earned in residency.

Students may meet Dominican's minimum residency requirement in any one of the following ways:

1. Complete any 90 semester hours at Dominican University;
2. Complete from 45 to 89 semester hours at Dominican University, including the last 15 semester hours applied toward the degree; or
3. Complete the last 34 semester hours for the degree at Dominican University.

Up to 68 semester hours are accepted in transfer from community colleges and up to 90 semester hours from four-year colleges and universities.

Each department will determine the number of semester hours in the major and minor that must be taken at Dominican.

FIELD OF MAJOR CONCENTRATION

No later than the end of the junior year, students must choose a field of major concentration. Certification by a department is registered on a major application, which must be signed by a major professor of the department and filed with the Rosary College of Arts and Sciences.

A major course (required) in which a grade of D or F is earned must be repeated. A minimum grade

point average of 2.00 is required in the major. *It is the responsibility of the student to make certain that degree requirements are met.*

FIELD OF MINOR CONCENTRATION

Students may elect an optional field of minor concentration. A department offering a minor may require no fewer than 18 semester hours and no more than 24 semester hours. The requirements for a minor are listed in the Courses of Instruction section of this bulletin under each discipline offering a minor area of concentration.

INTERDEPARTMENTAL MAJOR OR MINOR

Students choosing an interdepartmental major or minor may devise programs suited to their particular needs and interests. Each student, in consultation with a committee of faculty members from the departments involved, submits a written plan of study, including a detailed rationale for the proposed major or minor and for the courses selected. If the plan is approved by the committee and the dean of the Rosary College of Arts and Sciences, it will be filed with the Rosary College of Arts and Sciences. Interdepartmental major or minor plans of study must be approved prior to completion of 90 semester hours.

SECOND MAJOR/MINOR

Dominican University graduates may add a second major/minor to their Dominican record using the requirements in the bulletin of their original major/minor if completed within two years of receiving the bachelor's degree.

Dominican University graduates who wish to add an additional major/minor more than two calendar years after receiving the bachelor's degree must fulfill the major/minor requirements in effect at the time they return to complete their work.

SECOND BACHELOR'S DEGREE

Students holding a baccalaureate degree from a regionally accredited institution may receive a second bachelor's degree from Dominican University provided that:

1. All university general education requirements, foundation and core requirements, and major requirements are met;
2. At least 34 semester hours are earned in residence at Dominican University; and
3. A cumulative grade point average of 2.00 is earned in all Dominican course work.

RETURNING STUDENTS

Students returning to Dominican after an interruption of more than five years are subject to bulletin provisions for the general education requirements as well as major and minor requirements in effect at the

time they re-enter. (However, every effort will be made to count earlier courses in the way most beneficial to fulfilling current requirements.)

Students returning to Dominican after an interruption of fewer than five years can use the bulletin in effect at the time of their original admission to Dominican or any later bulletin. Returning students who have attended other colleges or universities during their absence must reapply to Dominican. Upon readmission, they may select a bulletin in effect up to five years prior to the term they reenter, providing they were enrolled during the bulletin year of their choice.

ACADEMIC ADVISING PROGRAM

Advising is teaching and learning for vocation. First in importance and sequence for advising are not the questions, What courses do I have to take? What am I required to do? Instead, advising should begin with and frequently revisit more fundamental questions: Why am I in the university? What should I study, and why? What will it mean for my life, for my future, for my community, and society? Advising explores the meaning, purpose, and effect of university learning. Assisting students in exploring and selecting major fields, selecting and scheduling courses, internships, and a host of other more practical functions are built upon insights students derive from beginning with and revisiting the reflective questions that go to the heart of each student's educational project.

Each undergraduate student has a dedicated faculty advisor—initially the student's freshman seminar professor, and later, a professor from the student's chosen major field. Faculty advisors and students are assisted by the Rosary College of Arts and Sciences Advising Office staff.

Students at Dominican are able to exercise a large measure of personal choice in curriculum because of the quality of the university's academic advising. The university recognizes that while students hold the primary responsibility for their education and hence for their program choices, the advisor's help is crucial in developing an informed basis for responsible and expedient academic decisions.

Students may not register for courses online without receiving an advising clearance and may not register in person in the Office of the Registrar without an advisor's signature. Please note that successful degree completion is the sole responsibility of the student.

The Office of Academic Success Services and Diversity is committed to supporting and enhancing the academic success of students, discerning impediments to success, and developing means to remove those impediments for undergraduates in general and for particular segments of the student body, including students at risk and multicultural students. The office

assesses the academic, social, cultural, and economic needs of undergraduate students within the scope of the overall work of the Rosary College of Arts and Sciences Advising Office, and develops and implements support services and programmatic initiatives to address students' needs.

Academic Success Services assists students as needed in designing an Academic Recovery Plan or an Academic Preparation Plan. These services include monitoring Warning Notices, Focus Reports, Scholars' Hour, and students on academic probation.

The office promotes the university's vision of an inclusive campus community that welcomes a diverse population and honors each individual's heritage and experience so that all students, faculty, staff, families, and visitors feel welcomed and valued.

CAREER ADVISING PROGRAM

The career advising program in Career Development aspires to create in students a values-centered work ethic, to educate them to become productive and compassionate citizens, and to equip them with tools to make satisfying career and life plans. Services available to students include assistance with selecting a major, help finding part-time jobs and internships, and full-time job search support.

Career Development provides career decision-making assistance, job search workshops, résumé writing, interviewing techniques, cover letter assistance and updated career resources to students and alumnae/i of Dominican University. The office interacts with business, industry, education, and government to develop a network of employers for full-time and internship opportunities. The office hosts on-campus interviews, practice job interviews, a business etiquette dinner, and both on- and off-campus job/internships fairs.

Active teacher candidates who complete their student teaching through Dominican University can establish a credential file with this office. A job bulletin listing full-time and part-time teaching vacancies is posted online. Additional information about Career Development is available on the website at www.careers.dom.edu.

STUDY ABROAD

Dominican University offers a wide variety of study abroad programs, viewing these opportunities as an integral part of a student's undergraduate education. In Europe, Asia, Latin America, and Africa, students are perfecting their language skills and/or studying the culture, politics, art, literature, and social systems of the target country. In addition to their course work, students in study abroad programs participate in a wide variety of cultural experiences and excursions and have the opportunity for independent travel. The goal of study abroad is to give students a broader

knowledge and understanding of the world and of other peoples and also a new sense of self-reliance and independence.

Year-long or semester programs

Semester in London, England—Offered during the fall semester only, the London program is open to juniors and seniors in all majors. With a focus on students' experiencing as well as studying about Britain, the curriculum consists of two parts: an interdisciplinary course in British life and culture and a tutorial/independent study course, generally in the student's major. The interdisciplinary course includes lectures by British experts in a variety of fields, weekly day trips, overnights to Stratford-on-Avon and to Bath, and an eight-day study tour to Edinburgh, York, and the Lake District.

Study Abroad in Milan, Italy—This affiliate program with IES Abroad in the fashion, financial, and commercial capital of Italy is intended for students interested in a semester or an academic year program in Italy. Students live with Italian university students and/or young professionals. Students take a variety of language and area studies courses in art history, cinema, theatre, history, literature, music, and political science at the IES center in Milan or at Milan's major universities. All courses are taught in Italian. Advanced students of Italian can apply for internships with professionals in any number of subject areas. In addition to Italian language, apparel students can take area courses taught in English and one or two fashion courses at the *Istituto di Moda Burgo*.

Study Abroad in Nantes, France—This affiliate program with IES Abroad is intended for students who wish to study in France for a semester (fall or spring) or for an academic year. Nantes is a medium-sized city in western France from which students can easily travel to Paris and other areas in France and Europe. Students participate in a one-and-a-half-week orientation and language-intensive session. They then enroll in a variety of language and area studies courses offered either at the IES Abroad Center or, for students at the advanced level, at the *Université de Nantes*. Students can also take advanced courses in business and management with the faculty at *Université de Nantes - Institut d'Administration des Entreprises (IEMN-IAE)*. All courses are taught in French by university professors. Internships in local schools, businesses, not-for-profit associations, and regional government organizations are available.

Study Abroad in Salamanca, Spain—This affiliate program with AIFS (American Institute of Foreign

Studies) offers one or two semesters of study at the oldest and most famous university of Spain. Students register for classes in language, area studies, or other fields at either the University of Salamanca or the AIFS program, depending upon their language preparation. All courses are conducted in Spanish. Students live with a host family. Through excursions planned by AIFS and independent travel, students have the opportunity to explore Spain and Europe.

Study Abroad in Stellenbosch, South Africa—This affiliate program with AIFS (American Institute of Foreign Studies) offers one or two semesters at the Stellenbosch University, South Africa's second-oldest university. Students register for classes taught in English at the university. Students can choose from a wide variety of subjects, including African area studies, South African and African history and politics, theatre arts, and South African literature.

Study Abroad in Limerick, Ireland—This affiliate program with AIFS (American Institute of Foreign Studies) offers juniors and seniors the opportunity to take courses at the University of Limerick for one or two semesters. They can choose from a wide variety of courses in the College of Business, College of Humanities, College of Informatics and Electronic Engineering, and the College of Science. Students also are encouraged to take courses offered in Irish studies. The program includes a three-day excursion to London and trips to the West of Ireland and to Dublin. Students live in single rooms in University townhouses on campus. Students in all majors are welcome to apply.

Study Abroad in Blackfriars/Oxford—This program is open to junior honors students only. Blackfriars Hall is run by Dominican friars within the Oxford University system. Students participate in the traditional Oxbridge tutorial teaching, in which they meet twice a week with a tutor to discuss an essay. Topics for tutorial projects include philosophy, theology, English literature, and Church history with optional classes in Latin, New Testament Greek, and Biblical Hebrew. Accommodations are within walking distance of Blackfriars.

Study Abroad in Salzburg, Austria—This affiliate program with AIFS (American Institute of Foreign Studies) offers students with or without prior knowledge of German the opportunity to spend one or two semesters in Salzburg, Austria. All students must study German, along with a variety of classes taught in English, including political science, business/economics, art, literature, and music. Included in the program fee are several excursions, including ones to Munich, Germany, and to Vienna and Innsbruck, in Austria. Students have the option of living in a dormitory or

with a host family. Students in all majors are welcome to apply.

Summer Programs

Summer in Florence—The Florence program is a six-week study abroad opportunity intended for students interested in Italian language, art, culture, and history. As the center of Renaissance civilization, Florence offers students opportunities to become acquainted with the artistic, architectural, literary and cultural achievements of Italy's past while living in a dynamic and fashionable city. Florence is centrally located, giving students easy access to other important Italian cities and places of cultural interest.

China: Modernization and Tradition along the Silk Road—The next major power and the fastest-growing country in the world, China has a 4,000-year-old civilization. China has long been involved with travel and trade along the Silk Road, which stretches from China to Rome. During the two-week study trip, students visit the cultural, political and commercial centers of China and the Silk Road, including Beijing, Xi'an, Shanghai, and Xinjiang. This three-credit course is available to students interested in the politics, culture, society, and economics of China's past and future. Classes are held at Dominican both before and after the trip.

Paris: Essentials of French Fashion—This 6-credit course for apparel majors and minors provides the opportunity to spend one month in Paris, the fashion capital of the world. Students take all course work at the Paris American Academy. The intensive course consists of an overview of the French fashion industry, an opportunity to become immersed in a specialization (design, couture, merchandizing, and communication) from a French fashion perspective, and a hands-on introduction to the French culture and language. The course is conducted in English.

Short-Term Programs

El Salvador: Human Rights, Public Health, and Globalization—This course explores the ways in which El Salvador's social, political, and economic structures shape the health and well-being of the population. Exploring themes of public health, social and economic development, globalization, gender, and human rights, students will learn about and meet with different social actors and interested parties, including nongovernmental organizations, politicians, hospital workers, doctors and nurses, and community activists.

Literary London and Beyond—This optional 1-credit study abroad component is offered in conjunction with English 247. Literary London is

a nine-day study tour of London, Canterbury, and Windsor, intended to complement texts read in English 247. Students visit places associated with William Shakespeare, Geoffrey Chaucer, Charles Dickens, Samuel Pepys, Samuel Johnson, James Boswell, T.S. Eliot, and Thomas Gray.

Rome Interim Program: The Art of Renaissance and Baroque Rome—This 3-credit program takes place in January during the winter semester break.

The program consists of three phases: 1) setting up the historical context of the sites that will be visited in Rome (this takes place at Dominican prior to departure); 2) the actual tour of Rome, where students will visit the major Renaissance and Baroque sites as well as ancient sites, such as the Coliseum and the Roman Forum; 3) a final meeting at Dominican upon return. The program is conducted in English.

Ghana: A Gateway to Africa—This 1- to 3-credit study abroad program occurs during the spring semester. On-campus classroom sessions and orientations are followed by 14 days of travel in the West African country of Ghana in May. While there, participants experience Ghana's political development and visit Parliament, as well as have lunch with selected members of Parliament. Participants also discover Ghana's rich history and culture traveling to the different regions, exploring the timeless art of Kente weaving, visiting the Manhyia Palace, where they view the legendary Golden Stool, and touring 14th century slave dungeons along the coast of Ghana. In addition, participants enjoy lectures at two of the largest universities in Ghana and learn about traditional religion, Muslim and Christian faiths, and how they have shaped Ghana. The study tour provides experiences of Ghana's natural beauty with trips to Wli waterfalls and Kakum National Park. Lastly, participants also spend a day with selected hosts, experiencing everyday life with a Ghanaian family. Students are required to keep a journal of their experiences and write a term paper. The course is conducted in English.

SERVICE LEARNING PROGRAMS

El Salvador: Election Observation and Democratic Participation—In this course students learn in depth about the political, social, and economic reality of El Salvador and contribute to its democratic process. Democracy depends on a transparent process, and the presence of international observers can help guarantee such transparency. This service learning abroad course is incorporated into an electoral international observer mission in El Salvador.

Cuernavaca, Mexico—International service learning makes a unique contribution to building global awareness, global partnerships, and world

peace. In partnership with the Cuernavaca Center for Intercultural Dialogue on Development, Dominican students do service with the people of Cuernavaca while learning about the cultural, societal, historical, economic, political, and religious realities of Mexico. Students will have opportunities to interact with indigenous artisans, community workers, and local social justice advocates. This week-long intensive, 1-credit study abroad course takes place during the January interim.

For complete information on all programs, contact the Director of International Studies.

INTERNSHIPS

Internships enable students to gain appropriate work experience in their field and to integrate their academic course work with professional preparation. By completing an internship, students can better understand the career opportunities offered by their major and establish more specific career goals.

Students entering their junior or senior year of study, having fulfilled any internship prerequisites set up by the department, are eligible to apply to their department for an internship experience. A minimum cumulative career grade point average of 2.50 is required. Transfer students must have completed at least 15 semester hours at Dominican before applying for the internship, and students enrolled in certificate programs should complete the internship at the end of their program of study.

The internship experience is governed by a contract between the student, the faculty coordinator, and the employment supervisor. This contract must be approved by the department in which the internship is being taken and by the career development office. An internship may be taken only in the student's major field of study, for one to eight semester hours of credit. The student may register for an internship in no more than two semesters. Credit hours earned in an internship will be applied toward the 124 semester hours required for a bachelor's degree. The internship hours do not satisfy the total semester hours required for completion of a major or a minor area of concentration.

Prior to the start of an internship, students should consult first with their academic advisor or with the chairperson of the relevant department and then with the career development office. Registration for an internship requires the approval of an academic advisor, an internship application, and a course registration form, which should be submitted to the Office of the Registrar no later than three weeks after the start of the semester.

Employer sites and internships must be approved by the faculty supervisor as worthy of academic credit. Special regulations apply to the internship program,

and information about these regulations as well as currently available internship opportunities may be obtained from the career development office.

SERVICE LEARNING

Service learning is a method of teaching that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service learning involves students in organized community service that is directly linked to the curriculum and that addresses local community needs. This learning experience provides multiple benefits to the students, including the enhancement of course-related academic skills, further development of critical thinking and social analysis skills, and opportunities for meaningful commitment to and civic engagement with the broader community.

Service learning courses are designated in the course schedule by the sentence “Includes off-campus service hours.” These courses engage the entire class in service and reflection and fully integrate service into the learning and understanding of the course content. Another service learning option can be self-initiated through an agreement between the professor, the student, and the service learning office. This course carries one semester hour of credit. For additional information, contact the Service Learning Center.

UNDERGRADUATE RESEARCH AND CREATIVE INVESTIGATIONS (URCI)

Dominican University offers students opportunities to engage in undergraduate scholarly activities that go beyond class assignments. The Office of Undergraduate Research and Creative Investigations (URCI) promotes undergraduate student-faculty collaborative research and scholarship. It administers a variety of initiatives to support undergraduate students involved in scholarly projects in all disciplines. Students learn valuable research skills for different disciplines by taking courses taught within each department. Students can also earn course credit for working with a faculty mentor on a research project or creative investigation that is completed independently—not as part of a class assignment. A uniform course number (e.g. Biol 195, Art 395) has been established to designate participation in independent undergraduate research/creative activities across all departments at Dominican. Students must obtain prior approval from a faculty mentor before they can register for any of these independent research courses. Each course can be completed for variable credit hours (one-three) and can be repeated for two semesters at each class level. Students are encouraged to present their independent scholarly and creative work at the annual Exposition of Undergraduate Research and Creative Investigations, which is held each spring.

ADULT PROGRAM

Dominican University offers counseling and other academic support services to students who have been away from college for a number of years or who wish to begin college work some years after high school graduation. Interaction between faculty, students, and career advising staff helps returning students to develop new academic and career possibilities and to become aware of new avenues for personal growth. For adult students who have acquired academic experience outside the classroom, credit by examination is obtained through the College Level Examination Program (CLEP). After completing three courses at Dominican, adult students may also apply for academic course equivalency (ACE) credit. Academic course equivalency credit is not awarded to students holding a bachelor's degree.

Guidelines for applying for ACE credit are available in the Office of the Dean of the Rosary College of Arts and Sciences. A maximum of 28 semester hours of credit, as many as 12 of which may be in the major, is granted through credit by examination, ACE credit, or both. Academic course equivalency and CLEP petitions must be submitted prior to completion of 90 semester hours.

CONCORDIA UNIVERSITY/DOMINICAN UNIVERSITY EXCHANGE

Under a cooperative exchange plan, full-time Dominican University students may take, at Concordia University and for no additional cost, one or two courses per semester in subjects that complement courses in the Dominican curriculum. (Students majoring in music may take more than two.) Students need to register both at Concordia University (this should be done first to confirm that there is room in the course) and at Dominican. The exchange agreement does not cover special fees for music lessons, laboratory courses, etc.; students are responsible for these costs.

Concordia University is located one-half mile east of Dominican University's Main Campus and across from the Priory Campus.

CORE CURRICULUM AND HONORS PROGRAM

The core curriculum offers students an education informed by Catholic tradition, by the liberal arts and sciences, and by the central values of Sinsinawa Dominican-sponsored institutions: truth, compassion, justice, partnership, and community. This education fosters in students an understanding of themselves and others as intellectual, moral, and religious persons. In distinctive ways, the core curriculum helps students meet the 10 central learning goals for all Dominican undergraduates (see page 16).

The core curriculum consists of:

- **Foundations:** Courses that equip students with basic skills fundamental to all other facets of the undergraduate course of study;
- **Liberal Arts and Sciences Seminars:** Courses that apply multiple perspectives to the “big” questions and help students integrate what they are learning elsewhere;
- **Area Studies:** Courses that introduce students to area studies or “disciplines” practiced by scholars as they explore materials and apply methods of inquiry particular to their academic field; and
- **Multicultural Course:** Engagement of diverse cultures in the United States or beyond its borders.

FOUNDATIONS

Before graduation each student must demonstrate:

- The ability to read with understanding and to communicate in writing. This requirement may be met by placement examination or by completing with a C- or better Dominican’s English 102 (students with transfer credit will be required to take a writing placement exam and may be required to complete English 190 at Dominican);
- The ability to understand and use mathematics. This requirement may be met by placement examination or by completing with a passing grade college-level course work equivalent to Mathematics 130, 150, 160, or 170;
- The ability to understand the connections between human languages and specific cultures and the ability to interact appropriately with people of another culture. This requirement may be met by placement examination or by completing with a passing grade a foreign language course at the level of 102. Foreign nationals educated abroad at the high school level are exempt from the requirement;
- The ability to find, evaluate, and use information effectively; that is, to acquire information literacy.

Introduction to these skills will take place in English 102, where students will learn the basics of library research, including the ability to locate both print and electronic resources by searching library databases for articles and books. They will also learn how to use the internet for academic purposes, how to evaluate information critically, and how to use information ethically and legally. Students who do not take English 102 at Dominican University will be required to complete an Information Literacy Workshop during their first semester at Dominican; and

- The ability to understand and use computers and their applications. This requirement may be met by a proficiency examination or by completing with a passing grade CIS 120 or its equivalent.

LIBERAL ARTS AND SCIENCES SEMINARS

Each year, students must enroll in and complete with a passing grade an integrative seminar. According to their class standing, they may choose from a wide variety of seminars that have some elements in common but that are offered by instructors representing alternative approaches to the general topics listed below. Seminars invite students to integrate multiple perspectives on personal, social, and philosophical issues by reading, discussing, and writing about the seminar topic.

- Freshman Seminar: Dimensions of the Self
- Sophomore Seminar: Community, Culture, and Diversity
- Junior Seminar: Technology, Work, and Leisure
- Senior Seminar: Virtues and Values

All entering freshmen enroll in the freshman seminar during their first semester; the seminar instructor is their academic advisor for the first year. Transfer students begin the seminar sequence at the point at which they enter the university (i.e., students who transfer as sophomores must complete a sophomore, a junior, and a senior seminar; junior transfer students must complete a junior and a senior seminar). A student is classified as a sophomore if 28 semester hours have been completed, as a junior if 60 semester hours have been completed, and as a senior if 90 semester hours have been completed. For purposes of determining the point of entry to the seminar sequence, however, transfer students who enter with total semester hours within seven of a higher classification begin the seminar sequence at that higher classification (i.e.,

students entering the university with 21 hours begin the sequence with the sophomore seminar; students entering with 53 hours begin the sequence with the junior seminar; students entering with 83 hours are required to complete only the senior seminar).

Students studying abroad for a full academic year are exempt from that year's seminar requirement.

A description of individual seminars can be found under Liberal Arts and Sciences Seminars on page 15.

AREA STUDIES

As a means of developing a comprehensive intellectual framework vital for liberal learning, students are required to enroll in and complete with a passing grade one course of at least three semester hours in each of the areas listed below. Courses that fulfill these area studies requirements are indicated both in the departmental course offerings listed in this bulletin and in each year's schedule of classes.

Philosophy

Courses that meet the philosophy requirement consider philosophy as part of a reasoned pursuit of wisdom in one's life. Such courses focus on student acquaintance with some of the "big questions" philosophers typically deal with (such as What makes something 'true or good'? Is relativism avoidable? Do human beings have free will? Is there more to us than our bodies? What's real? Does life have meaning? etc.); acquaintance with some of the philosophical positions regarding these questions; and serious opportunities to discuss these questions and positions openly and reasonably within the context of one's life, professionally, or as a member of one's community.

Theology

Courses that meet the theology requirement engage students in a critical study of the methods and sources proper to theological and religious reflection, so that students will be able to describe specific ways that religious traditions, especially Catholic Christianity, raise and attempt to answer questions of ultimate meaning and value. In addition, students will be expected to articulate a theologically informed position on one or more key questions regarding the transcendent meaning and value of human existence and experience.

History

Courses that meet the history requirement are designed to help students develop a sense of historical perspective as understood by historians. Such a perspective involves an understanding of the ways societies may change over time and of the importance of sequential occurrence, as well as awareness of complexity, ambiguity, and uncertainty as intractable conditions of human society—awareness gained through study of

the interactions of diverse forces and circumstances on situations in past societies.

Social Sciences

(economics, political science, psychology, sociology) Courses that meet the social sciences requirement provide students with some of the conceptual tools necessary to think independently about social, economic, psychological, or political phenomena and acquaint them with a methodology used to analyze such phenomena. Study in disciplines particularly concerned with analysis of the behavior of individuals, groups, or institutions and their interactions helps students form a sophisticated—informed, complex, and thoughtful—response to contemporary problems.

Literature

(English, French, Italian, Spanish) Courses that meet the literature requirement help students understand and respond to works of literature. Such an understanding includes awareness of relationships between authors and their cultural and historical contexts as well as critical appreciation of ways found by writers to express feelings and ideas through language.

Fine Arts

(art, music, theatre, film) Courses meeting the fine arts requirement help students understand and respond to works of fine and performing arts. Such an understanding includes an awareness of relationships and interactions between artists and their cultural contexts, and an appreciation of ways in which the fine arts express feelings and ideas through various media. This understanding may be gained through personal experience of the creative processes or through the study of works of art; thus, some studio courses and appreciation courses meet this requirement.

Natural Sciences

(biology, chemistry, geology, natural sciences, physics) Courses that meet the natural sciences requirement acquaint the student with scientific thought and inquiry. In the process, such courses help students understand fundamental concepts and methodologies of the sciences.

No more than two of the liberal arts and sciences seminars may be used to fulfill area studies requirements. Indication of area studies that may be met by particular seminars can be found in this bulletin and in each year's schedule of classes.

MULTICULTURAL

Cultural diversity, both within the United States and beyond its borders, provides an important context for the educational mission of pursuing truth, giving service, and contributing to a more just and humane world. Thus in meeting the requirements of the core

curriculum, each student must elect one course of at least three semester hours that:

- focuses on the culture or analysis of society or civilization in Africa, Latin America/Caribbean, and/or Asia; or
- focuses on the experience, traditions, beliefs, arts, or thought of African-American, Asian-American, Hispanic-American, or Native American cultures.

Indication of courses that meet the multicultural requirement can be found in this bulletin and in each year's schedule of classes.

HONORS AND DISTINCTION PROGRAMS

Bachelor of Arts with Honors or Bachelor of Science with Honors

Socrates challenges us with the claim that the unexamined life is not worth living. The university's honors program contributes to the mission of the university by attempting to provide talented and self-motivated students with the tastes and skills they will need to become lifelong learners.

Honors students are expected to be active members of the honors community and the larger Dominican community. All students will be asked to make an effort to attend regular social, cultural, and scholarly activities.

Students who accept this challenge are awarded with the degree of Bachelor of Arts with Honors or Bachelor of Science with Honors on the recommendation of the Honors Committee and upon completion of the requirements for one of the two paths described below: Honors through Project or Honors through Course work.

Entering the Program

The Honors degree program is open to full-time students of superior ability. The Honors Committee sets the standards for admission to the program, annually reviews the progress of the students in the program, and recommends the awarding of the degree of Bachelor of Arts with Honors or Bachelor of Science with Honors. Interested students should consult the director of the honors program for current-year policies and guidelines.

All students intending to pursue an honors degree must complete the following requirements:

1. Complete four honors seminars including the honors freshman seminar.

Honors students will complete the honors seminars to fulfill the liberal arts and sciences core curriculum seminars requirement. While the form and substance of the honors seminars are subject to approval and change by the Honors Committee, current seminar topics are:

- Freshman Honors Seminar: Thoughts and Passions
- Sophomore Honors Seminar: Human Being and Citizen
- Junior Honors Seminar: Human Being and Natural Being
- Senior Honors Seminar: Wisdom and Power

For more detailed information, students should consult the current list of honors seminars on page 104.

Exemption from the honors freshman seminar for students admitted to the Honors program in their sophomore year or acceptance of honors course work at another institution in place of the freshman and/or sophomore honors seminars is possible with the written approval of the honors director. Honors students who follow a full-year study abroad or other academic off-campus program may choose to take the seminar missed that year or to read the common text(s) of that seminar, write a paper about the text on a subject proposed by the Honors Committee, and give a presentation to the Dominican University community on the academic and cultural elements of their study abroad experience.

2. Maintain a designated GPA

A cumulative grade point average of 3.30 and a grade point average of 3.00 in all honors seminars are required for continued participation in the program.

3. Complete additional requirements, choosing one of the following paths:

- Honors through course work : This path has two requirements:
 - Two courses designated as Honors
 - Language through the intermediate level

In addition to the seminars, students choosing this path must complete two courses in different departments outside their major that have been designated as Honors courses. Students may use an approved study abroad program in place of one of the requisite Honors courses. Students will also do an integrative project as part of their senior seminar.

Students choosing this path must demonstrate proficiency equivalent to two years of a foreign language among those offered at Dominican or a language approved by the Honors Committee (e.g., Arabic or New Testament Greek). Foreign nationals educated abroad at the high school level in a non-English-speaking country are exempt from this requirement.

- Honors through a project: The requirements for this path are good standing in the Honors program and the completion of an Honors project.

This path requires completion of a substantial independent project approved by the Honors Committee. Students choosing this path will

complete a Distinction project as detailed below under Bachelor of Arts with Distinction and Bachelor of Science with Distinction.

Students in this path are required to complete the honors seminars but are not required to take other honors course or to fulfill the intermediate language requirement.

Bachelor of Arts with Distinction and Bachelor of Science with Distinction

Students not in the Honors program may elect to pursue a degree of Bachelor of Arts with Distinction or Bachelor of Science with Distinction by completing a Distinction project. This project is designed to give such students in their junior and senior years the opportunity to complete a distinctive and substantial scholarly or creative work in their major field.

Students who accept this challenge are awarded the degree of Bachelor of Arts with Distinction or Bachelor of Science with Distinction on the recommendation of the Honors Committee and upon completion of the distinction project.

All students intending to pursue an honors or a distinction project will need to complete the following requirements:

Declaring Intent and Finding Readers. Generally, students attempting the degree with distinction begin working on the distinction project in the first semester of their junior year. The faculty in the discipline approves the project, and the student's first and second readers recommend the project to the Honors Committee in early March. A project in an interdisciplinary major or one which is interdisciplinary in emphasis is submitted with prior approval from faculty from the most relevant disciplines. A student majoring in a discipline in which Dominican has only one full-time faculty member should seek approval of both project and proposal from a second faculty member who is a member of the major department or from a related discipline in another department, whichever is more appropriate for the project.

GPA. Students must meet the following requirements to be eligible: junior status, a cumulative grade point average of 3.25 in the field of the distinction project, an overall grade point average of 3.0.

Course work. If the student's proposal is accepted, the student must take English 345 Advanced Academic Writing as a part of the project. Exemption from this requirement is possible at the discretion of the course instructor.

Public presentation. After the final draft is approved, the student will be required to give a public presentation on his or her project.

Other Information

Deadlines and guides for writing a distinction proposal and project guides for both students and faculty mentors are available from the honors director, or on the Blackboard at the Departmental Honors Project site.

Students who decide not to complete their project must send a statement of their reasons to the Honors Committee. Students who do not make satisfactory progress may be required by the Honors Committee to withdraw their project.

Additional information regarding both the honors and distinction programs is available from the honors directors or from the Rosary College of Arts and Sciences Advising Office.

ACADEMIC REGULATIONS

SCALE OF SCHOLARSHIP

Course work is graded as follows:

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D	Poor
F	Failure
AU	Audit
I	Incomplete
S	Satisfactory
W	Withdrawal
WW	Withdrawal for Non Attendance
WX	Administrative Withdrawal
WU	Unofficial Withdrawal
NC	No Credit
NR	Not Reported
IP	In Progress

Failure. The grade of F: Failure indicates that the student has received no credit for the course.

Audit. The grade of AU: Audit is recorded for a student who registers for a course as an auditor. This student does not submit written assignments or take examinations. Once the student has enrolled as an auditor in a course, no change in the registration to earn credit may be made. Individuals seeking to audit a course must secure the written permission of the instructor or department before registering.

Auditors may register from the first day of class (but not earlier) through the add deadline. No auditor may hold a place in the class if needed for a credit student. Auditing is not permitted in studio courses in art, music or theatre; physical education courses; independent/directed study; service learning; or other courses as designated by the college.

Incomplete. The grade of I: Incomplete may be given to a student who has done work of a passing grade in a course but who has not completed that work. Incompletes awarded at the end of the fall semester must be removed by the end of the subsequent spring semester; incompletes awarded at the end of the spring and summer semesters must be removed by the end of the subsequent fall semester. At that time, the professor may report a grade within the ordinary scale of scholarship or a grade of NC: No Credit. If the professor does not submit a grade by the end of the subsequent semester, the registrar will automatically record a grade of F. In an exceptional case, a professor may

petition the dean of the appropriate school before the end of the last week of classes for permission to extend the incomplete for another semester.

Repeating. Students may repeat at Dominican a course in which a D or F from a course taken at Dominican was previously received. Each grade is recorded on the permanent record but only the most recent grade is counted in calculating the cumulative grade point average. A student who repeats a course in which a D grade was previously earned is granted credit for the course only once.

Satisfactory/Fail. Students may elect four academic courses on the satisfactory/fail basis during the four years of college, with no more than two in an academic year. Students who receive an S: Satisfactory grade will receive credit for the course, but the grade point average will not be affected. Satisfactory is defined as C- or above. However, a grade of F: Failure will be counted when computing the grade point average. Students who request to have a course graded on the satisfactory/fail basis may not alter this request once it is made, nor may students make this request after the first two weeks of the semester. The satisfactory/fail option cannot be used for courses presented to fulfill requirements in the student's major or minor field; for the core curriculum's liberal arts and sciences seminar, area studies, or the writing foundation requirement; for study abroad courses; or for courses with the Education or Special Education prefix, with the exception of the clinical practice courses. Core curriculum foundation requirements other than the writing requirement may be taken satisfactory/fail.

No Credit. The NC: No Credit grade is an option only for the removal of an incomplete grade.

In Progress. The grade of IP: In Progress is given when a course spans more than one semester and a grade cannot be awarded until the course is completed.

Not Reported. The grade of NR: Not Reported is a temporary grade assigned by the registrar in those cases where it is not possible to obtain a student's grade from the instructor.

Withdrawal. A grade of W: Withdrawal is recorded for a student who has officially withdrawn from a course. A student may withdraw from a course through the tenth week of the fall/spring semesters.

Administrative Withdrawal. The grade of WX: Administrative Withdrawal is recorded for a student who has had to withdraw from college due to serious illness or other extraordinary circumstances. This grade requires the written approval of the dean of the appropriate school.

Withdrawal for Non Attendance. The grade of WW: Withdrawal for Non Attendance is recorded for a student who either never attended a course for which the student registered or who ceased attending the course. The student failed to officially withdraw from the course.

Unofficial Withdrawal. The grade of WU: Unofficial Withdrawal is recorded for a student who stopped attending all courses by the end of the sixth week of the semester but who failed to officially withdraw and failed to respond to inquiries from the Office of the Registrar.

CHANGE OF GRADE

Other than I (Incomplete) or IP (In Progress) grades, change in grades filed with the Office of the Registrar may be made only in cases of faculty or administrative error, and then only with the approval of the dean of the relevant school.

CREDIT

Prior to September 1971, all credits were reported in semester hours. From in September 1971 to spring 1977, credit for study at Dominican University was recorded in units. For conversion purposes, the value of a unit was four semester hours. Beginning summer 1977, credit was once again recorded in semester hours.

CLASSIFICATION

A student will be classified as a sophomore if 28 semester hours have been completed, as a junior if 60 semester hours have been completed, and as a senior if 90 semester hours have been completed. A cumulative grade point average of 2.00 is required for graduation.

Quality points indicate the caliber of work done and are computed as follows: one semester hour with the grade of:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67		

GRADUATION AUDIT AND APPLICATION FOR GRADUATION

Students must make an appointment in the Office of the Registrar for a graduation audit after successful completion of at least 90 semester hours; students should be registered for their final semester prior to

scheduling their appointment. The purpose of the graduation audit is to confirm that the student has fulfilled his or her responsibility to satisfy all degree requirements: a thorough audit is made of the student's record, the current schedule, degree requirements, total hour requirements, and all major and minor requirements. An application for graduation is filed at this time. A graduation audit is required of all undergraduate students no later than one semester prior to the one in which they intend to graduate.

DEAN'S AND HONORS LISTS

As a stimulus to academic achievement and in recognition of it, a dean's list and an honors list are posted each semester. These lists are generated immediately following the posting of grades for the term. Students with a semester grade point average of 3.80 based on 12 graded hours qualify for the dean's list, and those with a cumulative grade point average of 3.50 based on 12 graded hours in the current semester qualify for the honors list.

PROBATION AND DISMISSAL

Students are placed on probation if their Dominican cumulative grade point average falls below 2.00, at which point students are not in good academic standing. Normally, students are dismissed if they are on probation for two consecutive semesters. Students who have been dismissed must wait at least one semester before applying for readmission. Other restrictions may apply. Further details are available in the Rosary College of Arts and Sciences Advising Office. Neither the university nor any of its officers shall be under any liability whatsoever for the actions of probation or dismissal.

WITHDRAWAL

Students who wish to withdraw from the university must inform the Rosary College of Arts and Sciences Advising Office in person or in writing. No refund is given for unauthorized withdrawal. Upon notification that the student has withdrawn from the University, grades of W will be recorded for all courses from which the student withdrew. When the student accounts office has received notice of withdrawal from the advising office, refunds, if appropriate, will be made in keeping with the schedule outlined on page 15.

SATISFACTORY PROGRESS

Full-time students are expected to maintain an average rate of progress during each academic year of 12 earned credit hours per semester of registration. The university reserves the right to deny further full-time enrollment to a student who falls below this standard. Neither the university nor any of its officers shall be under any liability whatsoever for such denial. While 12 hours per semester are necessary for satisfactory

progress, a student taking no more than 12 hours per semester will need more than ten semesters to complete the 124 hours required for a degree.

COURSE NUMBERING SYSTEM

Courses numbered 100 to 299 are ordinarily freshman and sophomore courses, and 300 to 499 are ordinarily junior and senior courses. Courses numbered below 100 do not apply toward graduation requirements. Students with senior standing are in some instances allowed to enroll in 500-level courses that would serve to fulfill undergraduate credit hours as well as graduate level credit hours in the approved graduate program.

CHANGES IN CLASS SCHEDULE

The university reserves the right to cancel classes for insufficient enrollment.

EXCEPTION TO NORMAL COURSE LOAD

While the normal course load for full-time students is not fewer than 12 semester hours nor more than 18 semester hours, in an exceptional case it may be advisable for a student to take more than a normal load. In such a case, the student must first secure the permission of the advisor and then the permission of the dean of the appropriate school. In rare cases, the dean may approve up to 21 semester hours for the fall or spring semester and up to 12 semester hours for a Dominican University summer session.

A student who has previously been placed on probation may petition for an overload only after having been in good academic standing for two full semesters.

There is a charge for an overload of 19 hours or more for a full-time student. The charge is equal to the part-time tuition rate per semester hour (see page 15.)

CHANGES IN REGISTRATION

A course may be added or dropped no later than the sixth class day of the semester. A late registration fee may be charged to all students who register after the scheduled beginning of the semester. Students may add or drop courses online or by completing an add/drop form (complete with advisor's signature) and submitting it to the Office of the Registrar by the deadline.

Students may withdraw from a course through the tenth week of the semester by filing proper notice with the registrar. Before withdrawing from a course, a student is expected to consult with an academic advisor. The signature of the academic advisor must accompany the withdrawal form, which the student then files with the registrar. Upon proper filing, the registrar will record a grade of W: Withdrawal for the course. Financial aid and/or scholarship recipients should consult the Office of Financial Aid before withdrawing from a course.

CREDITS EARNED ELSEWHERE

Permission of the dean of the appropriate school is required if students wish to take courses at other institutions and have the courses credited toward the Dominican degree. Students must file a special transfer credit approval form in the Office of the Registrar that reflects this approval. For an upper division major course, permission of the major advisor is also required. Grades earned in courses completed elsewhere are not included in the Dominican cumulative grade point average when determining graduation honors and honor society enrollment. Grades earned in courses completed elsewhere are included in the cumulative grade point average for teacher certification purposes.

CLASS ATTENDANCE

Responsibility for attendance rests with each student. In general, it is the university policy to expect students to attend all of their classes. Matters of class attendance are dealt with by the individual instructor as deemed advisable. In the case of prolonged absences because of health or other serious reasons, the student must notify the dean of the appropriate school, as well as the Rosary College of Arts and Sciences Advising Office. Please consult the *Student Handbook and Planner*, the *Faculty Handbook*, or the *Student Athlete Handbook* for specific attendance policies pertaining to student athletes.

ACADEMIC INTEGRITY POLICY

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Failure to maintain academic integrity will not be tolerated. The following definitions are provided for understanding and clarity.

DEFINITIONS OF PLAGIARISM, CHEATING, AND ACADEMIC DISHONESTY

Student plagiarism is the presentation of the writing or thinking of another as the student's own. In written or oral work a student may make fair use of quotations, ideas, images, etc., that appear in others' work only if the student gives appropriate credit to the original authors, thinkers, owners, or creators of that work. This includes material found on the internet and in electronic databases.

Cheating entails the use of unauthorized or prohibited aids in accomplishing assigned academic tasks. Obtaining unauthorized help on examinations, using prohibited notes on closed-note examinations, and depending on others for the writing of essays or the creation of other assigned work are all forms of cheating.

Academic dishonesty may also include other acts intended to misrepresent the authorship of academic

work or to undermine the integrity of the classroom or of grades assigned for academic work. Deliberate acts threatening the integrity of library materials or the smooth operation of laboratories are among possible acts of academic dishonesty.

SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY

If an instructor determines that a student has violated the academic integrity policy, the instructor may choose to impose a sanction, ranging from refusal to accept a work project to a grade of F for the assignment or a grade of F for the course. When a sanction has been imposed, the instructor will inform the student in writing. The instructor must also inform the student that she/he has the right to appeal this sanction and refer the student to the academic appeals process described in this bulletin. The instructor will send a copy of this letter to the dean of the school in which the course was offered. The dean will note whether a student, in her or his undergraduate course work, has committed multiple violations of the academic integrity policy over time. In such cases, the dean may impose further sanctions, including warning/reprimand, failure of a course, suspension or expulsion, with written notification to the student and instructor when appropriate. The student may appeal the dean's sanction to the committee of that dean's college or school responsible for overseeing educational policies.

ACADEMIC APPEALS PROCESS

Any disagreement with regard to academic procedure, including individual cases of alleged violation of academic integrity and final grades, should be first taken up with the instructor. If this does not settle the matter satisfactorily, the matter should be taken up with the department chair, if appropriate. If the issue cannot be resolved at the department level, it should then be presented to the dean of the school in which the course was offered. If the issue is still not resolved, the student has the right to present the issue in writing to the committee of that dean's college or school responsible for overseeing educational policies. The committee will request a written response from the instructor and may, at its discretion, seek further clarifications from the student, instructor, and/or dean. The committee will evaluate the student's appeal and vote to approve or deny it. A written response will be sent directly to the student presenting the appeal, including grade adjustments if appropriate, with a copy to the faculty member. In the event of a successful appeal of an alleged violation of academic integrity, the original letter of notification from the instructor will be expunged from the dean's file. Students wishing to file an appeal based on fall courses must do so no later than the end of the subsequent spring semester.

Students wishing to file an appeal based on spring or summer courses must do so no later than the end of the subsequent fall semester.

GRADUATE PROGRAMS

DOMINICAN UNIVERSITY

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

The Graduate School of Library and Information Science offers two master's degree programs: the American Library Association-accredited Master of Library and Information Science degree (MLIS), which prepares students for professional positions in libraries and information service environments, and the Master of Science in Knowledge Management (MSKM), which prepares students for careers in information management and analyses in the corporate, not-for-profit, and consulting arenas. The Graduate School of Library and Information Science also offers a PhD in library and information science.

Accelerated Bachelor of Arts or Bachelor of Science/Master of Library and Information Science and Post-Baccalaureate Knowledge Management Certificate

Seniors at Dominican University, with the written consent of their academic dean and the dean of the Graduate School of Library and Information Science, may be permitted to take up to six semester hours of course work in the Graduate School of Library and Information Science. It is recommended that students take one course per semester in their senior year.

These six hours may be applied to both the BA or BS degree and the MLIS degree, thereby reducing the time required to complete the MLIS degree. Students interested in studies in knowledge management may apply for the post-baccalaureate certificate requiring the completion of four courses. Information on these programs may be obtained from the Graduate School of Library and Information Science.

BRENNAN SCHOOL OF BUSINESS

The Brennan School of Business offers flexible master's degree programs. Evening, weekend and online courses can lead to the completion of the Master of Business Administration and the Master of Science in Accounting degrees.

The Brennan School of Business offers several cooperative programs that make it possible for a student to complete two degrees in a shorter time than if they were earned separately. In these dual-degree programs, the student is simultaneously enrolled in two programs with some course work common to both programs. Upon successful completion of both programs, the student will receive two separate degrees. These degrees include MBA/JD with The John Marshall Law School, MBA/MLIS with

the Graduate School of Library and Information Science at Dominican, the MBA/MSW with the Graduate School of Social Work at Dominican, and the BA/MBA or BS/MBA with undergraduate work at Dominican.

BA/MBA or BS/MBA with Dominican University Rosary College of Arts and Sciences

Qualified students may be able to complete the bachelor's degree and the Master of Business Administration degree in a total of five calendar years. During the undergraduate program, the equivalent of the six MBA foundation courses may be taken. Students are encouraged to apply to the BA/MBA or BS/MBA before the end of their junior year. Accepted students may enroll in two MBA courses during their senior year, one course each semester, and credit will be given toward the undergraduate degree. The remaining 10 graduate business courses may be taken upon completion of their undergraduate degree.

For more information on these programs, please contact the Brennan School of Business at business.dom.edu or (708) 524-6810.

SCHOOL OF EDUCATION

The School of Education offers evening and summer graduate programs leading to the Master of Science in Special Education, Master of Science in early childhood education, Master of Arts in Educational Administration, Master of Arts in Teaching, Master of Arts in Education: curriculum and instruction; Master of Arts in Education: reading specialist, English as a second language, and bilingual endorsements.

BA/MEd or BS/MEd (Early Childhood Education)

Undergraduate students interested in becoming certified early childhood teachers have the option of applying for the combined BA/MEd or BS/MEd. This program allows candidates to obtain a Bachelor of Arts or a Bachelor of Science degree and a Master of Education degree with Type 04 (Early Childhood) certification in approximately five years. Candidates complete a BA or a BS program in a state-approved undergraduate major and begin the graduate program in early childhood education the semester after graduation from the undergraduate program.

As undergraduates, candidates must complete Education 200 or be accepted into the undergraduate teacher education program. Candidates must also take ECED 300, 301, and 386 as part of their undergraduate program. Candidates apply for the combined BA/MEd or BS/MEd program no later than the second semester of

their junior year. Once accepted into the combined program, candidates are eligible to take two graduate-level courses in the MEd early childhood program during their senior year. The remainder of the program is completed following graduation from the undergraduate college. For more information on this program, contact the director of the graduate and undergraduate early childhood education programs.

**BA/MS SPED or BS/MS SPED Program
(With Special Education Certification:
Learning Behavior Specialist I)**

Undergraduate students interested in becoming certified special education teachers have the opportunity to apply for the combined BA/MS SPED or BS/MS SPED program. This program allows candidates to obtain a Bachelor of Arts or a Bachelor of Science degree and a Master of Science in Special Education with Type 10 Learning Behavior Specialist I certification in special education in approximately five and one-half to six years. Qualified candidates complete their Bachelor of Arts or Bachelor of Science degree program with an undergraduate major and begin the graduate program in the semester following their graduation from the undergraduate program. Students interested in the combined BA/MS SPED or BS/MS SPED program may also choose to seek certification in elementary or secondary education at the undergraduate level or choose to work only toward certification in special education (completed at the graduate level).

During their undergraduate program, candidates take Education 200, apply for acceptance into the teacher education program and, if accepted, take the foundation courses in education. They then apply for the combined BA/MS SPED or BS/MS SPED program in their junior year. If accepted, they may enroll in one graduate special education program course each semester of their senior year. The remaining graduate course work is taken in the semesters following their undergraduate graduation. For more information on this program, contact the director of the graduate program in special education.

BA/MAT or BS/MAT

This program is designed for Dominican undergraduate students who wish to complete courses for elementary or secondary certification as part of the Master of Arts in Teaching program. The program is designed to be completed in five and one-half to six years. During the undergraduate program, candidates complete all course work required for the undergraduate degree and then take graduate education courses toward certification. In some cases, candidates may begin to take graduate education courses during their senior year of undergraduate studies. Students who wish to select this program must apply for the program in their junior year of undergraduate studies.

**SCHOOL OF LEADERSHIP AND
CONTINUING STUDIES**

The School of Leadership and Continuing Studies offers a Master of Arts in Family Ministry degree. This hybrid program, led by an outstanding faculty, combines face-to-face classroom learning with three 10-day summer intensives (in residence) over three summers and online learning during the fall and spring semesters. This design creates a community of learners who will support and challenge one another during the academic year, and it honors the life commitments of adult learners. It also allows students living at a distance to participate in the summer intensive courses starting on Friday and ending the following Sunday. Reasonably priced on-campus housing and meals are available.

GRADUATE SCHOOL OF SOCIAL WORK

The Graduate School of Social Work—centered in the Sinsinawa Dominican tradition and committed to truth, compassion, empowerment, and social justice—prepares professional social workers for globally focused, family-centered practice with diverse, oppressed, at-risk populations through rigorous education, practice, research, and service.

This concentration offers a wide variety of field work experiences including schools, hospitals, family service agencies, and geriatric settings, as well as planning and community development agencies. These options offer opportunities to practice social work at the micro or clinical level as well as at the macro or social development level. The available field sites span the Chicago downtown area and surrounding suburbs. Additionally, in the final semester of the program students have the option to participate in an international field placement abroad.

Dominican's MSW program offers a flexible schedule of day and night courses available for both full-time and part-time students. Students with a BSW degree from a CSWE-accredited program can enter the MSW program as an advanced standing student. These students can complete the MSW in nine months as a full-time advanced-standing student or in two years as a part-time advanced standing student. Students who do not hold a BSW degree will be required to complete the regular MSW program as a two year full-time student or as a three- or four-year part-time student. For more information about the MSW program, please send your request to msw@dom.edu or call (708) 366-3463.

HOW TO READ COURSE DESCRIPTIONS

Subject Area → AMERICAN STUDIES COURSES (AMST)

This abbreviation identifies the department offering the course. In the schedule of classes, the department abbreviation appears as part of the course number.

Course Title

Title indicates major focus of course

Course Number → 338 GENDER AND URBAN LIFE (3) ← Semester Hours

This number identifies the course as a lower or upper division course. (i.e. 210 = lower, 310 = upper)

This course specifically addresses the relationship between urban America and ideas of gender as well as race and class. Through readings, discussion and observation participants will examine how the urban experience both reflects and influences cultural definitions of male and female. Critical themes under investigation will include: commercialization of sexuality, the idea of the city as a place for personal freedom for both men and women, the city as a dangerous place for women, women as workers and the relationship between race and gender for African-Americans in the city.

The number of hours earned upon successful completion of the course. The majority of courses are offered for 3 semester hours. Internships and Independent Studies are variable credit courses that can be taken for between 1-8 semester hours.

Description

This is a brief outline of the course content and general topics that will be targeted. It often indicates types of work that may be required, i.e. research, writing, field-work, etc. For more detailed information, contact the department offering this course.

Listed also as History 368. ←

Prerequisite/Corequisite

The prerequisites are either courses that must be completed before enrollment in this course, or non-course criteria that must be met before enrollment.

The corequisite is a course that must be taken simultaneously with this course.

→ *Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

Cross-Listed Course

This indicates that the course is being offered jointly by two or more departments. The course content is the same even though the number may be different. Students taking a cross-listed course must be aware that the hours count toward both major fields offering the course.

Core Curriculum

This indicates that the course fulfills a core curriculum requirement. There are some courses that fulfill more than one requirement. A student can elect to have one course satisfy two requirements only twice.

COURSE ABBREVIATIONS

ACCT	Accounting	INST	International Studies
AMST	American Studies	ITAL	Italian
APRL	Apparel Design and Merchandising	LAS	Liberal Arts and Sciences Seminars
ART	Art and Design	LIB	Information Literacy
ARTH	Art History	MATH	Mathematics
BAD	Business Administration	MFL	Modern Foreign Languages
BIOL	Biology	MUS	Music
BWS	Black World Studies	NEUR	Neuroscience
CAS	Communication Arts and Sciences	NSC	Natural Science
CHEM	Chemistry	NUTR	Nutrition Sciences
CIS	Computer Information Systems	PHIL	Philosophy
CPSC	Computer Science	PHED	Physical Education and Health
CRIM	Criminology	PHYS	Physics
ECED	Early Childhood Education	PMIN	Pastoral Ministry
ECON	Economics	POSC	Political Science
EDUC	Elementary, Secondary, K-12	PSYC	Psychology
ENGL	English	SEDU	Special Education
ENVS	Environmental Science	SJCE	Social Justice and Civic Engagement
FREN	French	SOC	Sociology
GEOG	Geography	SPAN	Spanish
GEOL	Geology	STA	Study Abroad
GERM	German	SWG	Study of Women and Gender
HIST	History	THEA	Theatre Arts
HNSM	Honors Seminars	THEO	Theology
ID	Interdisciplinary Courses	WII	Washington Internship Institute

COURSES OF INSTRUCTION



ROSARY COLLEGE OF ARTS AND SCIENCES

ROSARY COLLEGE OF ARTS AND SCIENCES

MISSION STATEMENT

In keeping with Dominican University's mission of preparing students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world, the Rosary College of Arts and Sciences strives to embody a community of learners seeking truth through free and open inquiry and dialogue with a diverse array of persons, places, texts, objects, ideas, and events, past and present, supportive of each learner's development, and committed to using our talents to make a positive contribution to the world. We strive to produce graduates of a liberal arts and sciences program who can think critically; communicate ideas well, orally and in writing; and achieve both breadth of understanding across fields and depth of knowledge in one field.

GOALS

As a college we are committed to each of the essential learning goals for undergraduates referenced earlier in this bulletin:

- **Foundational proficiencies:** A specified level of proficiency, normally by the end of the first year at Dominican, in designated foundational skills and abilities (including critical reading, writing, speaking, visual literacy, foreign language, quantitative reasoning, computer applications, information literacy, and research methods), and enhanced through subsequent course work.
- **Areas of study:** An appreciation of and a growing ability to show how key areas of study including philosophy, theology, history, social sciences, literature, fine arts, and natural sciences, individually and/or together, contribute to the pursuit of truth, the offer of compassionate service, and the creation of a more just and humane world.
- **Catholic, Dominican, and other religious traditions:** Sustained critical study of and engagement with Catholic and Dominican traditions, broadly understood, along with other religious traditions and dimensions of culture.
- **Diverse perspectives:** An increasing capacity to engage diverse perspectives and to bring diverse modes of inquiry to the critical investigation of significant questions, topics, or issues, and to adjudicate between them in a deliberate and reflective manner.

- **Major field:** A significant level of mastery in a major field of specialization, demonstrated through successful achievement of each of the essential learning goals outlined by that discipline, including a significant research project or creative investigation in the major.
- **Connecting major and core:** An increasing capacity to discern and articulate connections between information and ideas across the curriculum, including a capacity to situate one's major field within the larger field of liberal learning represented especially by the core curriculum.
- **Experiential learning:** Sustained direct experience and critical, respectful engagement with diverse ideas, practices, and contexts, especially through study abroad, domestic study, and community-based course work.
- **Connecting experience and course work:** An enhanced capacity to integrate experience outside the university with academic course work, especially through service learning and internships in one's major field.
- **A personal stance:** An increasing capacity to develop and articulate a coherent, informed, and ethically responsible personal stance; able to meet significant challenges likely to be encountered in one's studies and in one's personal, career, and civic life.
- **Participation:** An ability to contribute to the college and university as communities of intellectual and moral discourse and decision-making, in preparation for lifelong learning and participation in communities beyond Dominican.

AMERICAN STUDIES

Bachelor of Arts

Major/Minor

American studies is the oldest and most established interdisciplinary field in the humanities. It helps students ask and answer critical questions about American society and culture. American studies is an interdisciplinary approach to understanding a multicultural society. The major prepares students for careers in education, law, politics, public service, urban planning, cultural institutions, journalism, and social work.

Major Requirements (13 courses)

- American Studies 200, 411;
- Sociology 110;
- History 143 or 144;
- One 200-level English elective;
- One 300-level English elective taken after American Studies 200 and with the consent of the English department;
- Two courses chosen from Sociology or Political Science electives;
- Two courses chosen from Art History, Philosophy, Theology, and Communication Arts and Sciences electives;
- One 200-level History elective;
- One 300-level History elective;
- One course chosen from all electives.

A minimum of 20 hours in the major field must be completed at Dominican.

Students seeking elementary education certification must choose three courses from either U.S. history or English electives and should take Political Science 170 as one of their electives.

Minor Requirement (Eight courses)

- American studies 200;
- History 143 or 144;
- Three courses from all electives excluding History and English electives;
- One course chosen from U.S. History electives;
- One course chosen from English electives;
- One course chosen from 300-level American Studies electives.

A minimum of 12 hours in the minor field must be completed at Dominican.

Electives

- Art History 250, 265, 298, 300, 319, 355 (329 with the approval of the director of American Studies)
- Communication Arts and Sciences 207, 219, 222, 227, 266, 272, 277, 291, 294, 316, 353, 358, 373,

(420 with the approval of the director of American Studies)

- Economics 366
- Education 310
- English 285, 286, 287, 291, 294, 295, 298, 342, 343, 344,
- History 223, 224, 312, 319, 320, 333, 334, 344, 345, 346, 348, 367, 368, 378, 440, 460, (307 with approval of the director of American Studies)
- Italian 260
- Philosophy 200
- Political Science 170, 278, 280, 282, 286, 290, 291, 295, 297, 341, 374, 375, 380, 381, 382
- Sociology 210, 218, 220, 222, 230, 240, 245, 250, 268, 280, 285, 302, 372, 380, 382 (286 with approval of the director of American Studies)
- Theatre 270
- Theology 277, 381

Topics courses in the above disciplines may be permitted for credit toward the major with the consent of the director of American Studies.

AMERICAN STUDIES COURSES (AMST)

110 INTRODUCTION TO SOCIOLOGY (3)

Listed also as Sociology 110.

143 HISTORY OF THE AMERICAN PEOPLE TO 1877 (3)

Listed also as History 143.

144 HISTORY OF AMERICAN PEOPLE SINCE 1877 (3)

Listed also as History 144.

170 AMERICAN GOVERNMENT (3)

Listed also as Political Science 170.

200 INTRODUCTION TO AMERICAN STUDIES (3)

What is American studies? What is American culture? Who is American? Who decides? How do we know? How does it change? Through the examination of American culture and subcultures, this course will introduce students to the theories and methods of American Studies. Readings will include American studies “classics” and selections from the disciplines that contribute to American studies.

207 CONTEMPORARY AMERICAN FILM (4)

Listed also as Communication Arts and Sciences 207.

215 AMERICAN POLITICAL THOUGHT (3)

Listed also as Political Science 215 and Black World Studies 216.

222 MASS MEDIA AND SOCIETY (3)

Listed also as Sociology 222 and Communication Arts and Sciences 222.

223 THE ROAD IN AMERICAN CULTURE (3)

Listed also as Communication 219.

224 THE AMERICAN CENTURY, 1940-1990 (3)

Listed also as History 224.

225 CHANGING AMERICA: THE GILDED AGE THROUGH THE NEW DEAL (3)

Listed also as History 223.

226 COLONIAL AMERICAN EXPERIENCE (3)

Listed also as History 221.

266 THE AMERICAN CINEMA (3)

Listed also as Communication Arts and Sciences 266.

273 THEATRE: THE AMERICAN SCENE (3)

Listed also as Theatre 270.

279 PUBLIC ADMINISTRATION (3)

Listed also as Political Science 280.

286 STATE AND LOCAL GOVERNMENT (3)

Listed also as Political Science 286.

292 FILM NOIR (3)

Listed also as Communication Arts and Sciences 291.

294 AMERICAN MASS MEDIA HISTORY (3)

Listed also as Communication Arts and Sciences 294 and History 296.

305 THE CHICAGO SCENE IN LITERATURE (3)

Listed also as English 295.

311 HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION (3)

Listed also as Education 310.

315 FAMILY IN AMERICA (3)

Listed also as History 317.

317 AMERICAN INTELLECTUAL HISTORY (3)

Listed also as History 312.

320 THE AFRICAN-AMERICAN EXPERIENCE TO 1877 (3)

Listed also as History 320 and Black World Studies 320.

321 THE AFRICAN-AMERICAN EXPERIENCE SINCE 1877 (3)

Listed also as History 319 and Black World Studies 321.

328 LATIN AMERICAN AND UNITED STATES RELATIONS (3)

Listed also as History 328.

333 19TH CENTURY AMERICAN POPULAR CULTURE (3)

Listed also as History 333.

334 20TH CENTURY AMERICAN POPULAR CULTURE (3)

Listed also as History 334.

336 AMERICAN WORKING-CLASS HISTORY (3)

Listed also as History 346.

337 THE AMERICAN WEST (3)

Listed also as History 367.

338 GENDER AND URBAN LIFE (3)

This course specifically addresses the relationship between urban America and ideas of gender as well as race and class. Through readings, discussion, and observation, participants will examine how the urban experience both reflects and influences cultural definitions of male and female. Critical themes under investigation will include commercialization of sexuality, the idea of the city as a place for personal freedom for both men and women, the city as a dangerous place for women, women as workers, and the relationship between race and gender for African-Americans in the city.

This course will satisfy the history core area requirement.

Prerequisite: English 102 or departmental consent

Listed also as History 368.

343 NINETEENTH-CENTURY AMERICA (3)

Listed also as History 222.

344 HISTORICAL EXPERIENCE OF WOMEN IN THE UNITED STATES (3)

Listed also as History 344.

345 THE URBAN EXPERIENCE IN THE UNITED STATES SINCE 1800 (3)

Listed also as History 345.

348 RACE AND ETHNICITY IN AMERICA (3)

Listed also as History 348.

366 AMERICAN ECONOMIC HISTORY (3)

Listed also as Economics 366.

378 NATIVE AMERICAN HISTORY (3)

Listed also as History 378.

411 AMERICAN STUDIES SEMINAR (3)

This capstone course includes further methodological study and the opportunity to conduct research in American studies. Students will explore topics through

chronological boundaries and across disciplines utilizing American Studies interdisciplinary techniques and approaches, demonstrating their skills in research and presentation.

Prerequisite: American Studies 200 and senior standing and consent by program director.

451 INVENTING VICTORY: THE UNITED STATES IN WORLD WAR I (3)

Listed also as History 451.

452 WAR ON THE TWO FRONTS: COMBAT IN VIETNAM AND UPHEAVAL IN THE UNITED STATES (3)

Listed also as History 452.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

APPAREL DESIGN AND MERCHANDISING

Bachelor of Arts

Major/Minor

The mission of the apparel design and merchandising department is to provide students with an environment in which they can develop and nurture creativity, gain aesthetic, intellectual, and professional competence in both the knowledge and skills of the apparel field and cultivate a humanistic and ethical understanding of apparel as a business and as an art form.

The apparel program offers major and minor programs in apparel design and apparel merchandising. It is advisable for interested freshmen to consult with an advisor in the department prior to registration.

APPAREL DESIGN

Major Requirements

- Apparel Design and Merchandising 150, 151, 256, 320, 322, 360, 445, 446, and 455.

Apparel Design majors must also complete courses in one of the following concentrations:

Concentration in Fashion Development

Emphasis on product development and the fashion industry

- Apparel Design and Merchandising 200 or 290, 361 or 362, 380, 440 or 442;
- Art 105, 208, and one course from 201, 202, or 203;
- Choose two courses from Apparel Design and Merchandising 207, 209, 211, 365, 366, 368.

Concentration in Surface Design

Emphasis on textile techniques, cultural artisanship, and craftsmanship

- Apparel Design and Merchandising 200 or 290, 361 or 362, 380;
- Art 102, 206, 208;
- Choose three courses from Apparel Design and Merchandising 207, 209, 211, 366, Concordia Art 4430, 4330.

Concentration in Dress and Textile Studies

Emphasis on theatrical costuming and historical/cultural aspects of dress

- Apparel Design and Merchandising 200, 209, 290, 362;
- Choose one course from Apparel Design and Merchandising 365, 366, 368;
- Choose two courses from two of the following disciplines (four courses total): Art History, History, Theatre Arts;

Students should consult with their advisor for specific course recommendations.

A minimum of 18 semester hours in the major field must be completed at Dominican.

Minor Requirements

- Apparel Design and Merchandising 150, 151, 256, 320, 322;
- Choose two courses from Apparel Design and Merchandising 207, 209, 365, 366, 368, 445;

A minimum of 12 hours in the minor field must be completed at Dominican.

APPAREL MERCHANDISING

Major Requirements

- Apparel Design and Merchandising 150, 170, 200 or 290, 256, 360, 361 or 362, 440 or 442, 446, 455;
- Choose three courses from Apparel Design and Merchandising 271, 281, 370, 371;
- Business Administration 250, 255, 345;
- Economics 190, 191;
- Art 208.

A minimum of 18 semester hours in the major field must be completed at Dominican.

Minor Requirements

- Apparel Design and Merchandising 170, 256;
- Choose two courses from Apparel Design and Merchandising 271, 281, 370, 371, 442;
- Business Administration 245, 250;
- Economics 190.

A minimum of 12 hours in the minor field must be completed at Dominican.

APPAREL DESIGN AND MERCHANDISING COURSES (APRL)

150 APPAREL STRUCTURE AND DESIGN I (3)

Fundamentals of apparel assembly with emphasis on construction techniques, fit, and quality analysis of the finished product. Introduction to apparel terminology.

151 APPAREL STRUCTURE AND DESIGN II (3)

In-depth study of the process and product of creative design in clothing, application of advanced techniques of apparel assembly, and development of basic slopers.

Prerequisite: Apparel design and Merchandising 150 or consent of the instructor

170 INTRODUCTION TO THE FASHION WORLD (3)

Overview of the fashion business structure. Topics include the origin of apparel design through manufacturing, marketing, merchandising, and retailing process. Career opportunities are highlighted.

\$35 course fee.

200 CULTURAL PERSPECTIVES IN DRESS (3)

Analysis of dress as an expression of beliefs and values, material artifact, and normative behavior in selected world cultures with emphasis on case studies focused on non-Western traditions, aesthetics, politics, religions, and ritual usage of clothing and textiles. With an intensification option, this course will contribute to the Black World Studies major.

Prerequisite: Sophomore standing

This course will satisfy the multicultural core area requirement.

207 SURFACE DESIGN OF FABRICS I (3)

Survey of topics and hands-on processes for fabric coloration, manipulation, and embellishment, with emphasis on application to apparel design. Various techniques considered within cultural context.

Prerequisite: Apparel design major or consent of instructor

\$50 course fee.

This course will satisfy the fine arts core area requirement.

209 SURFACE DESIGN OF FABRICS II (3)

In-depth study of selected topics and hands-on processes for fabric coloration, manipulation, and embellishment, with emphasis on learning specific techniques from historical garments and within cultural context.

Prerequisite: Apparel design major or consent of instructor

\$50 course fee

This course will satisfy the fine arts core area requirement.

211 MARATHON SURFACE DESIGN (3)

Intensive hands-on study of specific coloration and embellishment of fabric.

Prerequisite: Sophomore standing

\$50 course fee.

256 TEXTILE SCIENCE (3)

Survey of textile fibers, fabrics, and finishes with application to appearance, performance, and maintenance of apparel products.

271 RETAIL PROMOTION AND VISUAL MERCHANDISING (3)

Promotional strategies used in merchandising. Topics include identifying target markets and interpreting

consumer demand, visual merchandising and store design, and advertising strategies for retail. Students receive experience in merchandising windows at the university and area retailers.

Prerequisite: Apparel Design and Merchandising 170 or consent of the instructor

281 MULTICHANNEL RETAILING (3)

Exploring the underlying principles of multichannel retailing and their relationship with brick-and-mortar stores, electronic retailing, and direct marketing methods. Emphasis on understanding consumer needs and implementing appropriate technologies.

290 SOCIAL PSYCHOLOGY OF DRESS (3)

This course explores selected topics from the cross-disciplinary literature on dress (defined as presentation of self), including controversial questions about body image and apparel choices across diverse populations of women and men.

Prerequisite: Sophomore standing

320 FLAT PATTERN DESIGN AND DRAPING (3)

Theory and fundamentals of flat pattern drafting and draping.

Prerequisite: Apparel Design and Merchandising 151

322 APPAREL DESIGN I (3)

Utilization of the creative process and knowledge of pattern making and clothing construction to develop original clothing designs. Emphasis on concept development, fabrication, and aesthetics.

Prerequisite: Apparel Design and Merchandising 320

360 HISTORY OF DRESS I (3)

Survey of European and North American dress from ancient civilizations through the 17th century, with emphasis on dress as an expression of social, cultural, economic, aesthetic, religious, and technological change in the Western world.

With an intensification option, this course will contribute to the Certificate in Medieval and Renaissance Studies.

This course will satisfy the fine arts core area requirement.

361 HISTORY OF DRESS II (3)

Survey of European and North American dress from the 18th century to the present, with emphasis on dress as an expression of social, cultural, economic, aesthetic, religious, and technological change in the Western world. Includes work of major fashion designers.

This course will satisfy the fine arts core area requirement.

362 DRESS AS MATERIAL CULTURE (3)

Survey of historical dress from 18th century to the present, with emphasis on object-based analysis of period textiles, garments, and other primary sources used to interpret dress from a cultural perspective within the Western world. Includes hands-on work with conservation of historical garments.

This course will satisfy the fine arts core area requirement.

365 FASHION ILLUSTRATION (3)

Problems and exercises intended to stimulate design perception and creativity in sketching and rendering used by the fashion designer.

Prerequisite: Art 201, 202, or 203 or consent of the instructor

366 COUTURE TAILORING (3)

The principles and application of advanced techniques used in couture custom tailoring.

Prerequisite: Apparel Design and Merchandising 151 or consent of the instructor

368 ADVANCED APPAREL DESIGN (3)

Advanced study of apparel design using flat pattern and draping techniques; investigation into patterning and designing for knitwear. Emphasis on problem solving and industry standards.

Prerequisite: Apparel Design and Merchandising 322

370 ANALYSIS OF READY-TO-WEAR APPAREL (3)

An examination of the product development process and the interrelationship of allied industries, with perspectives on consumer, manufacturer, retailer, and the international market. Emphasis on understanding the industry through global social responsibility.

Prerequisite: Apparel Design and Merchandising 170

371 RETAIL BUYING (3)

Application of effective strategies in retail buying; includes budgeting, merchandise planning, and inventory management. Computerized spreadsheets are used to perform related merchandising math operations.

Prerequisite: Mathematics 130 or above

380 COMPUTER-AIDED DESIGN (3)

Design of apparel through the use of computer using PAD Systems technology, with emphasis on pattern-making, grading, marking, and 3-D applications.

Prerequisite: Apparel Design and Merchandising 320

440 SPECIALTY MARKETS (3)

Research of social, economic, and demographic aspects of target market instrumental in the development of a consumer line. This project-based class

encompasses the design and construction of a specialty market line including (but not limited to) lingerie, menswear, children's wear, petite, and plus-sized clothing.

Prerequisites: Apparel Design and Merchandising 320 and junior standing

442 FASHION MARKETS (3)

Research of social, economic, and demographic aspects of target market instrumental in the development of a retail outlet. This project-based class includes creating and planning a retail store from concept to implementation. By the end of this course, the student will have written a complete business plan.

Prerequisites: Apparel Design and Merchandising 371 or consent of instructor, and junior standing

445 SENIOR COLLECTION (3)

Fashion forecasting; development of a cohesive collection of original designs.

Prerequisites: Apparel Design and Merchandising 322 and senior standing

446 APPAREL DESIGN AND MERCHANDISING SEMINAR (3)

Developing the major production of the department; study of professional practices and management in the business of apparel design and merchandising; preparation and presentation of comprehensive portfolio.

Prerequisite: Senior standing

450 INDEPENDENT STUDY (1-4)

Content and credit tailored to the individual needs of the student.

455 INTERNSHIP (2-8)

Training in a business establishment for a designated number of hours a week under the supervision of faculty member and the manager of the business establishment.

Prerequisite: Junior or senior standing

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

ART AND DESIGN

Bachelor of Arts

Major/Minor

The Department of Art and Design is committed to the belief that the visual arts are an integral part of the humanist tradition, expressing the intellect, emotion, and spirit of the individual.

Students majoring in art, or those simply wishing to broaden their understanding of the creative process, aesthetics, and history of art are provided with the opportunity and environment for the best possible education in the visual arts within the context of a liberal arts education.

Students are exposed to monthly exhibits in the O'Connor Gallery, lectures by visiting artists, field trips to Chicago galleries and museums, and an ongoing intensive critique process, which promotes critical thinking and creative development.

The department offers majors in painting, sculpture, graphic design and photography. All art and design majors share a common foundation core that includes the following:

Foundation Core Requirements (24 hours)

- Art 102, 105, 208, 224, 230,
- Art History 190, 191, and 319

Visual literacy is at the heart of the foundation core. In a world of increased and accelerated visual imagery, with greater numbers of people having the resources to create their own images, it is important to be able to understand how images work, both psychologically and physiologically.

Foundation courses offer students the perceptual and technical knowledge required to effectively create and control their own images. Survey courses in art history set up a historical context for students' own work and help lay the groundwork for further study in art history, theory, and criticism.

Prospective majors are advised to consult with a member of the art faculty in planning their program and to complete the foundation core as soon as possible.

Freshmen wishing to major in art are advised to begin their studies at Dominican with at least two introductory-level studio courses and one course in art history.

Students wishing to double major in art and design should work closely with their advisors to avoid exceeding the 54 credit hour limit in the department.

PAINTING

Painting and drawing majors take most of their course work in drawing, painting, and printmaking. Additional courses in art history, design, photography, and sculpture extend the scope of the major. Students acquire the technical proficiency needed to begin to set up and define their personal directions. A central focus of the major is the study of drawing as a means to organize thoughts, feelings, and images.

Major Requirements (27 hours)

The following nine courses in addition to the foundation core:

- Two of the following Life Drawing courses: Art 201, 202, or 203;
- Art History 250;
- Art 206, 270, 304, 395, 406, 445;
- One special topics or studio elective.

A minimum of 24 hours in the major discipline must be completed at Dominican. These hours must include Art 304, 406, and 445.

Minor Requirements (18 hours)

Four painting and drawing electives and two art history electives. A minimum of nine hours in the minor field must be completed at Dominican.

SCULPTURE

The sculpture major focuses on the relationship of ideas to materials, processes, and construction techniques. Courses foster the development of both subtractive and additive skills of sculpture, including carving, casting, modeling, woodwork, and assemblage. Advanced sculpture students will have the opportunity to explore more diverse forms of art making, such as sound and installation art. Additional required foundation courses, including drawing, photography, art history, and graphic design, are designed to broaden skill sets and critical thinking within the fine art discipline.

Major Requirements (27 hours)

The following nine courses in addition to the foundation core:

- Art 201 or 203, 206, 260, 301, 395, 414, 445;
- Art History 250;
- One special topics or studio elective.

A minimum of 24 semester hours in the major field must be completed at Dominican. These hours must include Art 301, 414, and 445.

Minor Requirements (18 hours)

Four sculpture and ceramics electives and two art history electives. A minimum of nine hours in the minor field must be completed at Dominican.

GRAPHIC DESIGN

The major in graphic design is a sequence of courses that teaches the student the process of creative problem solving through design. By integrating concept development and artistic practice with technology, students acquire an understanding of the art of visual communication as preparation for professional employment in the field of graphic design or for graduate study.

Facilities include a digital media classroom with Macintosh computers, flatbed and film scanners, a digital projection system, color and black-and-white tabloid laser printers, and industry-standard graphic design software.

Major Requirements (27 hours)

The following nine courses in addition to the foundation core:

- Art 227, 240, 254, 318, 330, 395, 413, 445.
- Art History 267.

Students majoring in graphic design are strongly advised to take an internship in their junior year.

A minimum of 24 hours in the major field must be completed at Dominican. These hours must include Art 318, 413, and 445.

Minor Requirements (18 hours)

Four graphic design electives and two art history electives. A minimum of nine hours in the minor field must be completed at Dominican.

PHOTOGRAPHY

The photography major places an emphasis on using the medium as a tool for individual investigation and expression within a broader humanist dialogue of study. It is perceived as the direct extension of the individual in a world requiring the articulation of the visual image as a necessary part of conducting one's personal and professional life. Photography is taught in the context of being the parent medium of cinema, video, and digital expression. Photography majors are engaged in critical thought and self-motivated practice.

Major Requirements (27 hours)

The following nine courses in addition to the foundation core:

- Art 210, 315, 353, 395, 405, 445;
- Art History 265;
- One special topics photo elective;
- One studio elective.

A minimum of 24 hours in the major field must be completed at Dominican. These hours must include Art 315, 405, and 445.

Minor Requirements (18 hours)

Four photography electives, Art History 265, and one other art history elective. A minimum of nine hours in the minor field must be completed at Dominican.

ART EDUCATION

Students interested in art education must choose from one of the art and design majors listed above. Art education students must take Art 206, 260, and 270. Students desiring certification for grades K-12 must also take Instructional Strategies for Teaching Art (Education 402). Students preparing to teach K-12 must student teach in both an elementary school and a secondary school.

ART AND DESIGN COURSES (ART)**PAINTING AND DRAWING COURSES****105 FUNDAMENTALS OF DRAWING (3)**

A foundation course that concentrates on developing basic skills in perceptual drawing and composition. Using a broad range of media, students explore gesture, shape, line, the elements of light, and perspective through traditional themes such as the still life, figure, and landscape.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

200 PAINTING MARATHON: THE LANDSCAPE (3)

This is a multi-level intensive 60-hour, 3-credit painting course taught outdoors *en plein air* over a two-week period. Students begin a new painting each day and will complete ten paintings by the end of the course. All work is done from direct observation. Students must be prepared for the rigor of painting six hours per day Monday-Friday, 9:00 a.m.– 4:00 p.m.

This class can be substituted for Art 224 (Painting I).

Prerequisites: Art 105

201 LIFE DRAWING: ANATOMY (3)

This course focuses on the human form. Using traditional materials, students explore composition, proportion, volume, and structure through long and short poses. Frequent historical references are made through reproductions and slides.

Prerequisite: Art 105

\$75 course fee.

202 LIFE DRAWING: PORTRAIT (3)

This class focuses on the structure of the head along with analysis and measurement of facial features to achieve likeness and psychological insight. Students work in a variety of media, sizes, and styles. Long and short poses will be explored using a variety of models.

Prerequisite: Art 105

\$75 course fee.

203 LIFE DRAWING: FIGURE IN SPACE (3)

This course begins with a review of linear perspective and focuses on drawing the human figure in measured, spatial environments. Students work in a variety of media, sizes, and styles. Frequent historical references are made through reproduction and slides.

Prerequisite: Art 105

\$75 course fee.

224 PAINTING I: COLOR AND LIGHT (3)

A highly structured course that introduces students to numerous one- and two-day paintings from direct observation of controlled situations such as the still life and the interior. Major concerns include learning to see color and light.

Prerequisite: Art 105

\$50 course fee.

270 PRINTMAKING I (3)

Traditional and experimental exploration of relief processes of printmaking. Techniques explored include monoprints, woodcuts, line-cutting, and relief collagraphs.

Prerequisite: Art 105

\$50 course fee.

304 PAINTING II: FORM AND CONTENT (3)

Students work from the life model in class and begin to explore content and personal directions through weekly homework assignments.

Prerequisites: Either Art 201, 202, or 203; Art 224

\$75 course fee.

308 LIFE DRAWING II (3)

Advanced work from the model. Students continue to work on anatomy, structural relationships, and figure in space.

Prerequisite: Art 201

\$75 course fee.

317 PRINTMAKING II (3)

Exploration of intaglio processes. Continuation of relief printing.

Prerequisite: Art 270

\$50 course fee.

406 PAINTING III: PERSONAL DIRECTIONS (3)

A continuation of the personal directions set up in Painting II. Students should be prepared to work independently within a classroom setting. Life models will be available.

Prerequisites: Art 304 and two other life drawing classes

\$75 course fee.

Should be taken prior to enrolling in Art 445.

SCULPTURE AND CERAMICS COURSES**102 THREE-DIMENSIONAL DESIGN (3)**

Students are introduced to the basic elements, organizing principles, and special considerations unique to three-dimensional design such as space, time, proportion, and gravity. Various construction methods are employed including assemblage, wood working, and carving.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

Offered every fall and spring unless otherwise noted.

206 SCULPTURE I (3)

Through thoughtful and skillful additive approaches, this course investigates structural and spatial possibilities. By examining and questioning the interplay of form, material, technique, and content, a conceptual understanding of sculpture will develop over the course of the semester. Investigations and demonstrations of materials, techniques, and processes will be balanced with slide lecture, discussion, and critique.

Prerequisite: Art 102

\$75 course fee.

260 CERAMICS I (3)

Introduction to the basic processes of making pottery and other clay products. The techniques include coil and slab building, piece molding, glazing, and decorative techniques.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

Offered every fall and spring unless otherwise noted.

301 SCULPTURE II (3)

Further studio problems involving experimentation with techniques and materials such as wood working, carving, casting, assemblage, installation, and site-specific art. Investigations and demonstrations of materials, techniques, and processes will be balanced with slide lecture, discussion, and critique.

Prerequisite: Art 206

\$75 course fee.

Offered every spring.

309 CERAMICS II (3)

A continuation of the study of the techniques and design of clay products.

Prerequisite: Art 260

\$50 course fee.

414 SCULPTURE III (3)

Works produced in this course will be articulated and developed conceptually. Both traditional and non traditional materials and processes will be explored, including assemblage and experimental approaches to

object making. Students begin to blur the line between a discrete object and an open system of construction, experimenting with installation art and alternative forms of presentation.

Prerequisite: Art 301

\$75 course fee.

Should be taken prior to enrolling in Art 445.

GRAPHIC DESIGN COURSES

208 INTRODUCTION TO DESIGN APPLICATIONS (3)

Students are introduced to the use of the computer as a graphic design tool in a project-oriented class. Applied problems in image creation and page layout are explored using software programs appropriate to the professional design environment.

Listed also as Communication Arts and Sciences 130.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

Offered every semester.

227 WEB DESIGN I (3)

This course explores digital information and the design of communication to be published on the internet.

In this project-oriented class, students will learn the creative and technical aspects of developing web pages.

Listed also as Communication Arts and Sciences 236.

Prerequisite: Art 208

\$50 course fee.

Offered every spring.

228 WEB DESIGN II (3)

This course explores advanced concepts in the design of web-based communication. In this project-oriented class, students will further their understanding of the creative and technical aspects of developing websites.

Prerequisites: Art 208 and Art 227 or consent of instructor

\$50 course fee.

240 INTRODUCTION TO GRAPHIC DESIGN I (3)

This course examines the fundamentals of graphic design and how graphic designers solve problems, organize space, and convey visual and verbal information. This interaction of signs, symbols, words, and pictures will be investigated by the student in a variety of projects to arrive at an understanding of basic communication and design principles.

Listed also as Communication Arts and Sciences 237.

Prerequisites: Art 208 and sophomore standing

\$50 course fee.

Offered every semester.

254 TYPOGRAPHY (3)

Typographic forms are explored in relation to their visual and verbal meanings. Class projects explore historical, artistic, and technical aspects of typography.

Prerequisite: Art 240

\$50 course fee.

Offered every fall.

318 GRAPHIC DESIGN II (3)

Experiments in visual communication challenge students to further refine their individual visual thinking through applied problems. The importance of exploration and flexibility of approach is stressed at this level. Through experimentation, the problem is defined and organized and awareness of potential solutions is increased. The development of the student's portfolio is introduced.

Prerequisite: Art 240

\$50 course fee.

Offered every spring.

330 MOTION GRAPHICS (3)

This project-oriented class explores the art of designing for time and space. It draws on theory from traditional animation, cinema, and the growing field of moving type. Students will learn the fundamentals of Adobe Flash as they develop their projects.

Prerequisite: Art 208 or consent of the instructor

\$50 course fee.

Offered every spring.

357 ART AS SOCIAL ACTION (3)

Study of the theory and practice of graphic design as a social action. Students will read literary and nonliterary texts aimed at social transformation; meet with local social service organizations to study their mission, activities, and needs; and work in collaboration with students from English 335 to develop materials needed to promote and raise funds for one or more of these organizations.

This course requires off-campus service hours.

Prerequisites: Art 204, 240, and sophomore standing

413 GRAPHIC DESIGN III (3)

In this project-oriented class, emphasis is placed on the research and development aspects of assignments to further advance the student's portfolio. Stress is placed on working in a collaborative group while maintaining an individual approach to creative problem solving. Presentation skills are also emphasized.

Prerequisite: Art 318

\$50 course fee.

Offered every fall.

Should be taken prior to enrolling in Art 445.

PHOTOGRAPHY COURSES

210 BEGINNING BLACK-AND-WHITE

PHOTOGRAPHY (3)

This course provides a comprehensive introduction to black-and-white darkroom photography. Technical fundamentals will be emphasized in class demonstrations, assignments, and critiques. The course places importance on visual literacy by articulating the mediated image and its effect on the conduct of our lives. Camera assignments extend sensory experiences and their capacity to be perceived graphically.

Students must provide their own SLR film cameras.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

230 BEGINNING COLOR PHOTOGRAPHY (3)

This beginning course emphasizes the camera experience to perceive visible color as an aesthetic, descriptive, and narrative tool. Camera assignments and classroom lectures negotiate principles of color theory. The course does not require a filmless camera but the Mac OSX platform and Adobe Photoshop are introduced as the primary tool for color management, output, and archiving.

Students provide their own film or digital SLR cameras.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

315 INTERMEDIATE PHOTOGRAPHY: DARKROOM PRACTICES (3)

Experimentation with film, print, and darkroom chemistry is emphasized as the student works toward the production of the exhibition-quality print matching his or her vision. Assignments develop personal aesthetic and independent thought.

Prerequisite: Art 210

\$50 course fee.

Offered every fall.

340 SPECIAL TOPICS: PHOTOGRAPHY (3)

A rotating list of electives including Florentine Images, Sketches and Inventions, Photojournalism, and Alternative Photographic Processes.

343 SPECIAL TOPICS PHOTO: DIGITAL DARKROOM (3)

The digital workspace is addressed as a place to create the archival, museum-quality print. Advanced topics include RAW file workflow and color management from screen to print. Students will make both color and monochromatic prints as well as an online digital publication. Camera assignments extend ideas discussed in Beginning Color Photography and can be executed with either digital or film SLRs.

Experimentation with a variety of print media will be expected.

Prerequisite: Art 230

\$50 course fee.

Offered every spring.

353 DIGITAL VIDEO PRODUCTION (3)

Contemporary narrative concepts and digital cinema methods are introduced in this course within the contexts of video art and personal filmmaking. The Mac OS X platform and Final Cut Express are used as the primary editing experience.

Students provide their own DV camcorder.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

356 SPECIAL TOPICS: PHOTOGRAPHY ON LOCATION (3)

This photography elective examines the role of location in generating camera images. It requires the student to work outdoors, in open air, and to travel to locations independently. Contextualized initially in the Romantic definition of Nature, the categorizations of landscape, site-specific, and topographic expand the notion of picturing a contemporary environment. Projects explore sequence, duration, and seriality.

Prerequisite: Art 210 or 230

\$50 course fee.

359 PHOTOJOURNALISM (3)

Listed also as Communication Arts and Sciences 349

405 INTERMEDIATE/ADVANCED PHOTOGRAPHY: LIGHT AND CAMERA (3)

Images are conceived by the student and guided by the instructor. Added considerations of artificial light and camera format are considered with assignments requiring further *previsualization* at the time of camera exposure. Students use both photoflood and strobe lights. Medium- and large-format cameras are introduced. Students are encouraged to buy their own medium-format camera.

Prerequisite: Art 210 or 230

\$50 course fee.

Offered every spring.

Should be taken prior to enrolling in Art 445.

ADDITIONAL COURSES

395 JUNIOR CRITIQUE (3)

This open-media course addresses the origin of ideas as well as the organization and process required to initiate an art practice. It is meant to serve as a primer to the Art 445 Senior Thesis course required of all studio majors in the art and design department. Participants are expected to experiment in a variety of media and entertain competing solutions, including

those in related disciplines, when the investigative process leads to them.

Offered every spring.

445 SENIOR THESIS (3)

Required of all studio majors. Students work toward developing a cohesive body of work to be shown in their senior thesis art exhibit. Students also develop a résumé and written statement articulating their work. This course consists of several group critiques held over the spring semester with faculty members of the art department.

Prerequisites: Senior standing and Art 395

Offered every spring.

450 INDEPENDENT STUDY (1-4)

Advanced work in the student's major area of concentration to be carried out independently with a faculty advisor.

455 INTERNSHIP (1-8)

A student of junior or senior standing may arrange for an internship in his or her own major field of concentration, subject to the approval of the art faculty.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

Can also substitute for Art 395 Junior Critique, in the student's junior year only.

ART HISTORY

Bachelor of Arts

Major/Minor

The Art History program is designed to expose students to a history of visual expression that includes different time periods, cultures, and media with a special emphasis on modern and contemporary art history, criticism, and theory. It also emphasizes critical thinking through discourse with works of art and artists made available to the Dominican community through the art department and O'Connor Art Gallery and supplemented by visits to Chicago art museums and galleries.

The Art History program is committed to offering students a broadly based knowledge of art history while preparing them for experiences and careers that may include graduate school, teaching, art writing, art conservation, art auction houses, and gallery or museum work. Other goals of the program include instilling a deepened cultural awareness, an appreciation of art's relationship to social, political, religious, and ideological contexts, and a significant understanding of the discursive nature of the field of art history.

Foundation core requirements (21 hours)

- Art 102, 105, 224;
- Art History 190, 191, 250, 319.

Foundation courses are meant to expose students to a variety of approaches and philosophies of art making and are anchored in an understanding of art history through lecture and seminar courses.

Students are advised to complete all 100-level courses as soon as possible and follow closely with 200-level courses, other art history electives, and interdisciplinary electives.

Major requirements (27 hours):

- Six art history electives—any Art History course beyond the foundation courses may count as an elective. In addition, courses with an art historical component such as Philosophy 290, the Rome Interim program, and certain classes on study abroad programs may also apply. All courses not fulfilled through Dominican University, such as those attended through summer programs at other universities, must receive approval from the art history advisor;
- Art History 446;
- English 345;
- At least one course beyond those courses taken to fulfill core area requirements from two of the following areas. When possible, these should be at the 200-level or above: American Studies,

Communication Arts and Sciences (particularly film-related courses), History, Philosophy, or Sociology. Other areas, such as history of dress, may apply with approval of department. Students should attempt to choose electives that will inform the topic of their senior thesis;

- Study of a modern foreign language through the intermediate level (course 211 or equivalent). With approval of the program, students may substitute one year each of two different languages to fulfill this requirement. Students who are considering graduate school in art history may be advised to take at least one year of German.

A minimum of 18 hours in the major field must be completed at Dominican. This must include Art History 446.

Minor requirements (18 hours):

Art History 190, 191, and four art history electives. A minimum of nine hours in the minor field must be completed at Dominican.

ART HISTORY COURSES (ARTH)

All Art History courses beyond the 100-level require the equivalent of ENG 102 or permission of the instructor.

190 SURVEY OF ART HISTORY I (3)

An introductory-level survey of world art and its relationship to the development of humanity and societies from the prehistoric period through the Middle Ages.

This course will satisfy the fine arts core area requirement.

191 HISTORY OF ART: RENAISSANCE TO MODERN (3)

An introductory-level survey of world art and its relationship to social, political, religious, and economic contexts from the 14th to the 20th centuries.

This course will satisfy the fine arts core area requirement.

250 HISTORY OF MODERNIST AND CONTEMPORARY ART (3)

This course will present a history of modern art in Europe and the United States by surveying major movements and highlighting important moments of aesthetic development from the late 19th century to the present. The semester goal is to create a coherent context within which to introduce, through lectures and readings, artists and themes, while recognizing the diverse character of the art of this period. We will

examine popular movements such as Impressionism, well-known periods such as Abstract Expressionism, and redefining types of art known as performance, body, and earthworks. In addition, we will explore how the art of the past 150 years was often produced by men and women reacting to events or conditions occurring in their lifetimes, such as world wars or sexual liberation. The class emphasizes painting and sculpture but will include some discussion of photography, design, mixed media, ready-made, and other types of art produced during this era.

This course will satisfy the fine arts core area requirement.

265 HISTORY OF 20TH-CENTURY PHOTOGRAPHY (3)

Survey course covering the major figures, themes, and images of the past century. Photography is addressed as an art form, democratic tool, and as a device that significantly affected the course of human life in the 20th century.

This course will satisfy the fine arts core area requirement.

Offered every fall.

267 HISTORY OF GRAPHIC DESIGN (3)

Survey course covering the significant events, influences, individuals, and movements in visual communication design. The cultural, political, and economic impact of design on society is examined.

This course will satisfy the fine arts core area requirement.

Offered every spring.

293 MEDIEVAL ART (3)

This course will survey the development of painting, sculpture and architecture from approximately 650 to 1200 CE. The purpose of this course is to become familiar with medieval art and develop the ability to identify consistent themes in the art of different time periods and countries. Primarily religious and Christian in nature, the course will focus mainly on art produced in Europe during this time. Ultimately, it should become evident that artistic production is linked to national, social, political, economic, and historic conditions as well as other arts such as drama, music, and literature.

This course will satisfy the fine arts core area requirement.

298 VIETNAM WAR-ERA ART AND CULTURE (3)

This seminar will present major trends in art from approximately 1960 to 1975. Focusing on major movements such as pop art, minimalism, body art, happenings, Fluxus, performance art, earthworks, and conceptual art, the goal for this course is to create a coherent context within which to introduce artists and

themes while forging a discussion that recognizes the revolutionary character of the era.

This course will satisfy the fine arts core area requirement.

300 ABSTRACT EXPRESSIONISM (3)

This course explores the first American art movement that reached international significance and one of the most enduring art styles of the modern era. We will identify the artists who forged this movement, analyze the formal elements of their paintings, and approach the movement through a number of theoretical perspectives that will illustrate more complicated aspects of the era such as: the particular qualities of the art movement, which consisted primarily of immigrants or sons/daughters of immigrants; the rise of art criticism in America at the time; and the export of a national American identity through the eventual embrace of the art by citizens and the U.S. government. Although the recognized artists of this style were primarily white, heterosexual males, this class will also discuss how female artists, artists of color, and artists of different sexual orientations contributed to it as well. A seminar-style class, the majority of reading and discussion will consist of criticism, artist statements, and essays designed to explain the era or call it into question. There will be short analysis papers and one large research paper.

This course will satisfy the fine arts core area requirement.

319 ISSUES IN CONTEMPORARY ART (3)

This seminar explores and critiques artists from the late 1970s to the present. This course will investigate how politics, social issues, critical theories, and technology have influenced the art world, which has become increasingly pluralistic. Issues of race, gender, identity, appropriation, trauma, and memory will be discussed. Non-art or non-art history majors or minors may enroll but should seek the consent of the instructor prior to enrollment. All art and art history majors and minors should only take this course after most other art history requirements have been completed.

Prerequisite: Junior or senior standing, or consent of instructor.

323 RENAISSANCE ART IN SOUTHERN EUROPE (3)

A survey of Italian Renaissance art tracing the development from the 14th to the end of the 16th centuries. The Italian Renaissance was a seminal era in the history of art not only due to its philosophical, political, and social foundations, but because art and artists were important contributors to this era. The purpose of this upper-level course is to become familiar with various themes and approaches to the idea of "artist" that was formed during this Italian

Renaissance and that has remained the standard for artists since. Through case studies and independent research projects, we will explore identity construction, both by the artistic self and by biographers, the artist as myth, and the perception of artists as portrayed in contemporary culture and media.

This course will satisfy the fine arts core area requirement.

325 RENAISSANCE ART IN NORTHERN EUROPE (3)

Artistic production in northern Europe surged in the years between 1400 and 1700, just as it did in Italy. Spurred by the invention of new media (oil paints, printmaking), artists working in Germany and the Netherlands developed a distinctive visual language, inventing new subjects and techniques to produce pictures to satisfy the demands of Church and state, as well as affluent connoisseurs who built private collections. This course surveys the artistic production at this exciting point in history, focusing exclusively on the pictorial arts (paintings, drawings, and prints). We will study the conventions of northern European art, including its penchant for “realism,” and we will investigate the careers of some of the era’s most successful artists to find out what it took to “make it” in a fiercely competitive marketplace. We will also discuss the people who bought, sold, and collected pictures, and consider what it was they looked for when buying pictures.

This course will satisfy the fine arts core area requirement.

326 NON-WESTERN ART (3)

This course focuses on art outside of the Western tradition. Topics rotate each year. Subjects may include Islamic art and architecture, a survey of Asian art, pre-Columbian art, African art.

All courses will satisfy the fine arts core area requirement as well as the multicultural requirement.

Students may repeat this course for credit as long as the topic is different each year.

329 SPECIAL TOPICS IN ART HISTORY (3)

Art history electives offered on a rotating basis might include courses such as History of American Art, Women Artists of the 19th and 20th Centuries, Frank Lloyd Wright, or History of Modern Architecture.

All courses will satisfy the fine arts core area requirement.

Students may repeat this course for credit as long as the topic is different each year.

355 MUSEUM STUDIES PRACTICUM (3)

An investigation of the concept, workings, and theory of museum practice and a rare opportunity for behind-the-scenes visits to local museums for the purpose of debating the relevance, necessity, and effectiveness

of different ways of exhibiting objects. Topics in this seminar-style discussion will include conservation, blockbuster exhibitions, racial divisions in museum attendance, exhibition styles, labeling of exhibited objects, art forgeries and theft, and the appropriation of cultural treasures from one nation to another.

The final project will be to design an exhibition of the student’s choosing.

\$50 course fee.

This course will satisfy the fine arts core area requirement.

446 SENIOR THESIS ART HISTORY (3)

Required of all art history majors. An extensive research paper and public presentation on an approved topic that demonstrates the student’s knowledge of art history, critical and analytical skills, and ability to sustain in-depth research on a focused project. The goal is to prepare students for writing art history articles and giving professional presentations and/or application to graduate school. The art history advisor will determine if the student has sufficiently completed course work and requirements to enroll in this course.

Students should only take this course when they have completed most of their course work in art history.

Students who have not completed Art History 319 will only be allowed to enroll with their art history advisor’s consent.

450 INDEPENDENT STUDY (1-4)

Advanced work in the student’s major area of concentration to be carried out independently with the art history faculty advisor

455. INTERNSHIP (1-8)

A student may arrange for an internship that relates to the art history field with the approval of the art history faculty advisor. Such internships may include any volunteer or paid position related to the field of art history, such as a research assistant, working in an art gallery, or being involved in any aspect of a museum. Up to 3 credits may apply as one art history elective toward the major.

BIOLOGY

Bachelor of Science Major/Minor

This curriculum is structured to provide a broad base of knowledge in the biological sciences and collateral areas as well as to allow the student to best prepare for his or her chosen field of work in the biological or health sciences or in biology education. Courses offered for students not majoring in biology are designed to give a fundamental understanding of selected areas of biology, particularly as they relate to human health and disease.

Major Requirements

Ten biology courses of at least three semester hours each:

- Biology 111 and 112 or the equivalent;
- Biology 240, 397;
- Biology 352 or 386;
- Five additional courses numbered 200 or higher.

At least seven of the courses must have a laboratory, and no more than two may be at the 400 level.

A minimum of five courses in the major field must be completed at Dominican.

In addition, the following collateral courses are required for the biology major:

- Chemistry 120, 121, 253, 254;
- Physics 211 and 212 or 221 and 222.

A minimum grade of C- must be earned in all courses required for the major.

Interested freshmen and transfer students should consult with the department for placement information prior to registration.

The following collateral courses are recommended for those intending to do graduate work:

- Chemistry 360; Mathematics 261, 262;
- A course in statistics;
- A course in computer programming.

Prior to graduation, and upon completion of two biology courses in residence with a minimum grade of C-, the student must have a major application signed by a member of the department, who will then serve as his or her advisor.

Majors in biology earn the Bachelor of Science degree.

Health Science Concentration

Advanced biology electives must include Biology 261 and 361, and two of the following courses: Biology 260, 310, 371, 382, or 394.

Minor Requirements

Six biology courses of at least three semester hours each, including Biology 111 and 112 or the equivalent. At least four of the courses must have a laboratory and only one may be at the 400 level. A minimum of two courses in the minor field must be completed at Dominican.

A minimum grade of C- must be earned in all courses required for the minor.

Interested students should consult with the department prior to registration.

Biology Education

Teacher certification requirements and regulations are outlined in the teacher education handbook distributed by the School of Education. State of Illinois secondary certification in biology requires the following: eight semester hours in botany with a laboratory, and eight semester hours in zoology with a laboratory. (NOTE: Ten semester hours in laboratory work in biology satisfies the laboratory requirement.)

Dominican courses that fulfill the botany requirement are Biology 256, 299, 310, and 312.

Dominican courses that fulfill the zoology requirements are Biology 261, 268, 272, 288, 299, 361, and 371. Note that Biology 299 (Ecology) may be used to satisfy either the botany or the zoology requirement, but not both. Laboratory or field courses in botany or zoology taken at other approved institutions, including the cooperative courses given at the Morton Arboretum or the Shedd Aquarium (see below), may be offered toward these requirements. Prior departmental approval is strongly recommended.

Cooperative Biology Courses at the Morton Arboretum and the Shedd Aquarium

As part of its participation in the program of the Associated Colleges of the Chicago Area, Dominican University offers credit for cooperative courses given in selected biological topics at the Morton Arboretum and at the Shedd Aquarium as well as for cooperative seminar courses in advanced topics in biology. These courses are often taught by guest lecturers who are experts in the subject. Because the cooperative course topics vary from year to year, interested students should consult the biology faculty for course and registration information.

Independent Research

Advanced students are encouraged to do original research either at Dominican or at neighboring institutions. Hours are arranged after consultation with individual faculty members.

BIOLOGY COURSES (BIOL)

111 GENERAL BIOLOGY I (4)

The first semester of this two-semester course sequence includes historical development of the theory of evolution, molecular and cellular biology, animal tissue structure, and animal organ systems. Lecture and laboratory.

Prerequisite: High school biology

This course will satisfy the natural sciences core area requirement.

112 GENERAL BIOLOGY II (4)

Topics covered in General Biology II include taxonomy and evolution, surveys of the plant and animal kingdoms, development, genetics, and ecology. This course is intended primarily for science and pre-medical majors. A minimum grade of C in Biology 112 is required for admission to all biology courses numbered above 200. Lecture and laboratory.

Prerequisite: High school biology

This course will satisfy the natural sciences core area requirement.

120 MEDICAL TERMINOLOGY (3)

A study of the structure of medical terms, emphasizing analysis and understanding of word parts and word roots. Terms used to describe selected body systems will be studied and clinical applications described. Lecture. Course does not count toward the biology or biology-chemistry major.

152 HUMAN ANATOMY AND PHYSIOLOGY I (4)

This is the first semester of the two-semester course sequence Biology 152-252, designed primarily for pre-nursing and nutritional science students. The material of Biology 152 includes an introduction to the integumentary, skeletal, muscular, and nervous systems.

Course does not count toward the biology or the biology-chemistry major. Lecture and laboratory.

Prerequisite: Chemistry 101

This course will satisfy the natural sciences core area requirement.

160 ELEMENTARY MICROBIOLOGY (4)

An introduction to basic and applied microbiological topics and techniques. Designed primarily for nutrition science and pre-nursing students.

Course does not count toward the biology or the biology-chemistry major. Laboratory meets twice

weekly and will emphasize handling of bacteria. Lecture and laboratory.

Prerequisite: One college-level biology course or consent of instructor

This course will satisfy the natural sciences core area requirement.

240 GENETICS (4)

Principles of heredity and variation, including classical and biochemical studies. Special emphasis on accurately presenting the results of laboratory work in research papers. Lecture and laboratory.

Prerequisites: Biology 111 and 112.

252 HUMAN ANATOMY AND PHYSIOLOGY II (4)

This is the second semester of the two-semester course sequence Biology 152-252, designed primarily for nutrition science and pre-nursing students. The material of Biology 252 covers the human cardiovascular, digestive, respiratory, and urinary systems. Course does not count toward the biology or the biology-chemistry major. Lecture and laboratory.

Prerequisite: C- in Biology 152

256 GENERAL BOTANY (4)

Physiology, structure, development, taxonomy, ecology, and evolution of plants. Lecture and laboratory.

Prerequisites: Biology 111, 112

260 INTRODUCTION TO HUMAN PATHOPHYSIOLOGY (3)

Underlying molecular mechanisms and causes of altered physiological states of the human body are covered. Major concepts emphasized in the course include maintenance of acid-base and body fluid balances, oxygenations, neuro-endocrine regulation and control, immune defense mechanisms, cardiovascular mechanisms, and aging. Critical-thinking and problem-solving techniques will be used to study the interaction of body systems in the development of various disease states. This course is designed for allied health practitioners and pre-professional students.

Prerequisite: Chemistry 101, 104, or 120; Biology 152, 252, 261, or 361

261 ADVANCED HUMAN ANATOMY (4)

The course is an in-depth study of the anatomy of human organ systems at the molecular, cellular, and tissue levels. The components are presented using lecture, discussion, and laboratory. The laboratories involve methods and techniques, which have a relationship to clinical procedures and practices. Dissection of animal specimens and human cadavers to aid in identification of important anatomical structures and their relation to physiological function.

Prerequisites: Biology 111, 112

264 PARASITOLOGY (3)

Biological relationships seen in the parasitic mode of life, with emphasis on the protozoan and invertebrate parasites of humans. Lecture.

Prerequisites: Biology 111 and 112 or consent of the instructor

268 ANIMAL BEHAVIOR (4)

A study of animal behavior including some proximate mechanisms and the ecology and evolution of social behavior. Lecture.

Prerequisites: Biology 111, 112

Listed also as Neuroscience 268.

272 COMPARATIVE ANIMAL PHYSIOLOGY (3)

An introduction to the similarities and unique differences in physiology across the animal kingdom. Emphasis on the comparative nervous, endocrine, muscular, circulatory, respiratory, and excretory system. Lecture.

Prerequisites: Biology 111, 112; Chemistry 101 or 120

273 NEUROBIOLOGY (4)

This course explores the cellular and biochemical principles of neural function. Topics include: the structure and function of ion channels, intracellular signaling pathways, and the genetic regulation of neural function.

Prerequisites: Biology 111, 112; Chemistry 104 or 120.

Listed also as Neuroscience 273.

288 INVERTEBRATE ZOOLOGY (4)

Lectures and laboratory work on the comparative morphology, physiology, and evolution of the invertebrate phyla.

Prerequisites: Biology 111, 112

292 DIMENSIONS OF THE ENVIRONMENT (4)

Who will win "the survival of the fittest": nature or us? Find out what happens when our cultures compete with nature. Study major environmental concerns through field trips and online tools, and discover what you need to know about the race between our environment and us.

Prerequisites: Biology 111, 112

Listed also as Environmental Science 292

298 RESEARCH METHODS: MOLECULAR BIOLOGY (4)

An introduction to research methods drawn from molecular biology and molecular genetics, with emphasis on design, execution, and interpretation of experimental techniques. Lecture and laboratory.

Prerequisites: Biology 111, 112; Chemistry 120, 121

299 ECOLOGY (4)

The study of the distribution and abundance of organisms. Lecture, laboratory, and field trips.

Prerequisites: Biology 111, 112

310 MICROBIOLOGY (4)

Structure, physiology, metabolism, and identification of microorganisms. Lecture and laboratory.

Prerequisites: Biology 111, 112; Chemistry 253 or concurrent enrollment

312 PLANT PHYSIOLOGY (4)

Introduction to plant tissue culture, plant growth, development, metabolism, nutrition, and response to environmental conditions. Lecture and laboratory.

Prerequisites: Biology 111, 112; Chemistry 253, 254 or concurrent enrollment

321-329 PLANT/SOIL RELATIONSHIP (3-4)

These courses are taught during the academic year or in the summer at the Morton Arboretum. The courses with field or laboratory work are acceptable toward the laboratory botany requirement for teacher certification. Interested students should consult with the biology faculty for information on course topics and registration. Course may be repeated.

Prerequisites: Biology 111, 112, and consent of the science faculty member; Biology 256 is recommended

352 MOLECULAR AND CELLULAR BIOLOGY (4)

This is an advanced course in modern molecular and cellular biology. Students will explore DNA, RNA, and protein at both the theoretical and applied levels. Laboratory techniques will include DNA electrophoresis, polymerase chain reaction (PCR), DNA restriction analysis, RNA isolation and analysis, gene cloning, cell culture, and immunocytochemistry. A strong background in biology and chemistry is recommended.

Prerequisites: Biology 111, 112; Chemistry 253, 254

353 MARINE MAMMALOGY (3)

Study of the distribution, feeding habits, behavior, and classification of marine mammals. Published research studies of the physiology and reproduction of marine mammals will also be reviewed. Students will observe natural behaviors of the animals, study methods of enriching the aquarium environment, and conduct behavioral research. This course is taught at the John G. Shedd Aquarium. Lecture and fieldwork.

356 MARINE ISLAND ECOLOGY OF THE BAHAMAS (4)

This course covers basic principles and field techniques for study of both marine and land animals that will be observed on the field trip to the Exuma Islands of the Caribbean Sea. Contact the biology department for information and special application. Lecture and

fieldwork. This course is taught at the John G. Shedd Aquarium.

Prerequisites: Biology 111, 112, and consent of department

361 ADVANCED HUMAN PHYSIOLOGY (4)

An in-depth study of the physiologic mechanisms and regulation of selected organ systems focusing on the integration of the nervous, endocrine, muscular, cardiovascular, respiratory, and renal systems. Lecture and laboratory.

Prerequisites: Biology 240 and 261 with a minimum grade of C-; Physics 212 or 222; and Chemistry 254 or concurrent enrollment

371 DEVELOPMENTAL BIOLOGY (4)

Animal development with emphasis on vertebrates. Topics range from gametogenesis to organ system development, with emphasis on genetic control. Lecture and laboratory.

Prerequisites: Biology 240 and junior or senior standing.

382 IMMUNOLOGY (3)

Survey of the immune system of vertebrates with emphasis on biological and chemical aspects of immunity. Lecture.

Prerequisites: Biology 240; Chemistry 253, 254 or concurrent enrollment

386 MOLECULAR BIOLOGY (3)

The study of the mechanisms by which DNA and enzymes interact to produce complex cellular activities. Topics covered will include the logic underlying the study of molecular biology, the structure, regulation, and mutation of genes, and the technological applications of molecular biology. Lecture.

Prerequisites: Biology 240; Chemistry 104 or 253, or concurrent enrollment

394 CELL BIOLOGY (3)

Relationship of molecular and structural organization of the cell to growth, reproduction, and function.

Prerequisites: Biology 111, 112; Chemistry 253, 254 or concurrent enrollment.

395 BIOCHEMICAL TECHNIQUES (2)

Major laboratory techniques used in cell biology and biochemistry, including isolation methods, chromatography, quantitative methods, electrophoresis, and tissue culture.

Prerequisite: Concurrent enrollment in Biology 394 or Chemistry 360.

397 EVOLUTION (4)

Study of biological evolution provides an intellectual framework for understanding life. Its study from different perspectives allows the student to appreciate why

the geneticist T. Dobzhansky believed that “nothing in biology makes sense except in the light of evolution.” The controversy surrounding evolution will be used to examine the issue, What is science? Lecture and laboratory.

Prerequisites: Biology 240 and senior standing

403-406 SPECIAL TOPICS (1-3)

Reading and in-depth study in selected fields of biology. Course may be given in conjunction with lecture series offered by the Associated Colleges of the Chicago area. Course may be repeated.

Prerequisites: Biology 111, 112, and consent of science faculty member

410 SEMINAR (3)

Biological topics of current interest. Oral and written presentations by students.

450 INDEPENDENT STUDY (1-3)

455 INTERNSHIP (1-8)

493 ADVANCED PATHOPHYSIOLOGY (3)

This is the first part of a two-semester series in understanding the pathophysiology of diseases. The student will be presented with an organ system approach to disease and how disease affects other organ systems (known as multi-system organ failure). Students will also learn the basics on how to read a complete blood count, chest X-rays, EKGs, and other common tests in medicine. Critical thinking and logic will guide the student to finding the breakdown of normal pathways that lead to disease. The more common diseases in the organ systems will be presented. This includes—but is not limited to—myocardial infarctions, heart failure, hypo and hyperthyroidism, strokes, diabetes, emphysema, and ulcerative colitis.

Prerequisites: Admission into the Post-Bac Pre-Med program and all college anatomy and physiology courses

494 TOPICS IN INTERNAL MEDICINE AND FAMILY MEDICINE (3)

This is the second part of a two-semester series in understanding the pathophysiology of diseases. The course looks at the patient's side of a disease in the patient's own words. The main focus is on how a patient presents information to the physician. From knowledge learned in Biology 493, the student will use his or her critical thinking to take patient complaints and determine a diagnosis. Examples include an approach to headaches, chest pain, abdominal pain, fever, back pain, and others. Also included is the business and professional side of medicine, which will cover topics such as professionalism, ethics, family issues, legal-medical problems, and medical records.

Prerequisite: Biology 493

**497 ADVANCED ANATOMY CADAVER
DISSECTION (3)**

A laboratory-based course designed to build upon the human cadaver dissection techniques and anatomy knowledge from Advanced Human Anatomy. Will cover clinical procedures used in emergency medicine such as central venous and arterial cannulation, phlebotomy, intubation, surgical airway, and tracheotomy. Deeper dissection of the cadaver will focus specifically on the back and spine.

Prerequisite: Biology 261; Post-Bac Pre-Medical students only

498-499 SPECIAL TOPICS IN MEDICINE (1)

A study of the current topics in medicine through seminars given by guest lecturers specializing in various health disciplines. Lectures will include discussions of current research and clinical practice as well as medical school admissions.

Prerequisite: Post-Bac Pre-Medical students only

**INDEPENDENT RESEARCH OR CREATIVE
INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

BIOLOGY/CHEMISTRY

Bachelor of Science/Bachelor of Arts Major

For students interested in medicine or allied health fields, an interdisciplinary biology-chemistry major is recommended. This major includes seven courses in each discipline, to be selected in consultation with the faculty of each discipline. Ordinarily, the biology sequence includes five laboratory courses, and the chemistry sequence includes Chemistry 371 and 372. A minimum of three courses in biology and three courses in chemistry must be completed at Dominican. Students interested in this major who present two units of high school biology or chemistry will be considered for advanced placement, determined by examination.

Majors in biology-chemistry may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for both degrees.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

BLACK WORLD STUDIES

Bachelor of Arts

Major/Minor

The black world studies major is designed to enable students to demonstrate a deep understanding of black world experience, culture, societies, life, history, and philosophies. Students must also be able to grasp, analyze, and synthesize the various applicable texts used or recommended by disciplines that are included in the major.

Black World Studies is the study of “blackness” both within and without geographic, temporal, spatial, political, and/or ethnic boundaries. Blackness is defined as an evolving set of constructs that elucidate key elements of African Diasporic history and culture through utilization of wide-ranging academic disciplines. This approach moves in concert with contemporary scholarly trends that seek to situate black world studies in a broader international scope. Dominican’s International Relations and Diplomacy program and the civic mandate exemplified in Dominican’s commitment to service learning link to Black World Studies in a variety of significant ways. For example, the global examples of blackness brought to the forefront of black world studies parallel the unique challenge of black identity in a global environment. Thus students who elect this major or choose selected courses are prepared to engage in a number of post-graduate options that contribute to enhancing global cultures and identities, not unlike other university programs. The choice of the name “Black World Studies” over Africana, African, or African-American studies is a reflective one that embodies its global parameters. It is designed to engage themes like Atlantic history or culture; a revision of themes of culture; and contact between Africa, Europe, and the Americas. Black World Studies also seeks to engage blackness in other distinct contexts such as the Pacific Rim and/or the Middle East examples of blackness, or evolving methodological questions around the validity of Afro-centricity and interpretations of blackness relative to subaltern and post-colonial themes, all of which coalesce in a well-developed Black World Studies program.

A minimum of fifteen hours in the major field must be completed at Dominican. To achieve these goals, students must take a number of courses, chosen in conference with a major advisor or the director of the Black World Studies program.

Major Requirements

Thirty semester hours, including

- Black World Studies 410;

- Two courses chosen from among Black World Studies 101, 180, 200, 277, 320;
- Three courses taken from among Black World Studies 225, 264, 280; Liberal Arts and Sciences Seminar 254, 258;
- Three collateral courses chosen from among American Studies 348; English 342, 343, 344; History 380; Liberal Arts and Sciences Seminar 254, 258; Political Science 264, 317; Sociology 280.

The three required collateral courses must represent three different disciplines. Additional approved courses may be substituted for required Black World studies courses or collateral courses with the written approval of the director of Black World Studies.

Minor Requirements

Eighteen semester hours, including:

- Two courses chosen from among Black World Studies 200, 277, 320;
- Two courses chosen from among Black World Studies 225, 264; Liberal Arts and Sciences 254, 258;
- The remaining two courses must be chosen from the Black World Studies elective courses listed below.

Elective Courses

American Studies 348; Apparel Design and Merchandising 200 (with approved intensification option); Education 386; English 342, 343, 344; History 215; Liberal Arts and Sciences 254, 258; Political Science 264, 381; Sociology 280, 355

A minimum of nine hours in the minor field must be completed at Dominican.

BLACK WORLD STUDIES COURSES (BWS)

101 INTRODUCTION TO BLACK WORLD STUDIES (3)

This course will serve as an introduction to the interdisciplinary field of black world studies. It will examine the philosophy and major events in the experiences of black people all over the world, beginning with some discussion of their African past. Through readings, discussion, films, and guest speakers, the course will introduce students to African-American politics, religion, literature, economics, art, history, and sociology and engage the major issues that have impacted African-American life, depending on the discipline of the instructor. There will be one major reading each section has in common; beyond that, instructors are free to choose resources for the course.

This course will satisfy the multicultural

requirement of the core curriculum; it is a requirement for the major and minor in black world studies.

102 CARIBBEAN HISTORY: “COLUMBUS TO CASTRO” (3)

This course will focus on Caribbean history from 1492 to 1963, Columbus to Castro. We will emphasize the following historical themes: Columbian “encounter;” European conquest and colonization, slavery and resistance, social and cultural transformation.

Focusing on the anglophone and francophone Caribbean, Afro-Atlantic connections via the civil rights movement in the United States and the nationalist and independence struggles in Africa and the Caribbean will be discussed. Ultimately, we will investigate Caribbean contributions to Atlantic cultural expression and identity, nation building, modernity, and globalization.

103 BLACK NATIONALISM AND AFROCENTRICITY (3)

This course will analyze historic and contemporary themes related to black nationalism and Afrocentricity. We will focus on historical themes (abolition, African Colonization Society, African partition, migration, black nadir, WWI, Harlem Renaissance, WWII, Pan-Africanism, independence, civil rights, Black Power movement, reparations) in connection with selected authors (Olaudah Equiano, Martin Delany, Frederick Douglass, Alexander Crummel, Edward Blyden, W.E.B. DuBois, Marcus Garvey, Kwame Nkrumah, Franz Fanon, Malcolm X, Fred Hampton, Wole Soyinka, Kwame Appiah) to develop contemporary critique of Pan-Africanism, negritude, and African nationalism through investigation of community and cultural authenticity.

104 WEST AFRICAN ANTECEDENTS/AFRO-ATLANTIC WORLD (3)

This course explores historical, theoretical, and methodological analysis of West African antecedents (Bakongo, Yoruba, and Akan) in the Afro-Atlantic world from the 15th through the 20th centuries. Selected themes of indigenous culture (i.e., oral tradition, indigenous belief, ritual arts, and symbols) will be used in conjunction with historic evidence (i.e., travelogues; letters; academic, religious, economic and/or political documentation) to assess the validity of antecedents (Bakongo, Yoruba, and Akan) in the Americas. Themes of identity, cultural adaptability, modernity, power, and resistance will be central.

105 AFRICAN-AMERICANS AND THE MEDIA (3)

This course assesses the presentation of African-Americans in the media (popular literature, periodicals, radio, film, TV and the internet) and the impact

of the mass media in the African American community. Issues of race and ethnicity are integrated with discussions of media responsibility as well as questions of representation and accessibility. The implications of new media technologies to these issues will be a key aspect of our discussion. Students will develop projects that use media to bridge cultural perspectives in an effort to offer varied and innovative approaches to presenting African-American culture and identity in the media.

106 HIP-HOP: ART AND ACTION (3)

This course focuses on the culture of hip-hop as an aesthetic expression and as “edu-tainment” or a component of political action. We will study the history and culture of hip-hop’s four elements: DJing, MCing, break dancing, and graffiti art. We will also examine the notion of hip-hop as a component of black world consciousness through local, national, and international examples. In assessing hip-hop as art and action, themes of politicization, identity, poverty, criminality, authenticity, language, sports, gender, and race will be examined.

107 BLACK WOMEN IN SOCIETY (3)

This course will examine the actual role as well as the expected or the unrecognized roles of black women in both Africa and the United States.

180 PRE-COLONIAL AFRICA (3)

Listed also as History 208.

200 AFRICAN AND AFRICAN-AMERICAN THOUGHT (3)

Listed also as Philosophy 200.

201 GHANA: A GATEWAY TO AFRICA (1-3)

Listed also as Study Abroad 200.

202 ETHICS IN WORLD POLITICS (3)

This course will examine World Politics and their ethical ramifications with particular reference to African governments and the U.S.

Listed also as Philosophy 202.

This course will satisfy philosophy core area and multicultural core requirement.

216 AMERICAN POLITICAL THOUGHT (3)

Listed also as Political Science 215 and American Studies 215.

225 ISLAM AND CHRISTIANITY IN AFRICA (3)

Listed also as History 225.

264 POLITICS IN AFRICA (3)

Listed also as Political Science 264 and International Studies 264.

277 AFRICAN-AMERICAN RELIGIOUS EXPERIENCE AND THEOLOGY (3)

Listed also as Theology 277.

280 DISCRIMINATION AND SOCIETY (3)

Listed also as Sociology 280.

281 COLONIAL AFRICA (3)

Listed also as History 280.

285 THE RACIAL AND MUSICAL LEGACY OF MEMPHIS AND THE MISSISSIPPI DELTA (3)

Listed also as Sociology 285.

286 BLUES AND THE SPIRIT (3)

Listed also as Sociology 286.

289 INTRODUCTION TO FRENCH AND FRANCOPHONE CINEMA: FROM PICTURES TO PIXELS, 1890 TO THE PRESENT (3)

Listed also as French 289 and Modern Foreign Languages 289.

298 EXPLORATIONS: AFRICAN AMERICAN LITERATURE (3)

Listed also as English 298.

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly listed Black World Studies course, this fourth credit-hour option involves community service and multicultural reflection.

Prerequisite: Consent of the instructor and the Black World Studies program director.

300 ATLANTIC AFRICA (3)

Listed also as History 390.

317 NON-WESTERN POLITICAL THOUGHT (3)

Listed also as Political Science 317.

320 THE AFRICAN-AMERICAN EXPERIENCE TO 1877 (3)

Listed also as History 320 and American Studies 320.

321 THE AFRICAN-AMERICAN EXPERIENCE SINCE 1877 (3)

Listed also as History 319 and American Studies 321.

366-367 STUDY IN STELLENBOSCH, SOUTH AFRICA (18)

Listed also as Study Abroad 366-367.

372 LAW AND SOCIETY (3)

Listed also as Criminology 372 and Sociology 372.

380 CONTEMPORARY AFRICA (3)

Listed also as History 380.

391 APARTHEID IN SOUTH AFRICA (3)

Listed also as History 391.

410 BLACK WORLD SEMINAR (3)

This course is usually taken in the senior year. Students will be asked to synthesize their knowledge of black world experience from various disciplines and the book club. They will also be using their multicultural techniques to demonstrate their skills in research and presentation.

450 INDEPENDENT STUDY (1-8)**455 INTERNSHIP (1-8)****INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

CHEMISTRY

Bachelor of Arts/Bachelor of Science Major/Minor

The curriculum provides a broad base of knowledge in traditional areas of chemical endeavor, specifically analytical, inorganic, organic, physical, and biochemistry. Course work and experimental design experience prepare students for industrial and government laboratory employment, as well as for further education in graduate or professional school. Non-major courses offer opportunities to explore the significance of chemistry in everyday life and provide a basis for subsequent science-related courses in the Elementary Education, Nursing, and Nutrition Sciences programs.

Majors in chemistry may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for both degrees.

Major Requirements

- Chemistry 120, 121, 253, 254, 371, 372, 380;
- Three advanced electives in chemistry;
- Physics 221, 222;
- Mathematics 261 or 262 or equivalent.

Physics and mathematics requirements should be completed by the end of the sophomore year.

The satisfactory/fail option may not be used in any courses, including collateral courses, required for the major.

A minimum of five courses in the major field must be completed at Dominican.

Advanced students in chemistry are encouraged to register for Chemistry 460 (Independent Research).

Minor Requirements

- One year of general chemistry (eight semester hours);
- One year of organic chemistry (Chemistry 253 and 254);
- A fifth course of 3 or more credits.

The satisfactory/fail option may not be used in any courses required for the minor.

A minimum of two courses in the minor field must be completed at Dominican.

Chemistry Education

Teacher certification requirements and regulations are outlined in the teacher education handbook, distributed by the School of Education. Students interested in teaching chemistry in the secondary schools should consult the chemistry faculty as early as possible in their college career.

CHEMISTRY COURSES (CHEM)

101 GENERAL CHEMISTRY (4)

Introductory chemistry course intended primarily for nutrition sciences majors, pre-nursing students, and non-science majors. This course is particularly suited for those who wish to fulfill the general liberal arts requirement in science by increasing their interest in and concern for the relationship of chemistry to life and society.

This course will satisfy the natural sciences core area requirement.

104 INTRODUCTORY ORGANIC CHEMISTRY (4)

An elementary course which focuses on the role of structure in chemical identity, the reactivity of organic compounds, and the application of reactivity and structure to the understanding of living systems and natural phenomena. Recommended for nutrition sciences and nursing majors. Lecture and laboratory.

Prerequisite: Chemistry 101 or 120 with a minimum grade of C-

120 GENERAL CHEMISTRY I (4)

Fundamental principles of chemistry, including atomic theory, stoichiometry, classification of reactions, states of matter, bonding theory, and molecular shape. Intended primarily for science majors and post-baccalaureate pre-medical certification students.

This course will satisfy the natural sciences core area requirement.

Prerequisites: One year of high school chemistry and mathematics placement beyond Mathematics 130

121 GENERAL CHEMISTRY II (4)

A continuation of Chemistry 120 including aqueous solution equilibria, kinetics, thermodynamics, and nuclear chemistry.

Prerequisite: Chemistry 120 with a minimum grade of C-

221 ENVIRONMENTAL CHEMISTRY (3)

Basic principles of aquatic, atmospheric, and lithospheric chemistry, including the source, fate, and reactivity of compounds in natural and polluted environments.

Also listed as Natural Science 221.

Prerequisite: One year of high school chemistry
This course will satisfy the natural sciences core area requirement.

222 TOPICS IN LAB SAFETY (1)

This course will focus on safety education for students pursuing undergraduate chemistry research or careers in fields where chemicals and chemical processes are involved. In this course, we will address the areas of safety awareness, health and safety information, and safety procedures and standards. Course methods will involve lecture, onsite laboratory observations, and guest speakers when possible. This course will be a required prerequisite or corequisite for students pursuing Chemistry 195, 295, 395, or 495 undergraduate research.

Prerequisite: Consent of instructor

253 ORGANIC CHEMISTRY I (5)

An introduction to the study of carbon compounds. Topics include synthesis, structure, stereo-chemistry, reaction mechanisms, and the use of spectroscopy in the study of carbon compounds.

Prerequisite: Chemistry 121 with a minimum grade of C-

254 ORGANIC CHEMISTRY II (5)

A continuation of Chemistry 253 with further studies on synthesis, structure, and reaction of carbon compounds.

Prerequisite: Chemistry 253 with a minimum grade of C-

256 NATURAL PRODUCTS CHEMISTRY (3)

The major foci of the course are: to understand the origin and classification of natural products, to appreciate the role of chemical structure in physiological function of natural products and their derivatives, and to think critically about use of herbal remedies and the potential of drug development from natural products. Lecture only.

Prerequisite: Chemistry 253, 254 or concurrent enrollment

291 FORENSIC CHEMICAL ANALYSIS (3)

The evidence collected at a crime scene can often tell the true story of the criminal act if interpreted properly. This course covers various criminalistic detection and analysis techniques involving DNA, fiber, hair, body fluids, pigments, fingerprints, footprints, toxic substances, and illegal drugs. Analytical techniques will be introduced, explained, and practiced, such as qualitative chemical analysis, refractive index, infra-red spectroscopy, UV/VIS spectrophotometry, microscopy, mass spectrometry, thin layer chromatography, and gas chromatography. The proper handling of evidence, careful observation, and logical interpretation of crime scene evidence will also be stressed.

Listed also as Natural Sciences 260

Prerequisites: Chemistry 104 or 253

351 MEDICINAL CHEMISTRY (3)

Structures, models of action, and physicochemical properties of drugs. General approach to the design and evaluation of new drugs.

Prerequisite: Chemistry 254 with a minimum grade of C-

360 BIOCHEMISTRY (3)

An intermediate level general biochemistry course focusing on the four major classes of bio-molecules (proteins, nucleic acids, carbohydrates, and lipids), their characteristics, and their functions in living systems. Lecture only.

Prerequisites: Chemistry 253 and 254 or consent of the instructor

371 PHYSICAL CHEMISTRY I (3)

Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics, quantum theory.

Prerequisites: Chemistry 121 with a minimum grade of C-; one year of calculus; Physics 211 and 212

372 PHYSICAL CHEMISTRY II (3)

Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics, quantum theory.

Prerequisites: Chemistry 371 with a minimum grade of C-

373 PHYSICAL CHEMISTRY LAB (2)

A semester of experiments drawn from the fields on thermodynamics, quantum mechanics, and kinetics. Experimental design, data reduction, and literature-style report writing will be emphasized.

Prerequisite: Chemistry 371 with a minimum grade of C-

380 ADVANCED INORGANIC CHEMISTRY (3)

A study of the elements and their inorganic compounds with particular emphasis on their structure, bonding, periodic trends, synthesis, and their reactions and mechanisms.

Prerequisite: Chemistry 121 with a minimum grade of C-

381 PHYSICAL INORGANIC CHEMISTRY (3)

Molecular orbital theory, spectroscopy, and photochemistry of inorganic and organometallic compounds will be studied from a group-theory perspective. Advanced topics in catalysis will also be considered.

Prerequisite: Chemistry 372 or consent of instructor

390 ADVANCED ANALYTICAL CHEMISTRY (4)

Theory and techniques of special analytical procedures not used in laboratory work in earlier courses.

Prerequisite: Chemistry 121 with a minimum grade of C-

404 SPECIAL TOPICS (4)

Reading and in-depth study in selected fields of chemistry such as advanced organic chemistry, cosmetic chemistry, mechanisms, synthesis, and polymer chemistry. Course may be given in conjunction with the Associated Colleges of the Chicago Area cooperative chemistry lecture series.

450 INDEPENDENT STUDY (1-8)**451 CHEMISTRY RESEARCH SEMINAR (1)**

A weekly meeting of undergraduate students doing research with chemistry faculty. Discussion of current results and instruction on scientific writing, oral and poster presentations, and literature searching.

455 INTERNSHIP (1-8)**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

COMMUNICATION ARTS AND SCIENCES

COMMUNICATION ARTS AND SCIENCES COURSES (CAS)

RHETORIC AND COMMUNICATION COURSES

150 SPEAKING AND LISTENING (3)

Basic communication skills in speaking and listening. The principles described in traditional public speaking texts are presented in full and are treated as tools for use in specific speech assignments.

155 INTRODUCTION TO PUBLIC SPEAKING (3)

This class is an introduction to the principles and effective practices of oral communication. This class will familiarize students with both the hows and the whys of effective speechmaking. The students will deliver speeches in a variety of basic forms. Through this class students will become better consumers and providers of public communication.

160 VOICE AND DICTION (3)

Listed also as Theatre 160.

204 INTRODUCTION TO COMMUNICATION THEORY AND PRACTICE (3)

This survey course introduces students to the underlying assumptions and theories used to explain communication in a variety of everyday contexts, including: rhetorical and communication studies, mass communication and journalism, and organizational communication and public relations. Emphasis is placed on the relationship between theory and practice so that students will understand the implications of communication in their individual lives and in their communities.

205 MASTERPIECES OF THE CINEMA (3)

This course will be devoted to works that have withstood the test of time. Films will be such works as *Citizen Kane*, *The Godfather*, and *Casablanca*, as well as works from European cinema. The course will focus on the merits of each work, as well as what the films reflect about society and individual values.

This course will satisfy the fine arts core area requirement.

207 CONTEMPORARY AMERICAN FILM (3)

A course concentrating on recent works by directors such as Martin Scorsese, Quentin Tarantino, and Woody Allen. The course will also focus on recent economic trends in film production, the reworking of older genres, and the sociopolitical aspects of contemporary film.

This course will satisfy the fine arts core area requirement.

Listed also as American Studies 207.

208 RHETORIC AND POPULAR CULTURE (3)

This course uses a rhetorical lens to examine the impact popular cultural texts—including everything from film and television to the internet and comic books—have on our daily lives. That is, rather than assuming popular culture is “merely entertainment,” this course examines how these “texts” act to persuade and influence us by studying theoretical bases for the study of popular culture through a rhetorical lens and teaching skills for how to critically engage with that which surrounds us every day.

219 THE ROAD IN AMERICAN CULTURE (3)

This course will focus on how road travel has been represented in the American cinema. The aim of the course is to understand what the road signifies in American culture and its relationship to concepts of freedom and individuality. Films include: *Easy Rider*, *Thelma and Louise*, and *Drugstore Cowboy*.

This course will satisfy the fine arts core area requirement.

Listed also as American Studies 223.

220 FILM CRITICISM (3)

This in-depth course gives students an advanced understanding of film as a complex cultural medium of mass communication through the discussion of a variety of important theoretical and critical approaches. This class emphasizes the complex social and psychological roles film plays in society and the interrelationships between films and audiences.

This course will satisfy the fine arts core area requirement.

222 MASS MEDIA AND SOCIETY (3)

An examination of the production, construction, and consumption of mass media in American society and the role that media forms and representations play in the production and reproduction of systems of inequality, culture, and ideology; emphasis on the critical/cultural analysis of the ways in which class, race, ethnicity, gender, age, and sexuality are shaped, reshaped, and represented in popular culture and media.

Listed also as American Studies 222 and Sociology 222 .

This course will satisfy the social sciences core requirement.

226 INTRODUCTION TO FILM STUDIES (3)

This course introduces students to basic concepts that will enable them both to appreciate and to analyze films on their own. Lectures will illustrate techniques such as editing, camera movement, composition, sound, lighting, color, and special effects. The course will demonstrate how these techniques create meaning.

This course will satisfy the fine arts core area requirement.

227 DISCOVERING DISNEY (3)

This course will look at all aspects of the Disney empire: early cartoons, classic fairytales, and recent animated features. Attention will also be given to the commercialization of Disney products and the development of theme parks. Focus will be placed on what the creative works reveal about American ideology, gender, race, and nation.

This course will satisfy the fine arts core area requirement.

241 FAMILY COMMUNICATION (3)

This course explores the communication concepts of effective interaction in the family, including verbal and nonverbal communication, family meetings as a mode of communication, and casual barriers to effective communication.

266 THE AMERICAN CINEMA (3)

This course will cover the entire history of American cinema from the silent period through the 21st century. Topics include the Hollywood style, the studio system, the star system, various film genres, and recent developments in contemporary film.

This course will satisfy the fine arts core area requirement.

Listed also as American Studies 266.

272 FILM GENRE (3)

Most Hollywood films follow familiar formulas that we readily recognize and love. The class will study three or four of these genres, such as gangster films, westerns, horror films, and road movies, to determine how they remain consistent over time and how and why they change.

This course will satisfy the fine arts core area requirement.

277 WOMEN AND FILM (3)

This course will examine the images of women in Hollywood film and new possibilities offered by independent female directors. This course will relate film to social, political, and personal issues, including work, marriage, motherhood, sexuality, and violence. Discussions will focus on stereotyping, the male

“gaze,” and new images.

Listed also as Study of Women and Gender 277.

This course will satisfy the fine arts core area requirement.

278 SEEING HITCHCOCK (3)

This course will analyze the personal vision and visual style of Alfred Hitchcock. Films include black-and-white works and his color masterpieces such as *Rear Window* and *Vertigo*. Topics include the transfer of guilt, the “wrong man” theme, voyeurism, black humor, and gender.

This course will satisfy the fine arts core area requirement.

279 FILM AUTHORSHIP (3)

This course focuses on individual directors, their personal vision, and their artistic style. By looking at several works by the same director, students will gain a deeper appreciation and understanding of each film. Directors will be chosen from the following list: Alfred Hitchcock, Orson Welles, and Martin Scorsese.

This course will satisfy the fine arts core area requirement.

290 HONG KONG AND ASIAN CINEMA (3)

This course will showcase the extraordinary films coming from Asia, such as *Crouching Tiger, Hidden Dragon*. Students will be exposed to the cultures of Hong Kong, China, and Japan through a wide range of films, including martial arts masterpieces, Jackie Chan comedies, historical melodramas, and contemporary dramas. The course will provide historical and cultural background to prepare students to better appreciate these works.

This course will satisfy the fine arts core area requirement.

291 FILM NOIR (3)

This course will focus on one of the most fascinating areas of American cinema: crime films and suspense thrillers, such as *Double Indemnity* and *Gilda*. These films haunt the imagination, combining stunning visuals with twisted plots. Lectures will discuss the themes and psychological/political significance of these works.

This course will satisfy the fine arts core area requirement.

Listed also as American Studies 292.

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly listed communication course, this one credit-hour option involves community service and guided reflection.

Prerequisite: Consent of instructor

307 ADVANCED PUBLIC SPEAKING, ARGUMENT, AND DEBATE (3)

This class examines persuasion, or argument, both as a form of communication and a competitive process. It focuses on developing research, critical thinking, and oral communication skills. Students will study the role of argument in public policy debate and the part argument plays in sustaining a vibrant and engaged civil society. Students will learn how to use a set of systematic strategies to develop both informal and formal arguments.

308 RHETORICAL HISTORY AND CRITICISM (3)

This course is an in-depth introduction to the long tradition of rhetoric, the various arts of rhetorical criticism, and the theories that underpin this approach to analyzing communication--from the influence of classical thought and the Christian Church to the Enlightenment and postmodern thought. Students will be introduced to a broad range of ideas, topics, artifacts, issues, problems, perspectives, positions, and readings so that they can then apply that knowledge to more confidently craft arguments regarding real-world persuasive communication. This class is writing-, research-, and critical thinking-intensive.

316 TELEVISION CULTURE (3)

This course critically examines television as a cultural force in our society, looking at production techniques, genres, narrative strategies, and examining how television both reflects and influences dominant American cultures.

342 SCRIPT WRITING (3)

Listed also as Theatre 340.

350 PERSUASION (3)

This class focuses on the process of communication and attitude change through a survey of general theories, typical research, and an analysis of contemporary persuasion problems. This course will include, but is not limited to, the major communicative components and outcomes of persuasion, as well as forms of persuasive campaigns.

353 FILM AND FAIRYTALES (3)

This course will look at films like *The Red Shoes*, *Beauty and the Beast*, and *Edward Scissorhands*. Topics include the history and purpose of fairytales and how they have changed over time. The films will be approached in terms of politics, psychoanalysis, and gender.

This course will satisfy the fine arts core area requirement.

358 GENDER AND MEDIA (3)

All cultures recognize differences between the sexes. Yet "masculinity" and "femininity" are understood

by anthropologists to be culturally determined. This course looks at theories and instances of gender differences as they are articulated in mass-mediated popular culture discourses. It considers the relationship between gender and genre, explores advertising and consumer ideologies, and considers historical and contemporary film, television, and print media texts.

Listed also as Study of Women and Gender 358.

373 FILM COMEDY (3)

This course is an overview of film comedy beginning with silent clowns Chaplin and Keaton through the sound pictures of the Marx Brothers and Frank Capra. The course will also treat the current comedy. Discussion will include comedy as a genre, the unique aspects of film comedy, the use of parody, and other topics.

This course will satisfy the fine arts core area requirement.

385 POLITICS AND FILM (3)

Listed also as Political Science 262 and International Studies 262.

CORPORATE COMMUNICATION COURSES**180 COMMUNICATION: PERSONAL, SOCIAL, AND CAREER FOCUS (3)**

This introductory course will include theory, techniques, and practical exercises in intrapersonal and interpersonal communication, covering a variety of social and work situations. The Myers-Briggs character and temperament types, as well as Stephen Covey's personal leadership text will be covered in full. Students will create a personal mission statement based on *The Seven Habits of Highly Effective People*.

194 FUNDAMENTALS OF SMALL GROUP DYNAMICS AND DISCUSSION SKILLS (3)

The purpose of this course is to provide students with both a theoretical background of small group dynamics and an empirical small group learning experience. Students will participate in small group discussions, developing an understanding of the dynamics and the skills necessary both to assist in task and maintenance functions for effective group discussion and decision making.

200 BUSINESS AND PROFESSIONAL SPEECH (3)

Student participation in realistic communication activities, giving presentations in various communication situations.

240 SELF AND SOCIETY (3)

An examination of the social science paradigms that address how human action and human actors are influenced by the actual, imagined, or implied presence of others. This course emphasizes the social

construction of self and the social context of everyday behavior in terms of class, race, ethnicity, gender, and age and will address the following themes: the development of the social self, socialization and identity, attitude formation and change, prejudice, conformity, and the determinants of attraction.

Listed also as Sociology 240.

This course will satisfy the social science core area requirement.

245 INTRODUCTION TO SOCIAL CHANGE AND LEADERSHIP (3)

This course undertakes an in-depth study of the seven values of the Social Change Model of Leadership Development, specifically focused on developing leaders on college campuses. Through discussion, speakers, service projects, and research, the students will gain knowledge and awareness of the root causes of some of the social issues facing society today and will develop leadership skills to facilitate social change in those issues in their lives.

246 ART OF LEADERSHIP (3)

An analysis of the field of leadership and achievement of organizational goals in business organizations, as well as not-for-profit and educational institutions. Students will learn the steps to super leadership and the practices of exemplary leadership.

250 INTERPERSONAL COMMUNICATIONS (3)

Concepts and insights for better understanding of the dynamics of face-to-face interpersonal relations. Students experiment and practice ways of improving communication patterns.

251 INTERPERSONAL SKILLS: MANAGING PEOPLE AT WORK (3)

The course is designed to provide both theoretical and practical learning, as students analyze case studies and role play solving work-related communication issues.

253 AUTHENTIC LEADERSHIP (3)

Contemporary governance, compliance, and regulation models have changed the transparency requirements for leaders. In addition, more and more constituents are demanding their leaders be "authentic." What does it mean to be an authentic leader? How do you define and embrace values that you can use to guide both your personal and business life? How can you manage when those values shift or are called into question? How can you master "self-leadership" to insure you lead according to your core values?

Prerequisite: Communication Arts and Sciences 246

268 FUNDAMENTALS OF PUBLIC RELATIONS (3)

This course focuses on the "working tools" required for employment in public relations: doing research, developing PR strategies, writing press releases and

feature stories, creating special events, and managing media relations. Analysis of PR case studies will be included.

Prerequisites: Sophomore standing and Communication Arts and Sciences 256

269 ADVANCED PUBLIC RELATIONS (3)

In this class students will build on the skills acquired in CAS 268 and design strategies and campaigns for corporations, nonprofit agencies, and advocacy groups.

Prerequisite: Communication Arts and Sciences 268

274 INTRODUCTION TO ADVERTISING (3)

A study of basic functions, principles, and techniques of advertising, including the role of advertising in the marketing system and as a process of mass communication.

275 ADVERTISING STRATEGY (3)

Students will learn how to plan advertising accounts and develop advertising campaigns, with an emphasis on research, analyses of consumer behavior, strategic planning, and creative execution. Much of this course will consist of case studies and hands-on team applications.

Prerequisite: Communication Arts and Sciences 274

292 COMMUNICATION AND SOCIAL JUSTICE/ ETHICS (3)

The purpose of this course is to promote a greater understanding of how communication concepts, theories, methods, and forums, such as organizational and corporate communication, as well as the media industry (TV, radio, print, film), can be applied to address important global (personal and corporate) issues and problems impacting ethical frameworks and social justice. This course is designed to heighten that awareness as well as give students analytical tools that they can use to help themselves with ethical decision making and improving overall the ethical foundation and social justice in communications.

304 LEAD THROUGH EMPOWERMENT (3)

This course explores the many forms of empowerment, including self, civic, and legal empowerment. Students will be exposed to empowerment of marginalized people through deconstruction of leadership tactics and case studies. Business empowerment strategies and leadership communication in the public and private sector will also be examined.

305 COMMUNICATING AND WORKING THROUGH CONFLICT: STRATEGIES FOR RELATIONSHIPS, GROUPS, AND ORGANIZATIONS (3)

This course explores the research premise that conflict is communication. The creation of conflict is a series of interdependent communication actions. The architecture of conflict, the use and balance of power in

conflict, forms of face saving and face giving in conflict will help set the framework for the class. Patterns of behavior and the influence on relationships and the use of third-party interventions will also be covered. Styles, strategies, and conflict dynamics will be explored using a case study and discussion format.

306 HUMAN RESOURCE MANAGEMENT (3)

Listed also as Business Administration 245.

320 ORGANIZATIONAL COMMUNICATION AND BEHAVIOR (3)

An experimental learning laboratory for developing skills associated with the responsibility of leadership; learning to contend with others on a face-to-face basis; understanding the human needs of others; learning to motivate others to action; and exercising authority in a just and satisfactory manner.

321 INTERCULTURAL COMMUNICATION (3)

The course is aimed at demonstrating how the theory and insights of cultural anthropology and communication can positively influence the conduct of global business. World culture and economic geography are also included.

323 COACH, COUNSELOR, EXECUTIVE ETIQUETTE (3)

The skills of coaching and counseling will be taught through actual one-on-one interaction with the professor/coach. Social skills and appropriate business protocol—regional, national, and international—will be reviewed, modeled, and practiced as well.

326 CORPORATE COMMUNICATION (3)

This course has two areas of concentration. It examines through case studies the corporate communication function within organizations, including topics such as managing image, corporate advertising, media and investor relations, and government affairs. It also provides experiential learning in the critical interpersonal skills needed to manage.

361 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

Listed also as Psychology 360.

396 LEADERSHIP IN A DIVERSE MULTICULTURAL ENVIRONMENT (3)

This course provides leaders with the tools necessary to interact effectively with all individuals and subcultures. Rather than exploring expatriates and international assignments, the focus in this course is on leaders in domestic organizations, providing them with the skills to develop their own multicultural awareness and knowledge.

415 COMMUNICATIONS: INSTRUMENT OF POWER (3)

This course examines the skills and knowledge necessary to develop a strong base for multiple career paths. An executive coach guides students in preparing for positions requiring a high level of communication skill. Course content includes career and skills journaling, résumé construction, techniques, and media authorship.

JOURNALISM COURSES

130 INTRODUCTION TO DESIGN APPLICATIONS (3)

Listed also as Art 208.

\$50 course fee.

146 MULTIMEDIA AND WEB COMPUTER APPLICATIONS (3)

Students will learn about multimedia software applications and tools for the manipulation of text, image, audio, and video data. Students will create multimedia projects that are both web- and non-web-based.

Listed also as Computer Information Systems 146.

Prerequisite: Computer Information Systems 120

224 RADIO BROADCASTING (3)

This is a hands-on course in radio broadcasting, management, writing, and production.

229 FEATURE WRITING (3)

Students will learn to write in a range of magazine and newspaper feature styles.

Prerequisites: Sophomore standing and Communication Arts and Sciences 256

230 TELEVISION PRODUCTION (3)

This is a basic laboratory experience in television production.

236 WEB DESIGN I (3)

Listed also as Art 227.

\$50 Fee.

237 INTRODUCTION TO GRAPHIC DESIGN I (3)

Listed also as Art 240.

\$50 Fee.

239 TELEVISION PRODUCTION II (3)

Advanced laboratory experience in television production.

Prerequisite: Communication Arts and Sciences 230

244 NEWS MEDIA EDITING (3)

Students will learn the essentials of managing news media organizations, editing stories and photos, and packaging news.

Prerequisites: Sophomore standing and Communication Arts and Sciences 256

256 INTRODUCTION TO JOURNALISM (3)

Students will study the basics of journalism and the media business, and practice fundamental news writing and reporting skills. The class will include lecture, discussion, and deadline news writing exercises on a range of topics. Students also will report stories on campus events and issues.

Prerequisite: English 101

259 TELEVISION, RADIO, AND INTERNET INDUSTRIES (3)

This course is an introduction to the American broadcast, cable, satellite, and internet industries. Students will look behind the microphones and cameras to examine the history of the industries and to analyze the forces that shape them and influence everything from federal regulations to the choice of music on the radio.

264 JOURNALISM PRACTICUM (1)

Students will write for the school newspaper, the Dominican Star, putting to use the knowledge gained from Introduction to Journalism and gaining valuable published samples of their work for their portfolios. The practicum can be taken four times.

Prerequisite: Communication Arts and Sciences 256

293 COMMUNICATION LAW (3)

This class will study the philosophy and practice of laws relating to free speech and free press in American society. Students will examine First Amendment protections as all as censorship, copyright, libel, privacy, and government regulation.

Prerequisite: Sophomore standing

294 AMERICAN MASS MEDIA HISTORY (3)

This class analyzes the sources of American news and entertainment media and examines their development up to the present day.

This course will satisfy the history core area requirement.

Listed also as American Studies 294 and History 296.

298 GLOBAL MEDIA (3)

This class will explore the tension between local and international forces in the world's news and entertainment media. The course begins with a comparison of the major national media systems and traditions, then moves on to an exploration of the globalization of the media through satellite communication, transnational media corporations, and the exports of the American culture industry.

349 PHOTOJOURNALISM (3)

In this course students will learn the basic elements of visual communication, reporting, and storytelling through digital photography.

Prerequisites: Sophomore standing and Communication Arts and Sciences 256

351 PROPAGANDA (3)

This course examines the nature, use, history, and ethics of propaganda in modern society. Students will study how governments and movements harness the mass media to further their agendas, and how others try to resist and subvert it.

Prerequisite: Sophomore standing or consent of instructor

352 CONVERGENT JOURNALISM (3)

In this course students take on the rapidly changing world of web-based converged news—where journalists use text, sound, and visuals to report the news and tell stories. Students will learn the necessary technical skills and apply them by reporting stories and packaging them for the converged media.

Prerequisite: Communication Arts and Sciences 256

356 INTERMEDIATE JOURNALISM (3)

This class builds on the reporting, writing, and editing skills learned in Introduction to Journalism. Students will report real stories in real time—both on campus and in the surrounding community—and write them on deadline. Most articles will be submitted for publication.

Prerequisite: Communication Arts and Sciences 256

411 NEWSPAPER PRACTICUM (3)

Students will lead the Dominican Star newspaper and related online productions.

Prerequisite: Consent of instructor

420 SPECIAL TOPICS IN JOURNALISM (3)

Students will study and critically analyze major issues facing journalists and the news media.

Prerequisite: Junior standing

422 ADVANCED JOURNALISM (3)

Students will study investigative and specialized reporting techniques, cover an area community, and write in-depth stories on a variety of topics.

Prerequisite: Communication Arts and Sciences 356

ADDITIONAL COURSES**450 INDEPENDENT STUDY (1-8)**

Open to majors with the consent of the instructor.

455 INTERNSHIP (1-8)

Independent study, internships, and practicum courses are offered in the Department of Communication Arts and Sciences for from one to eight semester hours of total credit; however, at least 28 of the 48 minimum number of semester hours required for the major must come from traditional academic courses. Practicum courses, moreover, may be offered for no more than two semester hours of credit during any single semester, may be taken only on a satisfactory/fail basis and require explicit permission of the instructor.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

COMPUTER INFORMATION SYSTEMS

Bachelor of Science

Major/Minor

The interdisciplinary computer information systems major is designed to encompass the fundamentals of both computer science and business administration and to focus on business related computer information systems. Students study a wide range of topics from computer programming and marketing to systems analysis and finance.

Major Requirements

A Bachelor of Science degree in computer information systems requires that a student successfully complete the following:

- Computer Science 155, 165, 244, 275, 280, 299, 325, 335, 475, and 455 or 471;
- Accounting 101;
- Math 130 or Math 170, or placement beyond this level;
- Economics 190;
- Four other courses in accounting, economics or business administration chosen from the following: Accounting 102; Economics 191 or 260; Business Administration 240, 250, 345, or 350;
- English 336;
- Communication Arts and Sciences 200.

A minimum of five of the computer science courses and four of the other required courses must be completed at Dominican.

Some computer science courses are not offered every year. It is strongly recommended that a student who plans to major in computer information systems consult with a faculty member of that department as early as possible in his or her college career.

Minor Requirements

Students interested in a computer information systems minor may complete any three computer science courses acceptable for the major (except for Computer Science 299), along with any three of the business, accounting, or economics courses acceptable for the major. A minimum of two courses in computer science must be completed at Dominican.

COMPUTER INFORMATION SYSTEMS COURSES (CIS)

120 INTRODUCTION TO COMPUTER APPLICATIONS (3)

An introduction to computer applications and their use in today's world. This course emphasizes a hands-on approach and uses some of the leading software

applications available for personal computers today. Major topics include word processing, spreadsheets, and database management systems. The course also covers creating web pages, presentation software, and publishing software.

Prerequisite: Mathematics 120 or placement above Mathematics 120

146 MULTIMEDIA AND WEB COMPUTER APPLICATIONS (3)

Students will learn about multimedia software applications and tools for the manipulation of text, image, audio, and video data. Students will create multimedia projects that run on Windows and on the world wide web.

Prerequisite: Computer Information Systems 120

Listed also as Communication Arts and Sciences 146.

COMPUTER SCIENCE

Bachelor of Science

Major/Minor

Computers have become an essential element in our society. The computer science major at Dominican includes a core set of courses in software development, along with a wide range of electives. The curriculum is on the cutting edge, constantly changing to keep up with the latest technology. Classes cover both the theory and applications of computer science and expose students to applications in a variety of fields. Coupled with Dominican's comprehensive liberal arts program, the computer science major provides students with the critical thinking skills required to succeed in a complex and ever-changing society.

Major Requirements

A Bachelor of Science degree in computer science requires that a student successfully complete the following:

- Computer Science 155, 165, 244, 275, 280, 299, 325, 335, 401, 431, 475, and 455 or 471;
- Seven additional semester hours of computer science courses;
- Mathematics 240;
- English 336;
- Communication Arts and Sciences 200.

A minimum of seven courses in computer science at the 200 level or above must be completed at Dominican.

It is recommended that students planning on doing graduate work in computer science also take Mathematics 261 and 262.

Some computer science courses are not offered every year. It is strongly recommended that a student who plans to major in computer science consult with a faculty member of that department as early as possible in his or her college career.

Minor Requirements

Students interested in a computer science minor must complete Computer Science 155, 165 and four additional computer science courses at the 200 level or above (excluding Computer Science 299). A minimum of four courses in computer science must be completed at Dominican.

COMPUTER SCIENCE COURSES (CPSC)

140 INTRODUCTION TO COMPUTER PROGRAMMING FOR NON-MAJORS (3)

This course is designed for the non-major and does not count toward the computer science major or minor. It covers the basics of computer programming,

including structured programming constructs and object-oriented programming. Students will develop Windows-based applications.

Prerequisite: Mathematics 120 or placement above Mathematics 120

155 COMPUTER PROGRAMMING (3)

An object early introduction to programming. The course emphasizes the fundamentals of object-oriented programming (classes, objects, methods, inheritance, polymorphism, libraries, implementation, interfaces, encapsulation) and at the same time introduces other software engineering and programming concepts (conditional statements, iteration, input/output, arrays, types, files, collections).

Prerequisite: Mathematics 120 or placement exam above Mathematics 120

165 COMPUTER PROGRAMMING II—DATA STRUCTURES (3)

This course focuses on commonly used data structure, including stacks, queues, linked lists, and binary search trees. Students will study each data structure's design and implementation, use data structures in applications, and consider data structures from a comparative perspective. Topics covered include array handling, sorting and searching algorithms, recursion, inheritance, abstract classes, and interfaces.

Prerequisite: Computer Science 155

244 COMPUTER NETWORKS (3)

This course provides an introduction to the principles of computer networks and data communications with a focus on the internet. Students will study network protocols, architectures, and implementation issues by using the layered organization of the internet in a top-down fashion. Students will use socket programming to implement internet applications such as email servers, web servers, and FTP. Ethereal labs are included to give students hands-on experience.

Prerequisite: Computer Science 155

275 WINDOWS-BASED APPLICATION DEVELOPMENT (4)

The main objective of this course is to teach the student the concepts of Windows-based application development using Visual Studio and the .NET Framework. Students will use both C# and Visual Basic .NET. Besides creating standard Windows-based applications in .NET, students will also create front ends to databases, games, and build their own controls.

Prerequisite: Computer Science 165

280 WEB DEVELOPMENT (3)

Students will design and develop websites. A study of web clients and servers, browsers, scripting, multimedia applications, some database applications, and an introduction to web commerce applications. Tools considered will include XHTML, Photoshop, CSS, JavaScript, Ajax, FLASH, ASP.NET, XML, and other current web-enabling technologies.

Prerequisites: Computer Science 155 and sophomore standing

299 SERVICE LEARNING (1)

Students will perform computer-related volunteer work for one semester, under the supervision of an instructor. Students will work for at least 45 hours on their service learning project. This course can only be taken on a satisfactory/fail basis.

Prerequisites: Computer Information Systems 120 and Computer Science 280

325 DATABASE ORGANIZATION AND DESIGN (3)

The study of relational database systems. Topics include SQL, the relational model, security, normalization, functional dependency diagrams, optimization, entity relationship diagrams, database design, recovery, transaction processing, ethics, multi-user systems, and client server systems. The course also covers DBMS packages, report generators, and the use of Visual Studio and .NET languages as a front-end to database systems.

Prerequisites: Computer Information Systems 120 and Computer Science 275

330 INFORMATION TECHNOLOGY AND ITS MANAGEMENT (3)

This course covers issues faced by IT departments and how they are handled. It includes the troubleshooting and maintenance of hardware and software, IT infrastructure, storage, security, servers, and other related topics. The course also covers topics related to managing IT, including budgeting, disaster recovery, planning, project management, licensing, upgrade strategies, and working with users.

Prerequisite: Computer Science 244

335 SYSTEMS ANALYSIS AND DESIGN (3)

Study of the information systems development process, from scope definition through implementation, with focus on methods for capturing system requirements, modeling requirements, and performing systems design. Different methodologies for systems development are looked at. Major topics include use case development, data modeling, process modeling, and object-oriented analysis and design. Purpose and usage of entity relationship diagrams, data flow diagrams,

and several UML diagrams are covered.

Prerequisite: Computer Science 325

361 COMPUTER ARCHITECTURE (3)

An introduction to the functional elements and structures of digital computers. Topics include CPU design and organization (including RISC and multiprocessors), registers, buses, I/O devices, hardware interrupts and device interfacing, pipelining, memory structures and organizations.

Prerequisites: Computer Science 244 and Mathematics 240

401 ADVANCED DATA STRUCTURES AND ALGORITHM ANALYSIS (3)

This course focuses on the design and analysis of efficient algorithms. Major topics include advanced data structures; tree balancing algorithms; graph theory; dynamic programming; additional techniques for sorting and searching, including hash coding techniques; automata theory; NP-completeness and program verification.

Prerequisites: Computer Science 165 and Mathematics 240

415 ADVANCED DATABASE DEVELOPMENT (3)

This course explores advanced topics in client server and database development. It covers the programming and administration of database systems and includes views, stored procedures, triggers, indexes, constraints, security, roles, logs, maintenance, transaction processing, XML, reporting, and other relevant topics. Students will be exposed to several database packages and will do considerable database programming.

Prerequisite: Computer Science 325

420 SERVER-SIDE WEB DEVELOPMENT (3)

Students will design and develop server-side web applications. Programming using server-side technologies including ASP .NET, Ajax, PHP, Flash with ActionScript, XML, and database applications will be the main focus. The role and use of web servers and database servers will be central to the course. Multi-tier applications will be developed and content management systems will be introduced.

Prerequisites: Computer Science 280 and 380

425 ARTIFICIAL INTELLIGENCE (3)

This course introduces the student to the basic concepts and techniques of artificial intelligence (AI). Topics include intelligent agents, knowledge representation, knowledge engineering, natural language, vision systems, robotics, and machine learning. Students will also learn to write AI programs in AI languages.

Prerequisite: Computer Science 165

431 OPERATING SYSTEMS (3)

This course provides an introduction to computer operating systems, their role, organization, and control. Topics discussed include resource allocation and management, scheduling algorithms, process management, memory management, process synchronization mechanisms, concurrent programming, and techniques employed in multiprogramming and multiprocessing environments. In addition, a special emphasis is placed on contemporary operating systems.

Prerequisites: Computer Science 165 and Mathematics 240

434 PRINCIPLES OF UNIX (3)

This course will introduce the students to UNIX and systems programming. Students will use UNIX commands, shell scripts, PERL, and C. Students will use Linux to solidify their understanding of operating systems concepts.

Prerequisite: Computer Science 431

436 NETWORK SECURITY (3)

This course involves an intense examination of network security defense techniques and countermeasures. The course covers the theory and practice of network security and surveys cryptographic tools used to provide security. Students will study how these tools are utilized in network protocols and applications, how attackers break into computer network systems, and how users can prevent, detect, and respond to such attacks. Topics include a brief review of networking, cryptography, scanning, methods for gaining access, modifying systems, covering tracks, and hiding.

Prerequisite: Computer Science 244

445 LAN ADMINISTRATION (3)

This course is a thorough study of local area networks (LANs). The course covers the physical components that are essential to connect computers to a network, including the internet. Students will learn how to design, configure, install, maintain, troubleshoot, and manage/administer LANs. A Windows server will be used. This is a hands-on course. Topics covered include how to deal with files, event logs, DNS, DHCP, security, the registry, and backup/restore.

Prerequisite: Computer Science 244

446 MOBILE APPLICATIONS DEVELOPMENT (3)

This course provides the student with the latest in wireless application development technologies. Topics include wireless mobile platform operating systems and micro-browsers, Wireless Application Protocol (WAP), XHTML-MP and WCSS, the iPhone SDK, the Windows .NET mobile development environment, and the Android SDK.

Prerequisites: Computer Science 165 and 280

447 GAME DEVELOPMENT (3)

This course introduces the student to game development. Students will learn how to use the XNA toolset to develop different types of games for multiple platforms—the personal computer, the Xbox, and the Zune.

Prerequisite: Computer Science 275

450 INDEPENDENT STUDY (1-4)

Independent reading and/or research on special topics in computer science.

Prerequisite: Consent of faculty supervisor

455 INTERNSHIP (1-8)

Experience as a computer professional under the joint supervision of a faculty member and an assigned business manager.

Prerequisites: Junior or senior standing in computer science and the permission of the department

461 ADVANCED TOPICS IN COMPUTER SCIENCE (1-3)

Topics of current interest. May be repeated for credit.

Prerequisite: Approval of the instructor

471 SENIOR PROJECT (3)

A comprehensive, independent project in the senior year under the guidance of a computer science faculty member. It includes design, development, coding, testing, and documentation of a software application.

Prerequisites: Senior standing and consent of department

475 COMPUTER SCIENCE CAPSTONE SEMINAR (3)

Students will explore issues in computer science, including ethics and current trends, and investigate advanced topics in the field. Students will engage in team implementation of substantial projects.

Prerequisites: Computer Science 335 and senior standing

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

CORPORATE COMMUNICATIONS

Bachelor of Arts

Major/Minor

A corporate communications major will learn and be trained to use the communication skills relating to the “people side” of business. Majors will be trained not only in the communication skills related to formal presentational speaking and business writing, but also in the full range of interpersonal and group skills critical in corporate life.

The education and skills training in the corporate communication major at Dominican University prepare students for a myriad of careers, ranging from corporate communications consultant/director to anchorperson or political campaign director.

The major’s mission, moreover, is more than simply to prepare students for a job; the mission is to develop the student’s natural gifts while directing him or her in a direction that will make the journey meaningful.

Flexibility is built into this major, as it cross-lists numerous related courses from other departments and thus can be tailored to the career goals of individual students.

All majors are required to become student members of the National Communication Association and/or the Central States Speech Association prior to having a major card signed. All majors are heartily urged to join and participate in Dominican’s local chapter of the National Communication Association’s Student Honor Society, Lambda Pi Eta, if invited.

Major Requirements

The major requires a minimum of 42 hours, including the following:

- Foundational courses: Twenty-seven hours from Communication Arts and Sciences (CAS) 200, 204, 307, 308, 320, 321, 326, English 336 or CAS 256, English 345 or CAS 415;
- Fifteen hours from among: CAS 146, 160, 194, 246, 250, 251, 268, 274, 275, 292, 293, 306, 350, 361, 396, 455, Independent Research or Creative Investigation; and any Leadership courses from the CAS department included in the Dominican Leadership Certificate Program.

A minimum of twelve hours in the major field must be completed at Dominican.

Minor Requirements

A minor consists of any 18 semester hours taken from among the corporate communication courses listed above.

Five Year BA/MBA

Corporate communication majors considering getting an MBA degree are encouraged to pursue Dominican University’s BA/MBA program. Rather than 42 hours needed to complete the major, students in the five-year plan simply take the nine foundation courses (27 hours) required for all corporate communication majors plus five of the seven business classes listed below.

Business Sequence

(Choose 5 of 7 courses / 15 hours) Successful completion (B or better) of business sequence courses will result in waivers for the related MBA courses in the Brennan School of Business.

Undergraduate Course(s)	Graduate Course Eligible for Waiver
ECON 190 Principles of Microeconomics and ECON 191 Principles of Macroeconomics	GSB 611 Economics for Managers
ACCT 101 Principles of Accounting I and ACCT 102 Principles of Accounting II	GSB 612 Financial Accounting
ECON 260 Statistics for Business and Econ.	GSB 613 Statistics
BAD 350 Managerial Finance	GSB 615 Financial Management
BAD 240 Business Law	GSB 617 Business Law

In addition to the waivers listed above, students who have completed CAS 320 or CAS 326 with a grade of B or above will be eligible to have GSB 614 Organizational Behavior waived from the Brennan School’s MBA program.

Acceptance into the BA/MBA program generally requires a 3.0 GPA, and students are encouraged to apply before the end of their junior year. Accepted students may enroll in two MBA courses during their senior year — one course each semester — and credit will be given toward their undergraduate degree. (This can be done at no extra charge if taken within the 18-hour limit for full-time undergraduate tuition.) The remaining ten graduate business courses may be taken upon completion of their undergraduate degree.

CRIMINOLOGY

Bachelor of Arts Major/Minor

The sociology/criminology department is designed to advance the overall university mission by offering a value-centered approach to the social sciences alongside substantive preparation for a variety of professional endeavors. The mission of the department is to provide students a program that combines the scientific study of social institutions and the social organization of human behavior with a critical understanding of law, human rights, social justice, social action, and advocacy. The major in criminology offers a career-enhancing, liberal arts curriculum based upon the sociological study of law, conceptions of justice, and social control, and it provides an understanding of the structural roots of deviance, delinquency, crime, victimization, crime control, and related social policies. Students majoring in criminology undergo a comprehensive program of study and are prepared for professional employment in a number of occupations related to social service and law; for graduate study in criminology, the sociology of law, or justice studies; or for law school. Students are also encouraged to acquire practical experience through internships and service learning opportunities. For additional information regarding the criminology major, students should consult an advisor in the Department of Sociology and Criminology.

Major Requirements

Forty semester hours chosen in conference with an advisor, including:

- Thirteen semester hours of sociological foundation courses consisting of Sociology 110, 200, 361, and 362;
- Nine semester hours of criminology courses consisting of Criminology 255 and two courses from Criminology 242, 265, 320, 325, or 370;
- Six semester hours in specialized social and legal theory consisting of Criminology 372 and 406; or Criminology 372 or 406 and one of the following: Criminology 408, Sociology 380, 382, 385, 407, or 409;
- Twelve additional semester hours chosen from Criminology 242, 265, 320, 325, 370, 372, 406, 408, Sociology 204, 210, 220, 222, 225, 240, 245, 250, 268, 280, 285, 286, 302, 350, 380, 382, 385, 407, or 409.

Course substitutions are permitted when deemed necessary in consultation with an advisor and are subject to the approval of the department chair. A

minimum of six courses in the major field must be completed at Dominican. Internships are strongly recommended.

Minor Requirements

Eighteen semester hours consisting of Sociology 110, Criminology 255, 372, and three courses from Criminology 242, 265, 320, 370, 406, or 408.

Course substitutions are permitted when deemed necessary in consultation with an advisor and are subject to the approval of the department chair. A minimum of four courses in the minor field must be completed at Dominican.

CRIMINOLOGY COURSES (CRIM)

242 JUVENILE DELINQUENCY AND JUVENILE JUSTICE (3)

An examination of theories of delinquent behavior and an introduction to the field of juvenile justice practice. Explores the social construction of childhood, adolescence, deviance, and delinquency, and analyzes the social, historical, and legal contexts within which delinquency occurs.

This course will satisfy the social sciences core area requirement.

255 INTRODUCTION TO CRIMINOLOGY (3)

Study of criminal behavior, legal norms, and social attitudes toward crime and criminals. Criminology draws upon the sociology of law, analysis of conflict as theoretical explanations of the cause of crime, and the study of the social psychological determinants of crime. Methods of apprehension and punishment, individual and social reform, and the prevention of crime are emphasized.

Prerequisite: Sociology 110, Criminology 242, Criminology 265, or consent of instructor

265 CRIME AND SOCIAL JUSTICE (3)

An inquiry into the relationship between state, crime, and social structure with special emphasis on the linkages between social oppression, social inequality, and criminalization of social conduct as reflected in contemporary issues.

This course will satisfy the social sciences core area requirement.

290 SELECTED TOPICS IN CRIMINOLOGY (3)

A special offering on a particular area of interest in criminology, offered as available.

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly listed criminology course, this one-credit-hour option involves community service and guided reflection.

Prerequisite: Consent of the instructor

320 GENDER AND VIOLENCE (3)

An examination of the structural roots of gender-based violence, including domestic abuse, sexual assault, hate crimes, colonization and genocide, law enforcement abuse, international violence, and war. Strong focus on anti-violence organizing. Required service learning component.

Listed also as Sociology 320 and Study of Women and Gender 320.

Prerequisite: Sociology 110, 230, 240, 280, and 350, or consent of instructor

325 CONFLICT RESOLUTION (3)

An examination of conflict resolution theory and practice including negotiation and mediation with an analysis of how emotion, power, culture, and other components affect conflict escalation, de-escalation, and resolution. This course will emphasize facilitative mediation process and skills through interactive exercises and simulations.

Listed also as Sociology 325.

370 DEVIANCE AND SOCIAL CONTROL (3)

Analysis of norms related to the law, the origins and functions of deviance in society, the institutional production and categorization of deviance, the impact of deviance on personal identity, deviant careers, and deviance and social change.

Prerequisites: Sociology 110 and Criminology 255, or consent of the instructor

372 LAW AND SOCIETY (3)

Advanced analysis of the legal order from a critical, sociological perspective. The rise of modern law and its relationship to other social institutions is treated, with consideration given to social theories of legality and current controversies within the field. Examines conceptions of American citizenship through analysis of the African-American experience and issues of civic inclusion, including review of historically important trials, civil rights organizing, and contemporary racial issues in the criminal legal system.

Listed also as Sociology 372 and Black World Studies 372.

Prerequisites: Sociology 110, Criminology 255, and junior standing, or consent of the instructor

406 THEORIES OF CRIME CONTROL (3)

An in-depth analysis of the U.S. prison industrial complex, including analysis of alternative sentencing structures in community-based corrections, theories

of incapacitation and deterrence, consideration of surveillance and state disciplinary structures, and strategies for building healthy communities.

Prerequisites: Sociology 110, Criminology 255, and senior standing, or consent of instructor

408 INTERNATIONAL AND COMPARATIVE JUSTICE (3)

An exploration into constructions of justice in multiple cultural, national, and international contexts. This is a seminar course that focuses on the international war on drugs, comparative analysis of criminal legal systems, and alternative systems of justice, and requires a major research project.

Prerequisites: Sociology 110, Criminology 255, and 372, senior standing, and consent of instructor

450 INDEPENDENT STUDY (1-8)

An opportunity to do independent research or study under faculty supervision.

Prerequisite: Consent of the supervisory faculty member is required

455 INTERNSHIP (1-8)

Internships in a variety of agencies and organizations involved with the delivery of social services, social justice advocacy, and/or criminal justice are available under faculty supervision. Student participants enhance their research proficiency while gaining valuable work experience in an area of their interest.

Prerequisites: Junior standing and consent of the supervisory faculty member

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

CULINOLOGY®

Bachelor of Science Major

Culinology®, a registered trademark of the Research Chefs Association (RCA), merges culinary arts and food science. This major prepares graduates to work in the food industry as research chefs in product development and test kitchen supervisors with the technical and scientific knowledge to provide safe, affordable, and delicious food products on the commercial level.

The Dominican University program is approved by the RCA to meet the academic requirements for the culinology major designation. An industry internship is required prior to graduation. Advanced training and work experience are required after graduation to be eligible to take one of the three certifying examinations offered by the RCA: certified research chef, certified culinary scientist, and certified culinologist.

Students typically transfer into Dominican University with a two-year associate's degree from an accredited culinary arts program and add the additional years of food science and general liberal arts requirements to obtain the bachelor's degree. However, students can begin their career with a food science major and integrate the culinary degree either within that degree or after the basic food science degree is awarded.

The culinology major is designed to integrate culinary arts and food science and prepare students for positions in food project development, restaurant menu creation, and other similar industry endeavors.

Major Requirements:

- Nutrition Sciences 141, 200, 220, 240, 250, 350, 390, 410, 412, 440, and 455
- Biology 160;
- Chemistry 101, 104;
- Mathematics 211.

A minimum of 15 semester hours in the major field must be completed at Dominican.

ENGINEERING

Bachelor of Science Major

The engineering program is offered jointly with Illinois Institute of Technology (IIT) through a formal agreement. The five-year program leads to a Bachelor of Science degree in mathematics, mathematics and computer science, or chemistry from Dominican University and a Bachelor of Science degree in engineering from IIT (aerospace, architectural, chemical, civil, computer, electrical, or mechanical engineering). Students participating in this program must complete the following courses at Dominican during their first four semesters of study;

- Architectural, civil, aerospace, mechanical engineering: Mathematics 230, 245, 261, 262, 270, 280; Physics 221, 222, 223; Chemistry 120; Computer Science 155.
- Computer engineering: Mathematics 230, 240, 261, 262, 270, 280; Physics 221, 222, 223; Chemistry 120; Computer Science 155, 165.
- Electrical engineering: Mathematics 230, 245, 261, 262, 270, 280; Physics 221, 222, 223; Chemistry 120; Computer Science 155, 165.
- Chemical engineering: Mathematics 261, 262, 270, 280; Physics 221, 222; Chemistry 120, 121, 253, 254; Computer Science 155.

Complete curriculum outlines for each individual program are available upon request from the Office of Undergraduate Admission.

Students are conditionally admitted to the program when they take Math 261 and Phys 221 and are required to earn a B or better in all mathematics, science, and computer science courses, and are to maintain a B average or better.

Students admitted to the engineering program at IIT begin taking courses at both institutions starting their fourth or fifth semester of study. Students are considered full-time students at Dominican University and part-time students at Illinois Institute of Technology, and may continue to live on Dominican's campus. While enrolled in the joint program, students are subject to the academic regulations and policies of both Dominican University and Illinois Institute of Technology. Students complete all core and foundation requirements at Dominican. Courses must be selected to also satisfy the social science and humanities requirements of IIT.

It is strongly recommended that a student who plans to participate in the joint program with IIT consult with the engineering faculty coordinator as early as possible in his or her college career.

ENGLISH

Bachelor of Arts

Major/Minor

The English department aims to develop knowledge and appreciation of literature in English and of the various cultures, beliefs, and experiences expressed in this literature, as well as the faculty of sound criticism and skill and grace in English expression as a means of personal development and professional preparation. The Department of English offers three areas of concentration in the English major:

- Literature;
- Writing; and
- English education.

All English majors must pass the departmental English examination administered during the senior year. A minimum of fifteen hours in the major field must be completed at Dominican.

CONCENTRATION IN LITERATURE

The English major with a concentration in literature focuses on the study and analysis of important works of literature in English from the eighth century to the present within a historical context. This concentration serves as an excellent preparation for graduate study in literature, library science, law, and other careers.

Major Requirements

- English 272, 274, 354, 358, 404, and 412;
- One genre course: 210, 240, 250, 260, 261, 262, 270, 284, 285, 286, 290, 291, 292, or 293;
- One course from the following: 230, 234, 247, 248, 287, 289, 294, 295, 297, or 298;
- Two period courses in American literature: 342, 343, or 344;
- Three period courses in British literature: at least one from before 1660 (306, 310, 316) and one from after 1660 (317, 322, 326);
- One 400-level seminar in addition to 412: 420-439;
- Successful completion of the departmental English examination. (See English 404.)

CONCENTRATION IN WRITING

The English major with a concentration in writing offers students instruction in the principles of good writing, acquaintance with models of good writing, and opportunities to practice their craft in a variety of genres. This concentration prepares students for graduate study in writing or literature and for professional positions in publishing, business, and not-for-profit organizations.

Major Requirements

- English 211, 272, 274, 358, 404, and 412;

- Four courses in English or American literature beyond the 100-level, at least one of them at the 300 level or above;
- Four courses from the following: English 333, 335, 336, 337, 338, 339, 340, or 345; Communication Arts and Sciences 229, 244, 256, 268, or 308. At least one of the four must be 337, 338, 339, or 340; at least one of the four must be 333, 335, or 336; at least two of the four must be courses offered by the English department;
- A writing portfolio;
- Successful completion of the departmental English examination. (See English 404.)

CONCENTRATION IN ENGLISH EDUCATION

The English major with a concentration in English education offers students broad study of important works in literature in English during various periods within a historical context. It is designed to help prepare students for the teaching profession and also for graduate study in English or education.

Major Requirements

- English 230, 272, 274, 358, 404, and 412;
- Three period courses in British literature: Two from before 1660 (306, 310, or 316; 354 may be substituted for one of these two) and one from after 1660 (317, 322, or 326);
- One genre course: 210, 240, 250, 260, 261, 262, 270, 284, 285, 286, 290, 291, 292, or 293;
- One course from the following: 234, 247, 248, 287, 294, 295, 297, or 298;
- Two period courses in American literature: 342, 343, or 344;
- One 400-level seminar in addition to 412: 420-439
- Successful completion of the departmental English examination. (See English 404);
- Secondary education candidates must take English 402 and 403 and Education 401.

Minor Requirements

Six English courses of at least three semester hours each beyond the 100-level courses:

- English 358;
- Three courses in English and/or American literature;
- Two writing courses (English 211, 272, 333, 335, 336, 337, 338, 339, 340, or 345).

A minimum of nine hours in the minor field must be completed at Dominican.

ENGLISH COURSES (ENGL)**WRITING COURSES****100 COLLEGE WRITING (3)**

Development of skill in reading academic texts and writing clear and correct sentences, coherent paragraphs, and short essays that draw on ideas from personal experience and assigned readings to develop a thesis.

Prerequisite: Placement through examination

101 COMPOSITION I: WRITING AS DISCOVERY AND ACTION (3)

Writing is a way of discovering and shaping our world, as well as a way of acting in the world. Through a variety of interrelated reading and writing assignments, with an emphasis on essays and other short forms, students in this course will explore how to use writing to learn, to create, and to act, particularly in the university but also in the world outside the university.

Prerequisites: English 100 or placement through examination. Students who have earned a grade of D in English 100 will be required to take English 103 concurrently with English 101

102 COMPOSITION II: WRITING AS A WAY OF KNOWING (3)

Students and teachers in the university use a complex set of reading and writing practices to create and share knowledge and to pose and solve both theoretical and practical problems. In this course, students will learn how to use these practices to pose questions, do appropriate reading and research to answer those questions, and present their answers in papers that observe the conventions of academic writing. This course includes the Information Access Workshop required of undergraduates. A student must receive a grade of C- or higher to fulfill the Core Curriculum Foundation Requirement.

Prerequisites: English 101 or placement through examination. Students who have earned a grade of D in English 101 will be required to take English 103 concurrently with English 102

103 WRITING TUTORIAL (1)

Individualized writing instruction through the university writing center. Placement examination results may require some students to take this course in conjunction with English 100 and 101 as a prerequisite for English 102. This course may also be required by instructors for students taking English 102. This course is graded on a satisfactory/fail basis and may be taken for credit more than one time.

Prerequisites: Placement or consent of instructor

190 INTERMEDIATE COMPOSITION (3)

For students who have completed English 101 and 102 or the equivalents, this course offers further instruction and practice in writing essays and other kinds of academic papers.

Prerequisites: Placement (transfer students only) or English 102 or equivalent

211 INTRODUCTION TO CREATIVE WRITING (3)

Study of the fundamentals of good writing in a variety of literary genres—poetry, fiction, drama. Analysis of the work of professionals and students. Short critical and creative pieces in the three genres are required.

Prerequisite: English 102 or equivalent
This course will satisfy the literature core area requirement.

272 WRITING FOR ENGLISH MAJORS (3)

Study and practice of the fundamentals of writing in a variety of genres with emphasis on the elements of form. Close attention to the design of the whole piece, to the role of style in communicating its meanings, and to the stylistic and rhetorical functions of sentence structure and grammar. Analysis of professional and student models. Several short papers and writing exercises will be required.

Prerequisites: English 102; English majors or minors only.

Must be completed before accumulating 90 credit hours. May be taken concurrently with 300-level courses in the major.

333 THE ART OF EDITING (3)

Instruction in editorial practices followed in a variety of contexts: academic, journalistic, literary, and organizational (for-profit and nonprofit). Students will have opportunities to practice in real-world settings the skills they acquire in the course.

Prerequisites: English 102 and junior standing, or consent of instructor

335 WRITING AS SOCIAL ACTION (3)

Study of the theory and practice of writing as a social action. Students will read literary and non-literary texts aimed at social transformation; meet with local social service organizations to study their mission, activities, and needs; and work in collaboration with students from Art 357 to develop materials needed to promote and raise funds for one or more of these organizations. This course requires off-campus service hours.

Prerequisites: English 102 and sophomore standing or consent of instructor

336 WRITING AT WORK (3)

By creating a class business that will engage in real-world activities, students will learn and practice

a variety of workplace genres, including letters and memos, reports and proposals, and other documents related to the particular class business enterprise.

Prerequisites: English 102 and junior standing, or consent of instructor

337 WRITING LIFE STORIES (3)

Study and practice in the literary genre of autobiography with emphasis on memoir. Students will use autobiographical selections by professional and student writers as models to compose a portfolio of short essays—"fragments" of their own autobiography.

Prerequisites: English 102 and 211

338 WRITING FICTION (3)

Study and analysis of effective short fiction by professional and student writers. Students will compose a portfolio of original short stories.

Prerequisites: English 102 and 211

339 WRITING POETRY (3)

Study and analysis of effective poetry by professional and student writers. Students will compose a portfolio of original poems.

Prerequisites: English 102 and 211

340 WRITING DRAMA (3)

Study and analysis of effective drama by professional and student writers. Students will compose an original script for a one-act play.

Prerequisites: English 102 and 211

345 ADVANCED ACADEMIC WRITING (3)

Development of skills in writing and presenting academic papers. Students will write a substantial annotated bibliography and literature review on a chosen topic, work toward completion of an extended academic paper on that topic, and give two presentations. This course is open to students in any major and is particularly recommended for students who plan to apply to graduate or professional school and students who are preparing honors projects.

Prerequisites: English 102 and junior standing, or consent of instructor

LITERATURE COURSES

210 AUTOBIOGRAPHY (3)

Study of the literary genre of autobiography with emphasis on both autobiography and memoir. Literary analysis of autobiographical writings by authors such as Frederick Douglass, Virginia Woolf, Richard Wright, Eudora Welty, Joan Didion, and Tobias Wolff.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

220-229 EXPLORATIONS

Literature courses on varying topics, open to both majors and non-majors.

These courses will satisfy the literature core area requirement.

224 NATIVE AMERICAN LITERATURE (3)

Study of Native American literature with an emphasis on the relationship between text and context. The course considers the diversity and regional variation of tribal identities and the interplay between oral and written traditions in Native American literary history.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area and multicultural core requirements.

226 KING ARTHUR: FROM MYTH TO FICTION (3)

Exploration of the early historical and fictional sources for King Arthur with the goal of making sense of the modern manifestations of Arthuriana. Students will read representative texts from Geoffrey of Monmouth (the first historian of Arthur) to Tolkien's *Lord of the Rings*. This course will also focus on the new genre of Arthurian movies.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

227 SONGS OF THE SPIRIT (3)

Exploration of literature that expresses the spirit reaching for the divine. Reading and discussion of selections from Psalms of David, *Piers Plowman*, George Herbert's *The Temple*, Bunyan's *Pilgrim's Progress*, Gerard Manley Hopkins's poems, African-American spirituals, T.S. Eliot's *Four Quartets*, and contemporary lyrics of various religious traditions.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

228 CLASSICAL DRAMA (3)

Origin, development, and functions of Greek classical drama and comedy; close study of selected plays by Aeschylus, Sophocles, Euripides and Aristophanes.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

229 SACRAMENTAL IMAGINATION (3)

Lectures and seminars engaging the themes of sin and salvation, and examining through poems, plays, films, and novels the sacramental signs of grace and the imagined presence of the divine in the world. Guest lecturers from theology, history, art history, and English will foster a multi-disciplinary approach to the themes.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

230 WORLD LITERATURE (3)

Study of classic texts in Western and non-Western world literature.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

234 BIBLE, MYTHOLOGY, AND LITERATURE (3)

In addition to selected books of the Bible and classical myths, students will explore the relation of the Bible and myth to works of literature.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

240 FORMS OF DRAMA (3)

A survey of the development of significant dramatic forms from the classical period through the modern with a focus on tragedy and comedy. The course includes consideration of representative plays and critical documents from each period. Listed also as Theatre 240.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

247 LITERARY LONDON AND BEYOND (3)

Study of literature about London and its environs. A survey of selected texts—poetry, fiction, nonfiction, and drama—from the 14th century to the present. See Study Abroad 247 for optional additional credit hour.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

248 MODERN IRISH LITERATURE (3)

Study of a variety of genres in modern Irish literature, including poetry, prose, drama, and nonfiction prose. Exploration and analysis of writings by authors such as Joyce, Yeats, Beckett, O'Casey, Heaney, Boland, O'Brien, and Friel.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

250 POETRY: FORM, FEELING, MEANING (3)

An introduction to the study of poetry, with particular attention to the ways in which poets use formal structure to express feeling and make meaning.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

260 THE ENGLISH DRAMA (3)

Survey of the development of the English drama, medieval through modern. Listed also as Theatre 260.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

261 SHAKESPEARE'S ROMANTIC COUPLES (3)

Study of several of Shakespeare's romantic comedies, "dark" comedies, and romances, emphasizing his handling of the genre: comedy.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

262 SHAKESPEARE'S TRAGIC FAMILIES (3)

Study of several of Shakespeare's tragedies and at least one of his history plays, emphasizing his handling of the genre: tragedy.

Prerequisite: English 101 or equivalent

270 THE ENGLISH ESSAY (3)

Analysis of the genre: its structure and the techniques used in development of the form from its beginnings to the present; application of various critical theories to individual essays.

Prerequisite: English 101 or equivalent.

This course will satisfy the literature core area requirement.

274 INTRODUCTION TO ENGLISH STUDIES (3)

An introduction to the formal study of written texts, principally but not exclusively literary, with emphasis on critical concepts, theories, and methods; instruction in close reading, research, and writing for English majors.

Prerequisites: English 102 and sophomore standing

Must be taken before accumulating 90 credit hours.

May be taken concurrently with 300-level courses in the major.

277 WOMEN, GENDER, AND LITERATURE (3)

Exploration of the development of women's writing and writings about women and gender through study and analysis of literary (narrative, poetry, drama) and nonliterary texts.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

284 THE ENGLISH NOVEL (3)

The development of the English novel from Defoe to the present.

Prerequisite: English 101 or equivalent.

This course will satisfy the literature core area requirement.

285 THE AMERICAN NOVEL (3)

Survey of the most important developments in the American novel from its beginnings to the present.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

286 AMERICAN SHORT STORY (3)

The rise and development of the American short story from its beginnings to the present.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

287 CONTEMPORARY MULTI-ETHNIC U.S. LITERATURE (3)

Study of multi-ethnic U.S. literature with a particular emphasis on modern and contemporary U.S. writers. By examining a variety of texts by writers from diverse backgrounds, students will trace the ways in which U.S. writers have represented intersections of race, gender, ethnicity, language, class, and nation in literature.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area and the multicultural core requirements.

289 U.S. LATINO/A LITERATURE (3)

Study of U.S. Latino/a literature. Literary texts may focus on the representation of Mexican American, Puerto Rican, Cuban American, Dominican American, and other Latino/a communities of the United States. The course examines the cultural, historical, and aesthetic contexts of Latino/a literature. Texts are in English, although many authors mix English with different varieties of Spanish.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area and the multicultural core requirements.

290 MODERN BRITISH FICTION (3)

Study of major trends and developments in British fiction since World War I.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

291 MODERN AMERICAN FICTION (3)

Study of major trends and developments in American fiction since World War I.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

292 MODERN DRAMA (3)

Study of major trends and developments in drama, principally English and American.

Listed also as Theatre 292.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

293 MODERN POETRY (3)

Study of major trends and developments in poetry, principally English and American.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

294 SOUTHERN LITERATURE (3)

Examination of modern Southern literature and what is often referred to as the Southern Renaissance (1920-1950), with an emphasis on authors such as William Faulkner, Flannery O'Connor, and Tennessee Williams.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

295 THE CHICAGO SCENE IN LITERATURE (3)

Fiction and poetry written by Chicago writers or by writers who have used the city as a background for their works. The course covers the period from the Columbian Exposition of 1893 to the present.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area requirement.

297 POSTCOLONIAL LITERATURE (3)

Study of a selection of writings by authors whose works reflect postcolonial conditions. These writers may inhabit a formerly colonized nation or describe cultural changes after the end of empires. Selected writers from the African, Caribbean, Indian, Irish, and American diasporas.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area and the multicultural core requirements.

298 AFRICAN-AMERICAN LITERATURE (3)

Study of major African-American writers and the literary and historical movement to which these writers contributed. Listed also as Black World Studies 298.

Prerequisite: English 101 or equivalent

This course will satisfy the literature core area and the multicultural core requirements.

306 MEDIEVAL LITERATURE (3)

Study of romances, lyrics, visions, and plays from the early and high Middle Ages. Students will read from Beowulf to Malory in translation. Excludes the *Canterbury Tales*.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

310 16TH CENTURY ENGLISH LITERATURE

Study of a variety of genres written during the Renaissance in England. Special attention to works of Philip Sidney, Edmund Spenser, Christopher Marlowe, and the "new poetry" of humanism.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

316 17TH CENTURY LITERATURE 1600-1660 (3)

Study of selected works of the pre-Restoration period

with emphasis on works of Jonson, Milton, Donne, and Herbert.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

317 RESTORATION AND 18TH CENTURY BRITISH LITERATURE (3)

Study of selected works of the period with emphasis on the works of Dryden, Pope, Swift, and Johnson.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

322 19TH CENTURY BRITISH LITERATURE (3)

Study of major writers of the Romantic and Victorian periods, including the Romantic poets and the Victorian poets, novelists, and prose writers.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

326 20TH CENTURY BRITISH LITERATURE (3)

Study of modernity's distinguishing features in poetry, prose fiction, drama, and nonfiction with emphasis on Yeats, Joyce, Lawrence, Woolf, Beckett, Auden, Orwell, and Heaney.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

342 AMERICAN NATIVE/COLONIAL AND REVOLUTIONARY LITERATURE (3)

Study of American literature from its origins to 1830, highlighting the European encounter with native cultures, the colonial experience, and the beginnings of a national literature.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

343 AMERICAN ROMANTIC AND REALIST LITERATURE (3)

Study of American literature from 1830 to 1914, highlighting the transcendentalists, the realists, regional writers, and literary naturalism.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

344 AMERICAN MODERN AND POSTMODERN LITERATURE (3)

Study of American literature from 1914 to the present, highlighting the major movements of the 20th century, including modernism, the New Negro Renaissance, and postmodernism.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

354 CHAUCER (3)

Detailed study of the *Canterbury Tales*.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

358 SHAKESPEARE (3)

Study of Shakespeare's ideas and craftsmanship in a variety of his plays and of the critical response to his work.

Listed also as Theatre 358.

Prerequisite: English 274 or consent of instructor (274 may be taken concurrently)

ADVANCED STUDY COURSES

402 TEACHING WRITING (4)

Preparation for teaching writing in secondary or middle school. Students study theories and practices related to the teaching of writing and serve as teaching assistants in English 101 or 102, preparing and teaching lessons, evaluating papers, and assisting composition students with their writing. This course is a prerequisite for Education 401.

Prerequisite: English 272.

This course is offered in the summer only.

403 TEACHING LITERATURE (4)

Preparation for teaching literature in secondary or middle school. Students study theories and practices related to the teaching of literature and serve as teaching assistants in 200-level literature courses, preparing and teaching lessons, evaluating papers, and leading small discussion groups.

Prerequisite: English 274

404 COMPREHENSIVE EXAMINATION (1)

Selected readings in preparation for the senior comprehensive examination. Completion of the comprehensive exam with a passing grade is required for graduation.

Prerequisites: English majors with senior standing; enrollment in English 412

412 ENGLISH SENIOR INTEGRATING SEMINAR (3)

A culminating seminar for English majors emphasizing literary history, theories, and genres, as well as research and oral presentations, leading to a personal exit interview.

Prerequisite: English majors with senior standing

420-439 TOPICS IN HISTORY AND LITERARY THEORY

A seminar for senior English majors offering advanced study, discussion, research, and writing focused on a literary period, genre, theory, theme, movement, or author. Topics and instructors vary from year to year. Students will be required to present a paper at Dominican's Undergraduate Research and Creative Investigations (URCI) symposium in the spring semester.

420 MODERN JOURNEYS (3)

Prerequisites: English majors with senior standing

421 PIERS PLOWMAN (3)

Prerequisites: English majors with senior standing

422 AMERICAN LITERARY REALISM (3)

Prerequisites: English majors with senior standing

423 LITERARY DARWINISM AND CONTEMPORARY CRITICAL THEORY (3)

Prerequisites: English majors with senior standing

450 INDEPENDENT STUDY (1-8)

With the consent of the cooperating professor and the department head, an advanced student may undertake a program of independent reading in a particular genre or period or writing of a particular type, if a comparable course is not offered in the same year. The work may extend beyond a semester if the cooperating professor approves.

455 INTERNSHIP (3-6)

Employment in an approved workplace for a designated number of hours a week under the guidance of a faculty member and workplace supervisor. The student will be given training and practice in writing tasks as agreed upon by the student, workplace supervisor, faculty member, and director of internships.

Prerequisites: English 333 or 336, junior standing, and consent of instructor

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

ENVIRONMENTAL SCIENCE

Bachelor of Science

Major

This interdisciplinary major is intended to provide the student with the necessary background for a professional career in the area of environmental science. Students electing this major will choose an advisor from among the faculty of the Department of Natural Sciences.

Major Requirements

Core Courses:

- Biology 111, 112, 299, and 397;
- Chemistry 120, 121, 253, and 254.

Required Collateral Courses:

- Physics 211, 212;
- Mathematics 261 (262 recommended);
- One computer programming course.

Additional Requirements:

- Two additional courses (of at least three semester hours each) in biology will be chosen in consultation with a faculty advisor.
- Independent research or an internship is strongly recommended.

No more than two courses in biology may be at the 400 level. A minimum grade of C- must be earned in all courses required for the major.

A minimum of five courses in biology and chemistry must be completed at Dominican.

ENVIRONMENTAL SCIENCE COURSES (ENVS)

190 ENVIRONMENTAL SITE ASSESSMENT (3)

This course examines the scientific background research and field methods necessary for a Phase I Environmental Site Assessment, as defined by the U.S. EPA. The student will become familiar with online governmental and nongovernmental websites, and appropriate databases. Also, the student will be introduced to the scientific background of methods and techniques of onsite study and then gain actual field experience looking at on- and off-campus sites.

This course will satisfy the Natural Science core area requirement.

292 DIMENSIONS OF THE ENVIRONMENT (4)

Who will win “the survival of the fittest”: nature or us? Find out what happens when our cultures compete with nature. Study major environmental concerns through field trips and online tools, and discover what you need to know about the race between our environment and us.

Listed also as Biology 292.

295 POLITICS AND ENVIRONMENT (3)

Federal control of environmental issues has been replaced by a new phenomenon: civil environmentalism, or cooperation between the private and the public sectors—business and nonprofit groups, local, state and federal governments. Students will use an interdisciplinary, hands-on approach to a local area or issue in order to explore this developing field.

Listed also as Political Science 295.

This course will satisfy the social science core area requirement.

362 THEOLOGY AND ECOLOGY (3)

Listed also as Theology 362.

455 INTERNSHIP (1-8)

Training in an environmental organization.

Prerequisites: junior or senior standing and consent of instructor

FOOD INDUSTRY MANAGEMENT

Bachelor of Science

Major

This interdisciplinary major is designed for persons interested in managerial positions in commercial food service. Approximately half of the major includes courses in accounting, economics, and business administration, while the other half includes foods, nutrition, and food service systems management.

Major Requirements

- Accounting 101;
- Economics 190 and 191;
- Business Administration 240, 245, 250, 275, and 345;
- Nutrition Sciences 141, 200, 250, 375, 390, and 407.
- It is recommended that food industry management majors take Accounting 102, English 336, and Nutrition Sciences 455.

A minimum of one-half of the courses in the major field must be completed at Dominican.

This program is administered by the Department of Nutrition Sciences. Course descriptions are located on page 141.

Majors in food industry management may elect to earn the Bachelor of Science or the Bachelor of Arts degree. Major requirements are the same for both degrees.

FOOD SCIENCE AND NUTRITION

Bachelor of Science/Bachelor of Arts

Major/Minor

The food science and nutrition major is designed for persons interested in general positions in the food industry that may include activities such as food product development, quality assurance monitoring, or consumer education programs.

Major Requirements

- Nutrition Sciences 141, 200, 220, 240, 250, 350, 390, 404, 410, 412 and 440;
- Biology 160;
- Chemistry 101 and 104;
- Mathematics 211.

A minimum of 15 hours in the major field must be completed at Dominican.

Freshmen interested in this major should consult with an advisor in the department prior to registration and take Chemistry 101 and 104 and English 101 and 102 in their freshman year.

Majors in food science and nutrition may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for both degrees.

For those students interested in positions as food scientists, specific course work is required to meet the Institute of Food Technologists (IFT) Undergraduate Curriculum Minimum Standards for Degrees in Food Science. The food science curriculum is currently under review for IFT formal approval.

IFT requirements include:

- Nutrition Sciences 140, 200, 220, 240, 250, 350, 370, 380, 390, 410, 425, and 440;
- Chemistry 101 and 104;
- Biology 160;
- Physics 211;
- Mathematics 190 and 211.

In addition, an internship in the food industry is highly recommended.

Minor Requirements

- Nutrition Sciences 200, 250, and 390;
- Two electives to complete a total of 18 to 24 semester hours selected from Nutrition Sciences 140, 404, 410, and 425.

A minimum of nine hours in the minor field must be completed at Dominican.

This program is administered by the Department of Nutrition Sciences. Course descriptions are located on page 141.

FRENCH

Bachelor of Arts Major/Minor

The goals of the French division are 1) an understanding and command of the linguistic structures of the French language that enable students to use it correctly and fluently in speech and in writing; 2) an awareness and appreciation of the diversity of Francophone cultures; 3) a familiarity with and ability to critically analyze the literary production of the Francophone world.

French majors are prepared for graduate studies in French and different career possibilities including business, education, government, and international relations and diplomacy. The French division encourages students to participate in study abroad programs.

Paris Chamber of Commerce Certificate

The French division offers the opportunity to earn a certificate from the Paris Chamber of Commerce after successful completion of French 319.

Major Requirements

Thirty-two semester hours beyond French 111, including French 260, 261, 302 and one advanced literature course. Students must register for course intensification in order to count French 289 toward the major. Graduating seniors must take an oral proficiency interview patterned on the ACTFL guidelines, unless they have had a similar interview to complete requirements for the School of Education, in which case these results must be filed with the discipline director. Seniors should consult with the discipline director. A minimum of one-half the courses in the major field must be completed at Dominican. Students who study in Nantes, France, and wish to have these courses count toward the French major must have prior written approval from the discipline director.

Minor Requirements

Twenty-four semester hours beyond French 111. A minimum of one-half the courses in the minor field must be completed at Dominican.

FRENCH COURSES (FREN)

BASIC LANGUAGE COURSES

101 ELEMENTARY FRENCH I (4)

This course introduces students to the French language by listening, speaking, reading, and writing in French in a cultural context. Through a study of French grammar and vocabulary, students will develop a basic proficiency in all language skills.

102 ELEMENTARY FRENCH II (4)

This course continues to develop the four language skills.

Prerequisite: French 101 or equivalent

111 INTERMEDIATE FRENCH (4)

This course is designed to reinforce and build upon basic skills in French through grammar review, short readings and compositions, conversational practice, and practice in comprehension.

Prerequisite: French 102 with a minimum grade of C- or placement through examination

ADVANCED LANGUAGE COURSES

211 COMMUNICATING IN FRENCH (4)

This course continues the development of reading and writing skills with an emphasis on written and spoken communication. Visual, oral, and written materials form the point of departure for work that enhances students' communication skills.

Prerequisite: French 111 or equivalent

272 ORAL FRENCH (3)

This course seeks to develop oral proficiency in French and to enhance oral comprehension through a variety of speaking and listening activities. Students will acquire the essential vocabulary needed to communicate in everyday life, simulate real-life situations, and discuss various topics of contemporary interest. The course also introduces French phonetics and pays particular attention to pronunciation and intonation.

Prerequisite: French 211 or equivalent

301 ADVANCED DISCUSSION (3)

Development of increased fluency in the spoken language in a variety of forms through conversations, reports, etc., and the use of relevant contemporary materials contained in short stories, films, magazines, newspaper articles, and videos.

Prerequisite: French 272 or equivalent

302 ADVANCED GRAMMAR AND COMPOSITION (4)

Development of writing skills with emphasis on the complexities of structure and idiom; composition techniques and grammar review.

Prerequisite: French 211 or equivalent

CIVILIZATION AND CULTURE COURSES

261 FRENCH CULTURE AND CIVILIZATION (3)

A survey of the French political, social, economic, and cultural history from the Paleolithic period to the Revolution in 1789. Using selected readings, films, websites, and music, this course examines how major historic events helped shape French society.

Prerequisite: French 211 or equivalent

262 FRENCH CULTURE AND CIVILIZATION II (3)

A survey of the French political, social, economic, and cultural history from the Revolution of 1789 to the present. Using selected readings, films, websites, and music, this course examines how major historic events helped shape French society.

Prerequisite: French 261 or instructor consent

289 INTRODUCTION TO FRENCH AND FRANCOPHONE CINEMA: FROM PICTURES TO PIXELS (1890 TO THE PRESENT) (3)

This course traces the history of French cinema from the first films produced by the Lumière brothers to the latest films coming out of France and the larger French-speaking world. (This course is conducted in English.)

Listed also as Black World Studies 289 and Modern Foreign Language 289.

Prerequisite: English 102

This course satisfies the fine arts area requirement.

353 CONTEMPORARY FRANCE THROUGH FILM (3)

This course introduces students to cinematic representations of contemporary French society in the context of the changing political, social, and cultural climate of the last 20 years, with particular attention to the issues of youth, gender, and ethnicity. All films are in French with English subtitles.

Prerequisite: French 211

PROFESSIONAL COURSES

319 PROFESSIONAL FRENCH (3)

Advanced study of written and oral French as it applies to the business and other professional careers. This course prepares students for the Paris Chamber of Commerce examination.

LITERATURE COURSES

260 INTRODUCTION TO FRENCH LITERATURE (4)

The primary objective of this course is to teach students to read critically. Cultural and literary issues in French and Francophone literature will be explored using various texts from the Middle Ages to the 20th century. Students will be introduced to French literary terminology and *explication de texte*.

Prerequisite: French 302 or equivalent

This course will satisfy the literature core area requirement.

372 20TH-CENTURY LITERATURE (3)

A variety of works in poetry, drama, and novels from the major authors of the 20th century.

Prerequisite: French 260

374 FRANCE IN ITS LITERATURE (3)

Analysis and discussion of representative literary works, with an emphasis on the manner in which they reflect the cultural reality of France.

Prerequisites: French 260 and 261, or consent of instructor

421 SEMINAR: DIRECTED READINGS IN FRENCH LITERATURE (3)

Intensive study of selected topics related to French and Francophone literature.

Prerequisite: French 374 or consent of instructor

OTHER COURSES

299 APPLIED FOREIGN LANGUAGE COMPONENT (1)

A project in French directly related to another non-French course in which the student is currently enrolled.

Prerequisites: French 111 or equivalent and approval of French discipline director and the instructor of the related course

This course may be taken for credit more than once.

399 DIRECTED STUDY (1-4)

This option is to be selected only when absolutely necessary (i.e., the student has already taken all courses offered during that semester or has a scheduling conflict that cannot be resolved otherwise). The student will work closely with the instructor.

450 INDEPENDENT STUDY (1-4)

Open to advanced students of exceptional ability with consent of the instructor and senior standing.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

GEOGRAPHY/GEOLOGY

GEOGRAPHY COURSES (GEOG)

240 PHYSICAL GEOGRAPHY (4)

A study of world climates, land forms, soil, vegetation and mineral and water resources, considered in relation to human adaptation to them. Lecture and laboratory.

This course will satisfy the natural science core area requirement.

250 WORLD REGIONAL GEOGRAPHY (3)

A study of the physical and cultural patterns of the world to observe specific types of interrelationships and distributions of processes and people.

314 URBAN GEOGRAPHY (3)

A study of the spatial aspects of urban development, with particular emphasis on American cities.

320 GLOBAL ECONOMIC GEOGRAPHY (3)

A study of the location and functioning of economic activities in various parts of the world.

324 NORTH AMERICAN GEOGRAPHY (3)

A regional approach to North America.

GEOLOGY COURSES (GEOL)

200 OUR DYNAMIC PLANET (4)

This is a course in basic physical geology. Study of the formation, occurrences and the structures of minerals and rocks; plate tectonics, earthquakes, volcanoes, and mountain-building processes; glaciers and deserts; erosion and geologic time. To satisfy the laboratory component, students must enroll for four semester hours and attend the lab section.

Listed also as Natural Sciences 202.

This course will satisfy the natural sciences core area requirement.

231 ENVIRONMENTAL GEOLOGY (4)

The study of the earth's environment from a multidisciplinary systems approach. Each system— atmosphere, hydrosphere, lithosphere, biosphere, and anthrosphere—is studied separately and then interrelated with the others through considerations of five main topics: methods of study, evolution, physical and chemical composition and structure, classification and behavior or function, and anthropogenic effects in the past, present and future.

Listed also as Natural Sciences 231.

This course will satisfy the natural science core area requirement.

GERMAN

GERMAN COURSES (GERM)

101 ELEMENTARY GERMAN I (4)

This course introduces students to the German language by listening, speaking, reading, and writing German in a cultural context. Students will develop a basic proficiency in all language skills through a study of German grammar and vocabulary.

102 ELEMENTARY GERMAN II (4)

This course continues to develop the four language skills.

Prerequisite: German 101 or equivalent

111 INTERMEDIATE GERMAN (4)

This course completes the grammar cycles. It reinforces and builds upon basic skills in German through development of the four language skills. Compositions and dialogues in conjunction with daily written and oral exercises reinforce the grammatical concepts.

Prerequisite: German 102 with a minimum grade of C- or placement through examination

211 COMMUNICATING IN GERMAN (4)

This course continues the development of reading and writing skills with an emphasis on written and spoken communication. Visual, oral, and written materials form the point of departure for work enhancing students' communication skills.

Prerequisite: German 111 or equivalent

HEALTH SCIENCES

Dominican University offers excellent preparation for careers in the health sciences. The strength of the Dominican University curriculum has led to partnerships with leaders in health career education at the Rush Oak Park Hospital, Rush University, and Midwestern University.

Preparation for health-related careers begins with a thorough grounding in basic science. Students typically take courses in general biology, anatomy and physiology, chemistry, and physics. Depending on their future career path, health sciences students may also take microbiology, genetics, organic chemistry, biochemistry or biophysics, as well as psychology.

Dominican University offers a unique internship opportunity with Rush Oak Park Hospital. Under the direction of the medical staff, the student may explore many opportunities in the health care field, including firsthand observations of surgery and other medical procedures.

Pre-Medical Program

See page 159.

Pre-Pharmacy Program

See page 160.

Nursing

See page 140.

Occupational Therapy

See page 144.

Other Allied Health Fields

Under the direction of the health career advisor, students may also prepare for admission to programs such as physical therapy, respiratory therapy, and physician's assistant.

For more information, contact the Office of Undergraduate Admissions or the natural science department.

HISTORY

Bachelor of Arts

Major/Minor

The study of history fosters a critical approach to the human past, an acquaintance with past and present issues of social justice, and an awareness of human diversity. History courses provide an opportunity for students to gain knowledge of the human past and present in order to locate themselves and others in a historical, social, and intellectual context. History courses also convey an appreciation of history as an academic discipline with its own rules of inquiry.

The history major teaches students to analyze historical problems from several perspectives, to use primary sources and historical literature critically and effectively, and to employ historical perspectives and sources appropriately in the construction of oral and written accounts of the human past. History majors acquire both general knowledge of the human past and more detailed knowledge of a concentration within the field of historical inquiry.

The history department offers major and minor programs in history and in history for secondary and middle school teachers. In every program a student with a strong academic background may, with the department's consent, substitute courses on the 200 or 300 level for the required 100-level history courses and History 143 and 144.

Major Requirements

Thirty-six semester hours, including:

- One course from History 101 or 111;
- One course from History 102, 112, or 152;
- History 300;
- One intensified course taken after History 300 — student interested in graduate school are strongly encouraged to intensify at least two history courses and to study a foreign language beyond 102;
- Fifteen semester hours meeting the requirements of an area of concentration in history;
- Three courses outside the area of concentration—students electing a concentration in U.S. or European history must elect one course in African, global, or Latin American history in partial fulfillment of major requirements.

A minimum of 15 hours in the major field must be completed at Dominican.

Areas of Concentration

Concentration in African History: Fifteen semester hours chosen from courses listed under African History including two from History 208, 280, and 380.

Concentration in European History: Fifteen semester hours chosen from courses listed under European History, including at least one course above 200 and at least one course above 300. At least one course must address the period before 1789.

Concentration in Global History: The department's 100-level requirements should be fulfilled with History 111 and 112. Fifteen semester hours chosen from courses listed under global history, including at least one course above 200 and at least one course above 300.

Concentration in United States History: Fifteen semester hours chosen from courses listed under United States history, including 143 and 144 and at least one course above 300.

Concentration in Latin American History: Fifteen semester hours chosen from courses listed under Latin American history, including 241 and 242 and at least one course above 300.

Minor Requirements

Twenty-two hours, including:

- One course from History 101 or 111 and one course from History 102, 112, or 152
- History 300
- One course above History 300

History minors are encouraged to elect at least three courses from one of the five major areas of concentration. At least one course must be intensified.

A minimum of 10 hours in the minor field must be completed at Dominican.

HISTORY FOR SECONDARY AND MIDDLE SCHOOL TEACHERS

Major Requirements in History for Secondary and Middle School Teachers

Thirty-one semester hours in history, including History 111 and either History 112 or 152; History 300; at least nine semester hours in United States history, including one course dealing with a period before 1877; one course chosen in European history before 1789; one course in modern European history; one course in Latin American, African, or global history; at least one intensified course taken after History 300.

Additional requirements: Economics 191, Political Science 170, and Sociology 110.

Minor Requirements in History for Secondary and Middle School Teachers

Twenty-two hours in history including one from History 101 or 111 and one from History 102, 112, or 152; at least nine semester hours in United States history, including one course dealing with a period before 1877; and at least one course in Latin American, African, or global history. At least one course must be intensified. Additional requirements: Political Science 170.

Departmental Policies

Courses numbered above 200 are not open to freshmen without successful completion of English 102 or the consent of the department. 100-level history courses are not open to juniors or seniors without consent of the department.

Only history courses above 200 may be intensified. Such course intensifications require a substantial research paper or other independent project(s) for the fourth hour of credit.

Students who want to develop research skills in history are encouraged to apply for course intensification.

HISTORY COURSES (HIST)

100 LEVEL COURSES

101 HISTORY OF WESTERN CIVILIZATION BEFORE 1500 (3)

This course will investigate the history of Western civilization. Topics will include the civilizations of ancient Near East, classical Greece and Rome, and medieval, Renaissance and Reformation Europe.

This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement.

102 HISTORY OF WESTERN CIVILIZATION SINCE 1500 (3)

This course will investigate the history of Western civilization from 1500 to the present. Topics will include European societies, cultures, economies, and politics.

This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement.

111 WORLD HISTORY BEFORE 1500 (3)

This course analyzes the global links and interactions between peoples and societies from multiple backgrounds in the period before 1500. River valley civilizations, the rise and fall of empires, long-distance trade, and the spread of world religions are the major themes emphasized in this course.

This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area and multicultural core requirements.

112 WORLD HISTORY AFTER 1500 (3)

This course analyzes the global links and interactions between peoples and societies from multiple backgrounds in the period after 1500. Topics include the economic transformations of the world, colonial conquest, social revolutions, world conflicts and resolutions, processes of democratization, religion and politics, and globalization.

This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area and multicultural core requirements.

152 THE ATLANTIC WORLD 1400-1888 (3)

This is a study of the processes of cultural, social, and economic interaction in and around the Atlantic rim (Europe, Africa, North and South America) between 1400 and the abolition of slavery in Brazil in 1888.

This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement.

AFRICAN HISTORY COURSES

208 PRE-COLONIAL AFRICA (3)

This course explores the history of pre-colonial Africa from the 400s to the 1880s. Among the many themes discussed in this course are the trans-Saharan trade, the early spread of Islam, the rise and fall of African empires, and the slave trade.

Listed also as Black World Studies 180.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and the multicultural core requirements.

280 COLONIAL AFRICA (3)

This course introduces students to the history of Africa between the 1880s and the 1960s. The course focuses on the interwoven relationships between European colonialism and African nationalism. Topics include the partition of Africa, European colonial systems, Africans in the World Wars, decolonization and anti-colonial struggles, and gender relations.

Listed also as Black World Studies 281.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

380 CONTEMPORARY AFRICA (3)

This course analyzes the history of Africa from the early 1960's when the majority of African countries became "independent" to the present. Topics include the legacy of colonial rule, neo-colonialism, identity crises and civil wars, public health, the place of Africa

in the new international order, the transition toward democracy, and the impact of globalization.

Listed also as Black World Studies 380.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

390 ATLANTIC AFRICA (3)

This course examines the global links and interactions between Atlantic Africa and the much broader Atlantic world from 1450 to 1850. Topics include the slave trade, the rise and fall of empires, commercial networks, cross-cultural influences, and the impact of Africans on the making of the Americas.

Listed also as Black World Studies 300.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and the multicultural core requirements.

391 APARTHEID IN SOUTH AFRICA (3)

This course examines the history of South Africa from the early 1650s with the establishment of the Cape colony to the 1990s with the emergence of the black majority rule. Topics include the beginnings of colonial settlements, the economic transformations of South Africa, apartheid and the anti-apartheid struggle, and the challenges facing modern South Africa.

Listed also as Black World Studies 391.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and the multicultural core requirements.

420 HISTORY OF ISLAM IN THE UNITED STATES (3)

This course investigates how Muslim identities in America were constructed and reconstructed over time and space under the influence of diverse factors. The course sheds light on the life experiences of multiple groups, such as African Muslim slaves, African-American Muslims, and contemporary waves of immigrants from areas such as the Middle East, Southeast Asia, and Africa. Central among the themes examined in this course are Muslim ways of living the American dream, the “social location” of Muslims, case studies in liminality, and the role of Muslims in the formation of modern America.

Prerequisite: one history class or consent of department

This course will satisfy the multicultural core area requirement.

EUROPEAN HISTORY COURSES

217 MODERN BRITAIN AND THE BRITISH EMPIRE, 1714-PRESENT (3)

This course is a study of the history of the evolution of modern British institutions and of the rise and fall of the British Empire, emphasizing the development of

parliamentary government, the social and economic impact of the industrial revolution, and the relationship of Britain with the colonial world. This course may also fulfill requirements for the concentration in European history.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

261 GREEK CIVILIZATION GOLDEN AGE (3)

This course is a study of the interrelationships between the economic, social, and political structure of Aegean society, c. 700-323 BCE, and the intellectual and artistic achievements of Greek thought during the period. Readings will include works by Herodotus, Thucydides, Aristophanes, and modern works on the ancient economy and politics.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

262 THE ROMAN WORLD (3)

This course examines Rome’s conquest of a Mediterranean empire. We will address how major social conflicts and political inventiveness during the century of Roman “revolution” contributed not only to the later establishment of autocratic rule but to reciprocal cultural changes with the peoples of the empire.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

267 CRUSADE AND JIHAD (3)

This is a study of the holy wars between medieval Christians and Muslims including religious beliefs, military and political events, and economic and cultural consequences.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

271 THE VIKING WORLD (3)

This course examines the Vikings both in their homelands and in the many regions to which they traveled. We will look at them as merchants, conquerors, pilgrims, colonists, mercenaries, pirates, historians, and storytellers.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

275 MEDIEVAL EUROPE (3)

This course is a survey of European history from around 500 to 1500. The course emphasizes the formation of European states, medieval Catholicism, agricultural and economic change, and the

foundations of the modern world.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

276 THE FALL OF ROME: FROM CONSTANTINE TO CHARLEMAGNE (3)

This course begins by examining the decline of the Roman Empire, then looks at the first four groups to claim their legacy—Byzantium, the Islamic Caliphate, the Catholic Church, and the Holy Roman Empire.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

292 MAKING EUROPEAN NATIONAL STATES 1688-1871 (3)

This course studies the programs of sovereignty and popular sovereignty as they developed in Europe between the middle of the 18th century and World War I. Particular attention will be paid to the interaction of politics, class, and political institutions.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

293 EUROPEAN NATIONAL STATES IN CRISIS 1871-1945 (3)

The course examines Europe from the unification of Germany in 1871 to the division of Germany in 1945 emphasizing the relationship between national social and political change and international conflict.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

294 POST-WAR EUROPE, 1945 TO THE PRESENT (3)

Students will study the historical processes that made it sensible to speak of Europe as a political and cultural whole from the division of Germany through its reunification and beyond, emphasizing the relationship between social and political change and international conflict.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

308 THE CATHOLIC CHURCH IN THE MIDDLE AGES (3)

The course presents a study of the institutional, political, cultural, and intellectual history of the medieval church from its origins to the eve of the Reformation.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

323 ENGLAND IN THE TUDOR-STUART PERIOD, 1485-1715 (3)

This course is a socioeconomic history of Renaissance England and the interrelationship of social change with the development of political and religious institutions.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

332 THE SOCIAL WORLD OF THE RENAISSANCE (3)

This course studies the interaction between social, economic, and political change in Italy and Renaissance Europe and the intellectual and artistic movements of the Renaissance. The course will also consider the intellectual history of the early Northern European Renaissance in its very different socioeconomic and political setting.

Prerequisite: English 102 or departmental consent

This course will satisfy the history core area requirement.

350 MEDIEVAL WOMEN AND GENDER (3)

This course is a survey of the history of women and family in the Middle Ages. We will examine women from all levels of society and consider medieval constructions of gender and patriarchy.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

371 WORK, FAMILY, AND GENDER 1500-1945 (3)

This course explores the changing relationship between family, work, and gender roles as the European world developed and learned to live with capitalism.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

372 EUROPEAN POPULAR CULTURE 1500-1900 (3)

This course explores the fate of the oral cultures of Europe in the face of developing literacy and cultural commercialism. Topics include popular notions of self and community, popular religious beliefs, and forms of popular resistance to authority.

Prerequisite: English 102 or departmental consent

This course will satisfy the history core area requirement.

385 NAZISM AND THE HOLOCAUST (3)

This course explores the processes and events leading up to and including the different acts of genocide which occurred in the context of the Second World War. Some experience with a college-level history class is recommended.

Prerequisite: English 102 or consent of the

department

This course will satisfy the history core area requirement.

388 EUROPEAN THOUGHT AND ART, 1500 TO THE PRESENT (3)

This course explores European thinkers, writers, and visual artists since the beginning of the 16th century.

Prerequisite: English 102 or consent of the department

This course will satisfy the history core area requirement.

461 TOPICS IN EUROPEAN HISTORY (3)

This is one of several courses designed to explore particular aspects of European history.

Prerequisite: One college history course

GLOBAL HISTORY COURSES

201 A HISTORY OF GLOBALIZATION (3)

This course analyzes the ebb and flow of global economic and cultural interdependence, emphasizing developments since 1850.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

213 MODERN CHINA SINCE 1830 (3)

This course examines Chinese responses to westernization from the Opium War to the post-Mao era. The course places contemporary China in the intellectual, social, political, and economic framework of a century and a half of revolution.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

214 MODERN JAPAN SINCE 1800 (3)

This course examines the background to and development of modern Japan from pre-Perry feudalism to present-day industrial prominence. The course stresses the influence of indigenous and foreign forces on Japanese modernization and traces Japan's rise, fall, and resurgence as a great power in the 19th and 20th centuries.

Prerequisite: English 102 or departmental consent

This course will satisfy the history core area and multicultural core requirements.

216 FOUNDATIONS OF ISLAMIC CIVILIZATION TO 1456 (3)

This course introduces students to the rise and early development of Islam from its birth in seventh-century Arabia to the capture of Constantinople in the 1450's. Topics include pre-Islamic Arabia, the life and time of prophet Muhammad, the major Islamic beliefs

and practices, Islamic dynasties, and early Muslim conquests.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

219 ISLAMIC CIVILIZATIONS IN THE MODERN WORLD (3)

This course explores the history of modern Islam from the 1450's to the present. Topics include the later Islamic dynasties, the fall of the Ottoman Empire and the transformations of the Islamic world, the development of militant Islam, the mutual perceptions between Muslims and non-Muslims, and modern religious conflicts.

Prerequisites: History 216 and English 102 or consent of department

This course will satisfy the history core area and multicultural core requirement.

270 THE SILK ROAD (3)

This class explores the history of the Silk Road, a system of trade routes connecting the Far East to the Mediterranean from roughly 100 BCE to around 1350 CE. It looks at the cultures of the people who lived along the Silk Road and focuses on their moments of interaction.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

301 JERUSALEM FROM ANTIQUITY TO THE PRESENT (3)

This class examines the history of many people, states, conflicts, and beliefs through the story of Jerusalem. We begin with the founding of the city, and then study its fate when ruled by many outsiders, including the Babylonians, Romans, Arabs, Crusaders, Ottoman Turks, and British. We conclude by looking at the divided city in the nation of Israel.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

314 HISTORY OF INTERNATIONAL RELATIONS SINCE 1914 (3)

This course surveys international relations, international institutions, and war since the outbreak of World War I.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

328 LATIN AMERICAN AND UNITED STATES RELATIONS (3)

This course examines the political, economic, and cultural components of Latin America's diplomatic

history with the United States from the late colonial period (1700s) and the independence era to the present. The course focuses on the ways Latin American countries individually and collectively have responded to the United States' growing presence in inter-regional affairs through the 19th and 20th centuries.

Listed also as American Studies 328.

Prerequisite: English 102 or consent of the department

This course will satisfy the history core area and multicultural core requirements.

451 INVENTING VICTORY: THE UNITED STATES IN WORLD WAR II (3)

This is the story of how the United States cooperated with Britain in formulating the grand strategy that eventually prevailed and how its mighty industrial and agricultural arsenal was essential to victory in World War II.

Prerequisite: One college history class

This course will not satisfy the history core area requirement.

452 WAR ON TWO FRONTS: COMBAT IN VIETNAM AND UPHEAVAL IN THE UNITED STATES (3)

The course will examine the issues and consequences of the Vietnam War for the United States and Vietnam, including issues of asymmetrical war, popular support, and confidence, as well as domestic strain.

Prerequisite: One college history class

This course will not satisfy the history core area requirement.

457 TOPICS IN GLOBAL HISTORY (3)

This is one of several courses designed by instructors to explore particular aspects of global history.

Prerequisite: One college history course.

LATIN AMERICAN HISTORY COURSES

241 COLONIAL LATIN AMERICA (3)

The course is a survey of Spain's colonial empire in the Americas from the voyages of Christopher Columbus through the wars for independence (1492 to the 1820s) emphasizing the interaction of European and indigenous cultures in shaping the administrative apparatus, the economy, and the social structure of what came to be known as colonial Latin America.

Prerequisite: English 102 or departmental consent

This course will satisfy the history core area and multicultural core requirements.

242 MODERN LATIN AMERICA (3)

This course is a survey of Latin America since the colonial wars for independence (1880s) to the present. It will examine general trends in the region's quest for political stability and economic prosperity while highlighting differences in each country's national

culture.

Prerequisite: English 102 or departmental consent

This course will satisfy the history core area and multicultural core requirements.

244 LATIN AMERICAN WOMEN (3)

This is a history of the vital roles Latin American women have played in that region's political, economic, and social history from the time of the Spanish Conquest through the present. Topics include ethnicity and gender in colonial society, the evolution of female career options, women's influence upon politics, and marianismo versus machismo.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

315 LATIN AMERICAN REVOLUTIONS (3)

This course is a study of the role of revolution in 19th- and 20th-century Latin America, including trends in social and political upheavals, the Latin American independence movements, the Mexican Revolution, and the Cuban Revolution. Students will also survey theories of "revolution" as a social science concept and apply this knowledge to analyze specific case studies.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

329 CAUDILLOS AND DICTATORS IN LATIN AMERICA (3)

This course explores the cultural context of men such as Simón Bolívar, Porfirio Díaz, Juan Perón, and Fidel Castro, and questions Latin America's seeming propensity for authoritarian rule.

Prerequisite: English 102 or consent of the department

This course will satisfy the history core area and multicultural core requirements.

459 TOPICS IN LATIN AMERICAN HISTORY (3)

This is one of several courses designed by instructors to explore particular aspects of Latin American history.

Prerequisite: One college history course

UNITED STATES HISTORY COURSES

143 HISTORY OF THE AMERICAN PEOPLE TO 1877 (3)

Beginning with the British colonization of North America, the course covers the issues leading to the American Revolution, as well as the development of the political, economic, intellectual, and cultural forces which led to the Civil War and the subsequent reconstruction of the nation.

Listed also as American Studies 143.

This course will not satisfy the history core area requirement.

This course is not open to juniors or seniors without consent of department.

144 HISTORY OF THE AMERICAN PEOPLE FROM 1877 (3)

At the end of Reconstruction, a new America emerged, marked by rapid expansion, industrial growth, and technological change. In the 20th century, America became a world power. Four wars, a major depression, and incredible scientific, technological, and industrial development altered the economic, social, political, and intellectual life of Americans in the second half of the twentieth century.

Listed also as American Studies 144.

This course will not satisfy the history core area requirement.

This course is not open to juniors and seniors without consent of department.

221 COLONIAL AMERICAN EXPERIENCE (3)

This course is an exploration of the American colonial experience emphasizing the interaction among Native Americans, Europeans, and Africans between 1492 and 1763. The course investigates the development of political, religious, economic, and social institutions across the American colonies as cultures and communities were destroyed and formed along the Atlantic coast.

Listed also as American Studies 226.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

222 19TH-CENTURY AMERICA (3)

This course examines the tremendous changes the young United States experienced in its first century as a nation. We will explore topics such as the American Revolution, the market revolution, westward expansion, civil war, immigration, urbanization, and middle-class family life from the end of the colonial era to the late 19th century.

Listed also as American Studies 343.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

223 CHANGING AMERICA: THE GILDED AGE THROUGH THE NEW DEAL (3)

This course covers the tremendous social, economic, and political change in the United States between 1880 and 1940. Focusing on the Progressive movement, the cultural divisions of the 1920s, and the Depression, students will examine these periods through in-depth analysis of Hull House, the World's Fair of 1893, the rise of Ku Klux Klan and the Great Migration, and the impact New Deal programs had on everyday Americans.

Listed also as American Studies 225

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

224 THE AMERICAN CENTURY, 1940-1990 (3)

Arguably the United States played a dominant role in global events during the 20th century. From World War II and the decades of Cold War that followed, American culture, economics, and social values reflected a nation whose citizens enjoyed tremendous economic prosperity, witnessed amazing technological advancement, and experienced profound social change. What did these decades mean? How do we understand them in relation to earlier ideas of American destiny? What do they mean in the post-Cold War era?

Listed also as American Studies 224.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

296 AMERICAN MASS MEDIA HISTORY (3)

Listed also as Communication Arts and Sciences 294 and American Studies 294.

312 AMERICAN INTELLECTUAL HISTORY (3)

This course is an overview of intellectual trends and developments in America beginning with European inheritance and focusing upon the later development of ideas and value systems native to America. The course will attempt to tie ideological developments to actual events with a view to showing that ideas do have the power to affect events.

Prerequisite: English 102 or departmental consent

This course will satisfy the history core area requirement.

317 FAMILY IN AMERICA (3)

Listed also as American Studies 315.

319 THE AFRICAN-AMERICAN EXPERIENCE SINCE 1877 (3)

This course examines and analyzes the variety of economic, social, cultural, and religious experiences in diversity within the African-American community, the growth of the black middle class, the Great Migration, the creation of black urban working class, the visions of black leadership—including W.E.B. DuBois, Marcus Garvey and Booker T. Washington—and the experience of the civil rights movement and its legacy.

Listed also as American Studies 321 and Black World Studies 321.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

320 THE AFRICAN-AMERICAN EXPERIENCE TO 1877 (3)

This course examines and analyzes the variety of economic, social, cultural, and religious experiences in African-American communities from the colonial era to the end of Reconstruction. This course focuses on the construction of a distinct African-American culture and identity in the face of slavery, the complexity of the free African-American community in the North, and the persistent political struggle for freedom and equality found in the actions, rhetoric, and faith of African-American men and women during this period.

Listed also as American Studies 320 and Black World Studies 320.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

333 19TH CENTURY AMERICAN POPULAR CULTURE (3)

This course explores the history of American popular culture during the development of broadcast media.

Listed also as American Studies 333.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

334 20TH CENTURY AMERICAN POPULAR CULTURE (3)

The history of American popular culture during the development of broadcast media is examined and analyzed.

Listed also as American Studies 334.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

344 HISTORICAL EXPERIENCE OF WOMEN IN THE UNITED STATES (3)

This is a reading and discussion course on the place of women in U.S. history from the colonial period to the present. The course places particular emphasis on the development of a feminist voice both individual and collective.

Listed also as American Studies 344.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

345 THE URBAN EXPERIENCE IN THE UNITED STATES SINCE 1800 (3)

This course explores the historical development of cities in the United States focusing upon the interaction between the urban environment and the inhabitants and exploring reasons for the growth and development of cities as well as how this growth influenced culture. Focus will be placed on Chicago.

Listed also as American Studies 345.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

346 AMERICAN WORKING-CLASS HISTORY (3)

This course examines the experience of American workers both on and off the job since 1800. Emphasis will be placed on the experience of industrialization, relationships within working-class communities, labor unions, workplace relationships, workplace collective action, shop floor culture, and changing technology.

Listed also as American Studies 336.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

348 RACE AND ETHNICITY IN AMERICA (3)

This course examines and interprets the immigrant experience from the colonial era to the present, focusing on how immigrants, past and present, shaped and continue to influence the political, economic, religious, and cultural life of the United States.

Listed also as American Studies 348.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

367 THE AMERICAN WEST (3)

This course is an in-depth analysis of the American frontier as shared and contested space. Readings and discussion will address the meaning of contact between European-Americans, Native Americans and African-Americans on the frontier, the changes to the landscape and environment, the “internal empire” of the American West in natural resources, and the myths of the American West, including the place of the West in American identity.

Listed also as American Studies 337.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

368 GENDER AND URBAN LIFE (3)

Listed also as American Studies 338.

378 NATIVE AMERICAN HISTORY (3)

This course is a history of Native Americans and their interactions with invading Europeans.

Listed also as American Studies 378.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area and multicultural core requirements.

379 THE UNITED STATES IN WORLD WAR I (3)

This course examines U.S. history during the era of World War I (1912-1920) with emphasis on economic mobilization, political and military strategy, and

social programs. Students will evaluate America's participation in its first major military expedition as part of an allied coalition overseas. The consequences of international peacemaking following the Armistice in November 1918 will be reviewed.

Prerequisite: English 102 or consent of department

This course will satisfy the history core area requirement.

440 THE AMERICAN CIVIL WAR (3)

This course examines the origins, conduct, and consequences of America's "Great Civil War" from the national election in 1856 to the disputed national election of 1876 and the end of Reconstruction in 1877. Students will analyze domestic and international political themes and Union and Confederate military policies, operations, and institutions. The course will review the social and economic consequences of the war and peace in the United States.

Prerequisite: One college history course

This course will not satisfy the history core area requirement.

451 INVENTING VICTORY: THE UNITED STATES IN WORLD WAR II (3)

See Global History.

452 WAR ON TWO FRONTS: COMBAT IN VIETNAM AND UPHEAVAL IN THE UNITED STATES (3)

See Global History.

453 THE MILITARY IN THE UNITED STATES (3)

The course is an overview of U.S. military history with an emphasis on military policy, the formulation of national and military strategy, and the development of military institutions. Major military events from the war with Mexico to the conclusion of the Vietnam War will be utilized as illustrations.

Prerequisite: One college history course

This course will not satisfy the history core area requirement.

460 TOPICS IN UNITED STATES HISTORY (3)

This is one of several courses designed by instructors to explore particular aspects of the history of the United States.

Prerequisite: One college history course

OTHER COURSES

300 INTRODUCTION TO HISTORICAL STUDIES (3)

This course introduces students to the practice of history as a discipline of study, explores questions about what historians do and how they do it, and also focuses on the practicalities of producing extended historical writing. It is recommended that all majors take this class by the end of the fall of their junior year and in conjunction with another history course that is

intensified.

Required for all history majors and minors.

Prerequisite: One college history class

This course will not satisfy the history core area requirement.

307 ORAL HISTORY (3)

Oral history is the structured collection of living people's testimony about their own lives and experiences. It is an excellent research tool for understanding the perspectives of those whose voices are excluded from other recorded forms of history. Oral history can also provide important personal interpretations of historical events in the recent past. Using oral history and ethnographic case studies this course examines the purpose, theory, and practice of oral history. Students will conduct their own oral history interviews as part of this course.

Prerequisite: One history class

Recommended for all history majors.

450 INDEPENDENT STUDY (1-3)

Prerequisite: Consent of instructor

455 INTERNSHIP (1-8)

Prerequisite: Consent of instructor

499 TUTORIAL (1-3)

Prerequisite: Consent of instructor

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

HONORS SEMINARS

Honors seminars (HNSM) are open only to students admitted to the university's Honors program.

FRESHMAN HONORS SEMINARS: THOUGHTS AND PASSIONS

160 EVIL AND THE PARADOX OF HOPE (3)

The Brothers Karamazov will interrogate us about our convictions, assumptions, and deepest questions, including those related to the dynamics of evil, suffering, and cruelty, and the perhaps paradoxical hope for meaning, purpose, and goodness. Can evil be explained or are explanations evil? Where is "God" during earthquakes, genocides, and the suffering of one innocent person? Where are we? Seminar participants will propose and discuss additional course materials and readings emerging from our sustained dialogue with Dostoevsky's text.

161 BEYOND A REASONABLE DOUBT (3)

In a court of law, a defendant's life hangs upon guilt "beyond a reasonable doubt." But in the journey from doubt to certainty (and the likelihood of a roundtrip!), what is the role of faith? With the help of Dostoevsky, Camus, Freud, Kierkegaard, Augustine, and others, this seminar will grapple with questions of faith and reason, doubt and certainty, and the restless search of the self for truth.

163 PLAYING WITH THE PASSIONS (3)

Our passions can play on our reason—are we awake or are we dreaming? Do we choose an action because it is reasonable or because we have rationalized our passions? In turn, reason is used to play on the passions: people are manipulated through their desires or fears. We see examples of both in *The Brothers Karamazov*. Which of these two, reason or passion, rules us? Even the seemingly most rational of our activities—science—uses persuasion, as we see in Descartes and in modern cases of scientific debate. How do our reason and our passions lead us to answer the questions of who we are and what our place is in the world and in the cosmos?

165 SUFFERING, GRACE, AND REDEMPTION (3)

Flannery O'Connor once stated that "there is no suffering greater than what is caused by the doubts of those who want to believe." In this freshman honors seminar, students will read, think, speak, and write about what it means to suffer toward understanding—one's own faith or non-faith, as well as one's societal, familial, or intellectual place in society, in

general. Students will be challenged to read carefully and to think deliberately about our common course text, Dostoevsky's *The Brothers Karamazov*, as well as works from various authors, including O'Connor, C.S. Lewis, Mark Twain, and others.

SOPHOMORE HONORS SEMINARS: HUMAN BEING AND CITIZEN

261 GENDER ISSUES IN WESTERN POLITICAL THOUGHT (3)

An exploration of gender issues in Western political thought through major texts and commentaries, as well as accounts of popular political discourse.

262 GLOBALIZATION AND CIVILIZATION (3)

What does it mean to be a citizen in today's world? How will the "next generation" preserve humane values in the world of tomorrow? From a close reading of Plato's *Republic*, Jared Diamond's *Collapse: How Societies Choose to Fall or Succeed*, Sigmund Freud's *Civilization and Its Discontents*, Samuel Huntington's *The Clash of Civilizations*, and Jonathan Sack's *The Dignity of Difference*, students will explore the possibilities and problems of achieving peace, security, and prosperity in the midst of a rapidly changing social and physical environment.

263 PLATO'S WORLD SOCIETY TOMORROW (3)

In *The Republic*, Plato asks the question, what does it mean for a human being to be just? And is it worth it? To answer the question he takes the scenic route and examines the political community as a whole. In so doing, he sets the foundations of Western political philosophy—and raises some of its most challenging questions. What is the best government? How far can a state regulate the life of its citizens? How are rulers to be chosen? Can politicians serve the public, or are they bound to be corrupt? We will examine these foundational questions and their relevance in today's world, while keeping in sight Plato's original intention: an examination of human beings as moral beings.

JUNIOR HONORS SEMINARS: HUMAN BEING AND NATURAL BEING

363 SCIENCE AND RESPONSIBILITY (3)

An examination of the relationship of intellectual and social contexts with the process of doing science, raising issues of responsibility that arise at the intersection between science and other human activities.

382 CONTEMPORARY ISSUES: SCIENCE AND TECHNOLOGY (3)

Scientific discoveries in the 19th century stimulated the rapid growth of technology that is both blessing and bane to contemporary society. The seminal work of John Dalton, Charles Darwin, James Maxwell, et al., led to revolutionary advances in the physical and biological sciences, which in turn gave us tools capable of dignifying or demeaning our collective existence. In this course we will focus on the origin and history of the two contemporary and contentious technological issues, specifically, genetic engineering and nuclear energy. Along the way we will explore the scientific method, the differences between science and technology, and the interdisciplinary nature of rational decision making.

383 THE EVOLUTION OF SCIENCE: HUMAN BEING AND NATURAL BEING (3)

This course will begin with a close reading of Darwin's *Origin of Species*, leading to some questions for discussion. How did Darwin understand evidence? Does experiment play any role in Darwin's science? How does Darwin's understanding of science as present in *Origin of Species* differ from that of Karl Popper or Thomas Kuhn? Matt Ridley's *The Red Queen* will give us a basis for talking about how modern genetics contributed to the evolution of the science of evolution. Throughout the course we will have in mind two questions: What is nature? And how do we know that we know?

384 EVOLUTION, EUGENICS, AND DISABILITY IN AMERICA (3)

Does Darwin's theory of evolution change our understanding of what it means to be human? We will begin with *Origin of Species*, then explore the contentious issues of eugenics and disability in American history and contemporary society.

SENIOR HONORS SEMINARS: WISDOM AND POWER

453 THE WISDOM AND POWER OF THIS WORLD ONLY? (3)

To what extent can human beings, individually or together, control the course of history? Must men and women use all human means, including coercion and violence, to right the wrongs of this world and to protect themselves and others? Or is there available to humanity some sort of otherworldly wisdom and power in suffering that, as Saint Paul wrote, is "folly to the Greeks?" Is there, as one theologian suggests, sometimes a "grace of doing nothing" when others suffer? Or would we be obliged to battle injustice even if, in the words taken from a famous treatise on war and peace, "God did not exist or took no interest in

the affairs of men?" In this seminar, we will join in conversation with extraordinary writers who have explored such questions in unusual depth.

462 THE BOOK OF JOB, OEDIPUS THE KING, AND KING LEAR (3)

These three great texts, from the Old Testament, from fifth-century (BCE) Athens, and from Renaissance early 17th century England, are towering works of three great cultures, representing some of the very finest attempts of the human imagination to come to grips with the spiritual and philosophical problems that trouble us endlessly: How are we to understand the dilemmas, the catastrophes, and the triumphs of the human spirit of human existence in relation to the divine? How can an understanding of tragedy as a genre help us to realize who we are as human beings?

463 TRAGEDY AND HOPE (3)

How much power do human beings really have? What is the relationship between human power, divine power, human suffering, and hope? In this seminar, students will discuss literary texts that put forward these and related questions. Careful study of the three classic works--the book of Job from the Hebrew Bible, the Greek tragedy *Antigone*, and Shakespeare's *King Lear*--will enable students to engage with questions of human agency in a world where suffering seems incapable, even strangely necessary. Additional readings from Friedrich Nietzsche, St. Therese of Lisieux, and others will allow seminar participants to consider how art and spiritual practice influence our understanding of suffering and hope.

464 THE TRAGIC IN HUMAN LIFE (3)

We typically look at tragedy as something having to do with untimely or painful death or with a great harm done to an innocent. But tragedy, in its original sense, also concerns humankind's dealing with weighty issues: issues of fundamental importance to the understanding of the human condition. What do we mean by the tragic? Are our lives controlled by fate or a higher power? Or, do we control our lives and determine our own destinies? Ultimately, what is our place in this world: does human life have meaning? We will explore these and other questions through critical readings and spirited discussions of the following texts: Job, *Oedipus Tyrannous*, *King Lear*, Aristotle's *Poetics* and Nietzsche's *The Birth of Tragedy*.

INFORMATION LITERACY

INFORMATION LITERACY COURSES (LIB)

INFORMATION LITERACY WORKSHOP (No Credit)

A noncredit workshop offered by the library to degree-completion transfer students who have not completed English 102 at Dominican as the way to fulfill the foundation requirement. Students will learn the basics of library research including the ability to locate both print and electronic sources by searching library databases for articles and books, effectively using the internet for academic purposes, evaluating information critically, and using the information ethically and legally. This course is offered on a satisfactory/fail basis. Students will be expected to spend time in the library to complete hands-on exercises.

INFORMATION TECHNOLOGY

Bachelor of Science Major

Information technology (IT) plays an increasingly important role in all organizations today. IT professionals work in all industries developing, maintaining, and enhancing the technology infrastructure for the organization. A degree in IT at Dominican will prepare students to take on a variety of IT roles including network administration, systems administration, computer security, hardware and software support, and end-user support.

Students may not double major in computer science and information technology.

Major Requirements

- Computer Science 155, 165, 244, 275, 299, 325, 330, 335, 431, 434, 436, 445, 475, and either 455 or 471;
- Communications Arts and Sciences 200;
- English 336;
- Mathematics 240.

A minimum of seven of the computer science courses must be completed at Dominican.

Some computer science courses are not offered every year. It is strongly recommended that a student who plans to major in information technology consult with a faculty member of that department as early as possible in his or her college career.

INTERDISCIPLINARY COURSES (ID)

090 STUDENT SUCCESS WORKSHOPS (No Credit)

Offered throughout the semester, these one-hour workshops empower students with the skills necessary to complete their studies successfully. Through a series of interactive activities, presentations, and real case studies, students learn techniques to solve their particular problems that interfere with lifelong learning. Topics covered are reading and writing strategies, time management, and test-taking skills. This is a noncredit seminar open to all who wish to enhance their academic skills and learn new techniques. This course is offered on a satisfactory/fail basis.

102 STRATEGIES FOR ACADEMIC SUCCESS (3)

This course, through proven strategies of self-assessment, guided journaling, and critical-thinking case studies, will empower students to attain success in their academic and personal lives. The course stresses self-exploration, personal growth, and wise decision making. Woven into each unit are the essential study skills of reading, note-taking, test-taking, time management, writing, and other skills needed to ensure student success.

103 THE ART OF READING WELL (1)

Individualized reading instruction. Entrance scores/ placement results may require some students to take this course as a prerequisite for English 102. This course is graded on a satisfactory/fail basis and may be taken for credit more than once.

Prerequisite: Placement or consent of instructor

260 INTERDISCIPLINARY TOPIC (1)

INTERNATIONAL RELATIONS AND DIPLOMACY

Bachelor of Arts

Major

The major in international relations and diplomacy is designed to prepare students to enter into the foreign service or into international agencies on the private, governmental, or worldwide level. Examples of such organizations—with headquarters in the United States or abroad—are CARE, the Commission for Environmental Cooperation (part of NAFTA), or the World Bank.

Preparation for graduate school, for students wishing to specialize in a certain area, is also provided. Further information on international career opportunities is available from the major advisor.

A background in international studies and in at least one foreign language are considered essential for competitiveness in the international field. The student will work with the major advisor to develop a coherent course of studies for his or her area of interest.

Major Requirements

- Political Science 170, 240 or 250, 343;
- Two courses in political philosophy;
- Four courses in world politics;
- Two years university-level language training or equivalent (see below);
- One course in European history at the 200 level or above;
- One course in each of two different political areas outside of Western Europe;
- Capstone course: International Studies 403.

Courses in economics, world history, and U.S. history are also recommended.

A minimum of one-half the courses in the major field must be completed at Dominican.

Language Requirement

Students whose first language is not English, and who have completed their secondary school education in a non-English-speaking country, may select English as the language component. In this case, they must take 15 hours of English beyond English 102, selected in consultation with the student advisor and the English department. The 15 hours must include English 190. Language competency in languages that are not offered at Dominican may be accepted for the language requirement in consultation with the department advisor. This is generally approved if the student verifies academic training at accredited institutions or third-party objective testing in the language at the appropriate level of competency. The department, in consultation with language experts, is

the final arbiter on language competency for purposes of degree completion.

Foreign language competency is essential for a successful career in international relations and diplomacy and graduate studies. It is strongly recommended that students pursue a chosen language beyond the minimum requirement set by the department. In addition, it is highly suggested that more than one additional language be pursued. If a student is a native speaker of a language other than English, it is highly recommended that the student pursue a third language to fulfill the language degree requirement. It is also strongly recommended that the student study abroad and/or complete an internship with the Department of State or some other international agency in Washington, DC. The field of international relations and diplomacy is extremely competitive and advantages need to be accumulated early and often.

INTERNATIONAL STUDIES

The following courses fulfill certain requirements of the international business and the international relations and diplomacy major.

INTERNATIONAL STUDIES COURSES (INST)

- 200 INTERNATIONAL RELATIONS (3)**
Listed also as Political Science 240.
- 204 LATIN AMERICA TODAY (3)**
Listed also as Sociology 204.
- 250 COMPARATIVE POLITICS (3)**
Listed also as Political Science 250.
- 255 BRITISH POLITICS (3)**
Listed also as Political Science 255.
- 260 RUSSIA AND ITS NEIGHBORS (3)**
Listed also as Political Science 260.
- 262 POLITICS AND FILM (3)**
Listed also as Political Science 262 and Communication Arts and Sciences 385.
- 263 CHINA: MAO TO REFORM (3)**
Listed also as Political Science 263.
- 264 POLITICS IN AFRICA (3)**
Listed also as Political Science 264 and Black World Studies 264.
- 265 MIDDLE EASTERN POLITICS (3)**
Listed also as Political Science 265.
- 267 POLITICS OF INDIA AND PAKISTAN**
Listed also as Political Science 267.
- 269 WOMEN LEADERS IN THE WORLD (3)**
Listed also as Political Science 269 and Study of Women and Gender 269.
- 302 SOCIOLOGY OF GLOBALIZATION AND DEVELOPMENT (3)**
Listed also as Sociology 302.
- 343 INTERNATIONAL LAW (3)**
Listed also as Political Science 343.
- 348 POLITICS OF EUROPE (3)**
Listed also as Political Science 348.
- 350 WOMEN AND DEVELOPMENT (3)**
Listed also as Sociology 350 and Study of Women and Gender 351.

403 SENIOR SEMINAR (3)

Capstone course in international relations and diplomacy.

450 INDEPENDENT STUDY (1-8)

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

ITALIAN

Bachelor of Arts

Major/Minor

The goals of the Italian division are to help students achieve: 1) an understanding and command of the linguistic structures of the Italian language that enable them to use it correctly and fluently in speech and in writing; 2) an awareness and appreciation of the culture of Italy; 3) a familiarity with the literary production of Italy and the ability to critically analyze it.

Italian majors are prepared for graduate study in Italian and various career possibilities including business, education, government, international relations, and diplomacy.

The Italian division encourages students to participate in study abroad programs.

Major Requirements:

Thirty-two semester hours beyond Italian 111, including Italian 255 and 256, and two selected from Italian 365, 366, 367 or 368. No more than four courses at the 200 level may be counted toward the major. Students must register for course intensification in order to count Italian 260, 275, or 295 toward the major. Graduating seniors must complete an oral interview patterned on the ACTFL guidelines and/or complete a written assessment exercise during their last semester of classes. Seniors should consult with the discipline director. If students have had such an interview to complete requirements for the School of Education, the results of this test must be filed with the discipline director. A minimum of one-half the courses in the major field must be completed at Dominican.

Minor Requirements

Twenty-four semester hours beyond Italian 111. A minimum of one-half the courses in the minor field must be completed at Dominican.

ITALIAN COURSES (ITAL)

BASIC LANGUAGE COURSES

101 ELEMENTARY ITALIAN I (4)

This course introduces students to the Italian language by listening, speaking, reading and writing Italian in a cultural context. Students will develop a basic proficiency in all language skills through a study of Italian grammar and vocabulary.

102 ELEMENTARY ITALIAN II (4)

This course continues to develop the four language skills.

Prerequisite: Italian 101 or equivalent

111 INTERMEDIATE ITALIAN (4)

This course completes the grammar cycle. It reinforces and builds upon basic skills in Italian through development of the four language skills. Compositions and dialogues in conjunction with daily written and oral exercises reinforce the grammatical concepts.

Prerequisite: Italian 102 with a minimum grade of C- or placement through examination

ADVANCED LANGUAGE COURSES

211 COMMUNICATING IN ITALIAN (4)

This course continues the development of reading and writing skills with an emphasis on written and spoken communication. Visual, oral, and written materials form the point of departure for work in enhancing students' communication skills.

Prerequisite: Italian 111 or equivalent.

300 ADVANCED GRAMMAR AND COMPOSITION (3)

Development of writing skills with emphasis on the complexities of structure and idioms, and composition techniques.

Prerequisite: Italian 211 or equivalent.

301 ADVANCED DISCUSSION (3)

Development of increased fluency in the spoken language in a variety of forms—through conversations, reports, and the use of relevant contemporary materials contained in short stories, films, magazines, and newspaper articles.

Prerequisite: Italian 211 or equivalent

315 ADVANCED ITALIAN (3)

Advanced level Italian offered only to participants in the Florence study abroad program.

Prerequisite: Italian 211 or equivalent

CIVILIZATION AND CULTURE COURSES

255 ITALIAN CIVILIZATION AND CULTURE I (3)

An introduction to the history and culture of Italy from the medieval through the Renaissance periods by examining the geography, visual arts, literature, customs, economy, politics, and lifestyles of the time.

Prerequisite: Italian 211 or equivalent.

256 ITALIAN CIVILIZATION AND CULTURE II (3)

An introduction to the history and culture of Italy from the Baroque period to the present by examining the geography, visual arts, literature, customs, economy, politics, and lifestyles of the time.

Prerequisite: Italian 211 or equivalent

260 ITALIAN-AMERICAN CULTURE (3)

An exploration through film and literature of the position of Italian-Americans in the United States during the 20th and 21st centuries. This course is conducted in English.

Listed also as Modern Foreign Language 260.

This course will satisfy the literature core area requirement.

295 ITALIAN CINEMA (3)

The development and evolution of Italian cinema after World War II to the present. A survey of Italian film directors such as Federico Fellini, Roberto Rossellini, Vittorio De Sica, and Giuseppe Tornatore. This course is conducted in English.

320 HISTORY OF THE ITALIAN LANGUAGE (3)

This course is designed to provide students with an overview of the evolution of the Italian language. Course material covers the *Questione della Lingua*, linguistics, and dialects.

Prerequisite: Italian 300

PROFESSIONAL COURSES**345 BUSINESS ITALIAN (3)**

An introduction to written and oral Italian as it applies to the business profession. Provides exposure to current Italian commercial structures, business practices and terminology, and cultivates business-related communication skills.

Prerequisite: Italian 255, 256, 300, or 301

LITERATURE COURSES**275 DANTE'S *INFERNO* (3)**

This course provides an understanding of Dante's *Inferno* through a close examination of the text, while also exploring visual commentary of the text. A study of manuscript art of the *Inferno* presents the historical context in which the work was circulated in its earlier years. This course is conducted in English.

This course will satisfy the literature core area requirement.

360 THE ITALIAN SHORT STORY (3)

A study of the novella from the Middle Ages to the present.

Prerequisite: Italian 255, 256, 300, or 301

This course will satisfy the literature core area requirement.

365 LITERATURE OF THE ITALIAN MIDDLE AGES (3)

The course covers the literary production of the Italian Middle Ages. Works include the poetry of the duecento

and an introduction to masterpieces by Dante Alighieri and Giovanni Boccaccio.

Prerequisite: Italian 255, 256, 300, or 301

This course will satisfy the literature core area requirement.

366 LITERATURE OF THE ITALIAN RENAISSANCE (3)

The course covers the literary production of the Renaissance. Works include those of Francesco Petrarca, Niccolò Machiavelli, and Ludovico Ariosto, among others.

Prerequisite: Italian 255, 256, 300, or 301

This course will satisfy the literature core area requirement.

367 LITERATURE OF THE ITALIAN ROMANTIC PERIOD (3)

The course begins with the pre-Romantic works of Ugo Foscolo and focuses on the literary production of Alessandro Manzoni and Giacomo Leopardi. Includes a discussion of the Italian Romantic movement within the context of European Romanticism.

Prerequisite: Italian 255, 256, 300, or 301

This course will satisfy the literature core area requirement.

368 LITERATURE OF MODERN ITALY (3)

An introduction to Italian literature from the 20th century to the present through a study of representative selections of prose and poetry.

Prerequisite: Italian 255, 256, 300, or 301

This course will satisfy the literature core area requirement.

427-430 SPECIAL TOPICS (3-4)

Reading, discussion, and reports on selected literary works or movements. Content varies.

Prerequisite: Italian 255, 256, 300, or 301

This course will satisfy the literature core area requirement.

OTHER COURSES**299 APPLIED FOREIGN LANGUAGE COMPONENT (1)**

A project in Italian directly related to another non-Italian course in which the student is currently enrolled. Course may be taken for credit more than once.

Prerequisites: Italian 111 or equivalent; approval of the Italian discipline head and the instructor of the related course

399 DIRECTED STUDY (1-4)

Directed study open only to students who have already taken all Italian courses offered in a given semester. Students will work closely with the instructor.

Prerequisites: Junior standing and consent of instructor.

450 INDEPENDENT STUDY (1-4)

Independent study is for students who have already taken all Italian courses offered in a given semester.

Prerequisites: Senior standing and consent of instructor.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

JOURNALISM

Bachelor of Arts

Major/Minor

Journalism majors will learn the bedrock skills of news reporting and writing and acquire the technical capacity to apply them in the rapidly changing world of print, broadcast, and web journalism. Students will complement the hands-on skills training with in-depth study of media law, history, theory, criticism, and ethics.

This course of study will prepare students for careers in the media and also provide the background in critical thinking, problem solving, and clear writing necessary for success in a wide range of other careers or graduate programs.

Major Requirements

Forty-two semester hours, chosen in conjunction with a department advisor:

- Communication Arts and Sciences (CAS) 146, 204, 256, 293, 356, 422 are required. In addition, students must choose from the following:
- Three credits from among CAS 229, 244, English 333, and 335;
- Three credits from among CAS 222, 259, 294, 298, 351, and 420;
- Three credits from among CAS 208, 292, 316, 350, and 358;
- Three credits from any combination of CAS 264, 411, and 455;
- Three credits from CAS 130, 224, 230, 236, 237, 239, and 349;
- Three credits from CAS 250, 268, 274, and 320;
- Three credits from CAS 155, 200, 307, Theatre 160, and 161;
- Three additional credits from among the CAS journalism area.

A minimum of 15 credit hours in the journalism field, including CAS 422, must be completed at Dominican.

Minor Requirements

- Communication Arts and Sciences 146, 204, 256;
- Three credits from among Communication Arts and Sciences 293, 294 and 356;
- Six additional credits from the CAS journalism area.

A minimum of nine credit hours in the journalism field must be completed at Dominican.

LIBERAL ARTS AND SCIENCES SEMINARS

All students enroll each year in liberal arts and sciences seminars, courses in which students consider multiple perspectives on personal, social, and philosophical issues by reading, discussing, and writing about the seminar topics. According to their class standing, students choose from a variety of seminars exploring the topics listed below.

- **Freshman Seminar:** Dimensions of the Self (100 level)
- **Sophomore Seminar:** Community, Culture, and Diversity (200 level)
- **Junior Seminar:** Technology, Work, and Leisure (300 level)
- **Senior Seminar:** Virtues and Values (400 level)

While liberal arts and sciences seminars are taught by instructors from various disciplines representing alternative approaches to the general topics, they share several features. As seminars, they are courses in which students, led by an instructor, investigate problems, design projects, explore resources, and share findings. They are, that is, courses in which students learn with and from each other. The seminars are thematic. Building on each prior semester, they take as their departure point questions, problems, and issues that are both universal and urgent—questions, problems and issues that engage the whole person throughout life.

Because all seminars at each class level share a common general topic and a common text or texts, they place at the center of students' Dominican education a shared experience; they embody for students the distinctive community of learners they have joined.

Finally, the seminars are integrative. They help students see and articulate connections between information and ideas originating in other courses. They help students see and articulate connections between their course work and their lives beyond the classroom. They help students see and articulate connections between their own lives and the lives of others—past, present and future—in the communities and, ultimately, the society to which they belong. And, as seminars, they place the individual student at the center of this activity of mind: the student, in the company of others, makes her or his education coherent.

Specifically, the seminars help students: maintain and extend skills acquired elsewhere: reading critically, writing effectively, finding and evaluating information sources, applying computer technology; synthesize the knowledge they are drawing from

other courses both within and outside the chosen field of study; learn how, respectfully and fruitfully, to collaborate with others in building knowledge and understanding; acquire the habit of reflection on matters intellectual, moral and spiritual.

Students will “take” from their seminars no more and no less than they “give” to them. By engaging actively the materials encountered and the ideas of classmates, by first informing themselves, then participating thoughtfully in class discussions, and by completing diligently their portion of the work of the group, students gain new information, new insights, and new perspectives. More important, though, is that they gain a “new” way to learn and new respect for the power of the mind that they will carry with them into their lives beyond the classroom.

Freshman Seminars: Dimensions of the Self

Although freshman seminars take a variety of approaches to this topic, all take as focal point these fundamental questions:

- What is “the self”?
- Is “the self” made? ...inherited? ...given? ...discovered?
- What are some of the key influences on a person's physical, emotional, spiritual, and intellectual development?
- How does “the self” interact with a community?

Sophomore Seminars: Community, Culture, and Diversity

The central questions raised in all sophomore seminars are:

- How are group membership and personal identity interrelated?
- What are the causes and effects of inequality among and within groups?
- What does it mean to live in a diverse community?

Junior Seminars: Technology, Work, and Leisure

Although the topics that serve as departure points for individual Junior Seminars vary widely, all seminars have in common a systematic exploration of the following questions:

- What is work? What is leisure? What is technology?
- What is the place of work and leisure in the life of the individual in society?
- What impact does technology have on work and on leisure?

- What part does making a living play in making a life?

Senior Seminars: Virtues and Values

In the senior seminar, students take up the questions:

- What does it mean to be good, to lead a good life?
- How does what I do relate to who I am?
- How does one reconcile self-interest with a broader sense of responsibility?
- How does one negotiate conflicts between social norms and personal convictions?

LIBERAL ARTS & SCIENCES SEMINARS (LAS)

FRESHMAN SEMINARS

146 INSIDE THE HALL OF MIRRORS: LITERARY REFLECTIONS

Literature often provides readers with a sense of escapism to worlds of this and countless other times and dimensions. Some of the most compelling works of literature feature characters that engage in enlightened moments of self-discovery. By examining how literary characters examine themselves in a variety of contexts, one can come to a truer understanding of the self and one's place in present day society. This seminar features various works of poetry, fiction, drama, and film that allow a character's personal reflections to point the mirror at us.

147 MY AUTHENTIC SELF—ROADS TAKEN AND NOT TAKEN (3)

What is the authentic self? How does it interact with the other (family, friends, society at large, and culture)? Is the true self historically conditioned and culture-relative? Is our conception of ourselves related to our knowledge and understanding of other people? This course helps you to recognize the person you are becoming. Looking back, you will reflect on the decisions that have brought you to where you are, and ask if your life has deeper meaning because of your experiences. Looking forward, you will consider how you will negotiate all your choices. How will you shape your hopes and dreams?

148 WHO DO YOU WANT TO BECOME? (3)

From kindergarten on, we are often asked: what do you want to be when you grow up? This intensifies in late high school and early college as pressure builds to choose a career path. This course asks different questions: Who are you right now? Who do you want to become? How do you become that person? Through engagement of challenging readings and lively discussions, this course examines the forces that contributed to who you are today and the forces that might shape you at Dominican. It also looks to the future and resources, academic and other, you will have for the

journey of becoming who you are meant to be, no matter what you end up doing.

149 FACEBOOK: IMAGES OF THE SELF AS FRIEND (3)

What is a friend—on Facebook or anywhere else? Who can be friends? Under which circumstances does friendship thrive or wither? From Plato to the present, at stake in the various articulations of “ideal friendship” is often the very definition of what it means to be a “self.” Through the study of a variety of writings, images, films, websites, and audio materials, this seminar will identify the most important recurring themes in Western thought on the “self” as friend. It will also encourage students to identify and develop their own working definitions of “self” and “friend,” comparing and contrasting them with those derived from the course material.

150 AMERICA IN SEARCH OF ITSELF (3)

This course is about the “American Dream.” It explores what we mean by “having a good life”; whether there is an American identity; how our past, politics, economics, and rapidly changing population affect our prospect for a fulfilling future in the United States.

153 FAITH AND LIFE TODAY (3)

This seminar is designed to help students mature by identifying questions of faith today and coming to understand them more fully in terms of moral principles of decision-making and some of the best prose literature: short stories of initiation. The course does not presuppose literary background or religious commitment, but both are welcome. Students will develop skills in research and in critical reading, writing, speaking, and listening through this exploration. This seminar will require off-campus service hours.

163 SHADOWS OF THE SELF (3)

In seeing live theatre, studying world-famous dramas, pertinent essays, and a common text, we enter a world of character transformation. Plays, for example, capture characters in moments of crisis, self-awareness, and decision making, that mirror our own conflicts and the ways we choose to resolve them. The shadows of the self guide us into deeper self discovery.

164 EXPLORING THE CREATIVE HUMAN SPIRIT (3)

Everyone possesses a creative human spirit. Creative moments are vital to survival and growth. We will learn about how others have used creativity to discover new ideas and products. We will explore ways to encourage our own creative human spirit to surface more often. We will apply the new concepts of creative thought that we have learned to propose solutions to both personal and global problems. Get ready to fly!

168 WHAT'S IN A NAME? (3)

How important are the race, ethnicity, and language of one's ancestors for determining one's personal identity? How does this compare with the impact of one's immediate surroundings? This seminar explores these and other questions by focusing on the experiences of "uprooted" and "transplanted" people at different points in space and time as they search for a sense of self.

170 DOING THAT THING YOU DO (3)

This seminar will introduce students to an explanation of human behavior that is frequently used by economists and other social scientists. The rational-self-interest model of who we are and why we do what we do will be examined in the context of other views of human behavior, as illustrated by parables, short stories, novels, plays, and movies.

171 THINKING FOR ONESELF (3)

Some say that enlightenment means having the courage to think for oneself, rather than being lazy or cowardly while following the herd and letting others tell us what to believe or do. Others say that life is inevitably lived within a tension between freedom's open possibilities and destiny's imposing limitations. We'll pursue this problematic through writings religious and philosophical, literary and psychological, Eastern and Western.

175 NEW HORIZONS (3)

"Leadership is the quality which enables people to stand up and pull the rest of us over the horizon," according to James L. Fisher. This course will explore the question How does one become a leader? by looking at psychological, emotional, and spiritual aspects of the developing and changing self. We will examine the phenomena of personal development and growth, peer pressure, hero worship, changed/changing relationships, and the experience of moving from the "top of the heap" to the bottom in relationship to addressing personal and social issues of leading and following. Students will study and experience the intimate connection between self-development, leadership, and community. This seminar will require off-campus service hours.

178 I AM MY IPOD (3)

This course examines the interplay between technology and identity development, particularly in today's culture. Whether it is the iPod and what your music collection has to say about who you are and what you find meaningful, email, IM, the personal computer, cell phones, video games, or applications like mySpace and Facebook, technology plays an important role in how we define ourselves and how we relate to others. This seminar also looks at the popular culture of various decades, as captured through technological media as

well as written sources, and examines the influence these media and writings have exerted on the "collective identity development" of each affected generation.

182 MIRRORS TO THE SELF (3)

A mirror reflects us back to ourselves so that we can see what we look like. Our relationships, life events, and the decisions we make are mirrors that enable us to see ourselves more clearly and to know who we really are. Through essays, short stories, and poetry that help us to see into those mirrors more clearly, we will explore how a person discovers his or her true identity. Students will develop critical reading and writing, as well as listening and speaking skills, in this seminar. This seminar will require off-campus service hours.

184 THROUGH THE LOOKING GLASS (3)

Like Alice in Wonderland, we meet people, have amazing, often improbable, experiences, and hear stories that shape us, challenge us, and lead us on an adventure in self-discovery. Through story, text, film, and creative play, this seminar will explore those things and people that have helped us to discover our authentic lives.

185 SAME SELF, DIFFERENT DAY? (3)

Am I the same person I was last year? five years ago? Will I be the same person in five years' time? in 10 years? We will examine the ways that selves are constructed through narratives, with a particular attention paid to the possibilities of changing ourselves.

186 KNOW THYSELF (3)

This seminar takes as its starting point the famous Greek maxim, "*Gnothi sauton*" (Know thyself), and it assumes that self-knowledge comes only by reaching beyond oneself to engage an ever-wider world. Through challenging readings, discussion, written exercises, and even some "brain teasers," this seminar will aid a process of self-discovery and self-appropriation that in various ways keeps coming back to an overriding question: "What does it mean for me to live an authentic human life—intellectually, morally, religiously?"

187 INNER AND OUTER REALITIES (3)

Perhaps one of the most compelling questions any of us can ask is, "Who am I?" Going far beyond the superficial list of likes and dislikes, we shall explore some of the essential and non-negotiable ingredients of the self, those inner and outer realities that form our personalities and, perhaps, even our soulfulness. Of course, outer realities such as race, gender, class, and physical and intellectual capacity play important roles. But what about those invisible yet real inner dimensions that transcend yet include what others see?

189 THIS I BELIEVE (3)

"I" is in the middle—your "I." This seminar explores the influences coalescing to produce your "I" by

contemplating the life stories of others in relation to your own. We will be exploring various streets taken by book and movie characters. On what street did they grow up? How far did they travel from that street? When did they venture forth and why? Whom did they meet in their travels? What beliefs guided their way? There are many streets or paths in life. Which path will lead to happiness, holiness, and effectiveness? Where is your own street leading? What do you believe? The reading, conversing, and writing of this seminar will help focus and form the essential foundation of your life, so you may better articulate to yourself and others, “This I believe.”

192 WE DON'T NEED NO EDUCATION (3)

In this seminar, we will consider the role that education, particularly college education, plays in shaping the self. We will examine this theme by reading biographies and novels from men and women as diverse as St Augustine, Ralph Ellison, Barack Obama, and the first woman to attend the University of Michigan. In most cases, we will see that while education plays a pivotal role, it is not an uncontested one. Most of our authors actually reject the lessons of their formal schooling, at least initially. As we think about the development of the self for these interesting and important people, we will think about our own paths and what we are doing at Dominican University.

193 SELF ACROSS THE LIFE COURSE (3)

This seminar will explore dimensions of the self from the viewpoint of social gerontology. How does an individual's identity—the self that we all are at birth, that we develop throughout our lifetimes, and, hopefully, come to truly understand when we're old—become as unique as we all are? What roles do social structure, family, religion, education, politics, the economy, and one's own culture and society play in who we start out as and who we become? How does the socialization process make us who we are and, given all of the outside forces at work on us from birth, what part do we as individuals with our unique personalities, biologies, and psychologies play in determining our own identities? Course materials will include readings that span a lifetime, focusing on the rich histories that older people reveal as they recount their very own records of self across the life course.

194 THE SIMPLE AND GRAND (3)

The great French writer Marcel Proust observed that the self of today is often unable to recognize the self of yesterday and unable to accurately envision the self of tomorrow. Does our life include a multiple collection of selves (10-year-old David in a baseball uniform, 17-year-old David in a jail cell, 25-year-old David in a cyclone in Japan, and an older David teaching a

university course on the different Davids)? Or do we have one true self that always remains invisible to us, just around the corner, just out of reach? Who the h-e-double hockey sticks am I, was I always this person, will I always be this person? This class will discuss how different people, places, events, and decisions (made and unmade) influence the self. We will explore through writings, films, and discussion how every moment could be the one that defines us to ourselves or others and how in the next moment that can all change.

195 NOW I BECOME MYSELF (3)

What does the poet May Sarton mean when she writes, “Now I become myself”? How do I know my true self? Why is it important to know myself? Am I never not myself? Philosophers, theologians, psychologists, and poets have reflected on these questions for centuries. As we explore these questions through fiction, memoir, film, and poetry, we will pay particular attention to what helps and what hinders becoming our true self.

196 ARE WE JUST STORIES TO TELL? (3)

In this seminar we explore the broad implications of this bold question about the self: We know that storytelling is an important part of who we are, but what if it turned out that the self was nothing more than a narrative creation—a story or a collection of stories? What would it mean if our “self” were more like a novel's character than like its author? Who—or what—creates the stories of our selves and what, if anything, holds them together? If we are just the stories we tell, what does it mean to have or to want integrity?

SOPHOMORE SEMINARS

247 COMPETITION AND AMERICAN CULTURE

In American society, the merits of competition are generally perceived to be essential and unassailable. In this course, we will examine this culture of competition, both specifically (as in sports, business, and politics) and more abstractly (as it relates to such issues as social class, race and ethnicity, gender and sexuality). How does competition help create or define cultural identity? How does it facilitate or limit social mobility? Readings (and films) will be taken from a variety of genres, from fiction and drama to sportswriting and social psychology.

This course will satisfy the multicultural core requirement.

248 THE COMMUNITIES OF THE SHOPPING MALL (3)

The shopping mall is known for many things, ranging from capitalism at its best to capitalism at its worst; from a land of seduction to a place to spend a lot of money during the holidays. You probably know the mall for other reasons, too: as a place to meet and shop with friends, maybe even as the place where you

work. This seminar will consider all that and more in looking at the shopping mall as a universe made up of many diverse communities and cultures. These communities include those to which you belong and those that might be strange to you, including those who shop and those who walk, the workers and the managers, and the other groups and hierarchies that exist within the figurative and literal four walls of the mall.

249 MUSIC AND DIVERSITY: HOW POPULAR MUSIC BINDS AND DIVIDES US (3)

For at least 30,000 years, since the earliest known instrument, a small flute, humankind has engaged in music making. In this class, we will explore the role that music has had in building up and breaking down the walls that divide us. For music that binds, we study religious music, military marches, and music as an aphrodisiac. We will explore how African-American music was the foundation for rock 'n' roll and inspiration for the Beatles. We will also study the divisive nature of music: Rap is black; C&W white; and classical is WASP. Music fosters division by playing off stereotypes. We will study the 1979 Disco Demolition and ask "what was that all about" and examine 70s white power rock and its effect on rallying neo-Nazi groups. Students will have a capstone project where they discuss the impact of the current music that they listen to and argue that it either bridges or deepens the divide between races and cultures.

254 MULTICULTURAL THEATER (3)

Present day African-American, Asian American, and Latino/Latina playwrights, as well as gay and feminist artists, struggle with a remarkable range of tragic/comic conflicts. Students will examine late 20th and 21st century plays, solo performance texts, essays and poetry, as well as view films, documentaries, and live stage productions. We will explore issues critical to diverse cultures: the search for personal identity and purpose; the nature and causes of prejudice and discrimination; the impact of racial and homophobic violence; the struggle to create community; and the hunger for artistic expression.

This seminar will satisfy the multicultural core requirement.

256 THE HYPHENATED AMERICAN: IMAGES OF IMMIGRANT AMERICANS (3)

This course will explore, through film and literature, images of immigrant life in America as presented by different ethnic groups. We will discuss the transitions that are necessary as new immigrant groups arrive in the United States. How do such groups try to integrate themselves into and also distance themselves from the American "mainstream?" We will explore the difficulty

of maintaining ties to immigrant culture while at the same time finding a place in society.

This seminar will satisfy the literature core area requirement.

258 THE ROAD TO AFRICA (3)

Split by its triple heritage, modern Africa has been a product of three major influences: indigenous traditions, Islamic culture, and Western culture. The synthesis of these forces determines, in large part, the situation in contemporary African states. In this course, the Igbos of sub-Saharan Africa will be studied as an example of how one particular ethnic group has absorbed, balanced, and reconciled these divergent traditions and produced its own unique identity in the midst of the larger society.

This seminar will satisfy the multicultural core requirement.

259 MAKING THE JOURNEY: SEEKING LIFE IN COMMUNITY OUT OF CULTURAL DIVERSITY (3)

Diversity and culture are givens in our lives and the clash of many diverse cultures is the source of so much injustice, violence, and even genocide in today's world. How can we better understand diversity and culture all our lives long, while we seek the gift of community in a climate of faith, hope, and love? Studies in fiction, scripture, and religion will help us respond to this central question that faces every human person and group.

261 INTOLERANCE AND CONFLICT: RELIGIOUS AND PHILOSOPHICAL ISSUES (3)

Conflict and tolerance seem to be the currently accepted approaches to individuality, variety, and difference—all elements in a free society. How do we learn to celebrate, not just tolerate, diversity? How may conflict in our communities become a creative rather than a destructive force? Students in this seminar will wrestle with these complex issues using the resources of both human science and religious stories.

263 VOICES OF THE SILENT ONES: LITERARY PROTESTS IN AMERICA (3)

This course will explore various literary texts dealing with the issues and problems facing minorities in their respective societies. During much of the 20th century, minority literature expressed the pain, injustice, and mental anguish of those individuals who are judged on race and gender before character and disposition. Readings will include works of African-American, Hispanic, and Native American writers and will ultimately explore the ways that literature confronts issues of identity and allows us to re-envision our definitions of ourselves and our communities.

This seminar will satisfy the multicultural core requirement.

264 NATIVE AMERICAN SPIRITUALITY (3)

Native American spirituality is rooted in the relationships among the people and of the people to the land. Spirituality is not something that exists apart from their culture but is expressed through the culture. Because so much of life depends on their association to the land and all that lives upon it, the displacement of the people from their roots by westward expansion caused great upheaval. In this course, we will look at the history and culture of some of the native people and make connections to stories and customs, rituals and traditions.

This seminar will satisfy the multicultural core requirement.

267 DANCING IN THE STREETS: POPULAR MUSIC SINCE THE 1950'S, RACE, IDENTITY, AND SOCIAL CHANGE (3)

"When the mode of the music changes, the walls of the city shake..." The Greek philosopher Plato, centuries before the advent of rock 'n' roll, acknowledged the power of music as a mobilizing force for social change. This seminar explores the development and impact of popular music over the last century, with an emphasis on its relationship to the social, cultural, and political critique and change. A particular focus on African-American influences on various musical genres, from early roots music (gospel, blues, country, and rhythm and blues); to mid-century youth-oriented pop, Motown, and soul; and more recent expressions in hip-hop.

273 MANY VOICES (3)

The United States is composed of many voices. In this seminar, we will learn about the experience of coming to America through the written and spoken voices of immigrants and through the students' family experiences. Can these disparate voices speak to each other? We will learn to hear and evaluate many sides of controversial issues by exploring the issue of immigration itself.

275 UNITY AND DIVERSITY: PROBLEMS AND PROMISES (3)

Group membership can shape both our dreams and our fears; it can offer stability, identity and energy; it can offer both a vantage point from which to view the world and a fear of what we discover there. Chicago is a microcosm of the richly diverse world we live in, and it can teach us about the ways individuals and groups can challenge, support, and enrich one another. This course will examine the strengths and pitfalls of group membership through reviewing the experience of religious, ethnic, and economic communities in the Chicago area. We will examine some interfaith projects as examples of contemporary attempts to harness the strengths of group identity in support of the common good.

276 LEGACIES OF WAR, DISPLACEMENT, AND IMMIGRATION: CHANGING AMERICAN COMMUNITIES FROM WWII AND KOREA TO VIETNAM AND IRAQ (3)

American culture in the 20th and 21st centuries has been marked by war and war's effects: the displacement of millions of people from their homes and countries of origin and the destruction of cities, towns, and traditional ways of life. New communities and identities are forged in wartime and its aftermath; often, the United States has become the testing ground for the cultural legacies of war. We will see American soldiers return to altered homes and immigrants arrive to discover both freedoms and restrictions in the American way of life. This course will examine the stories of people who have lived or perished in war's violence and will also explore problems of survival and adjustment to postwar life. We will examine stories in literature and film, and ask questions about the ways in which wartime makes deep and lasting marks on identity, community, and inequality.

This course will satisfy the literature core area requirement.

277 IMMIGRATION: THE AFRICAN EXPERIENCE (3)

This seminar on U.S. immigrants focuses on the experience of African immigrants from a rich diversity of backgrounds. By using various categories of analysis such as gender, age, religion, and ethnicity, this seminar examines many key questions such as the causes of African immigration to the United States, the mutual perceptions between Africans and their host communities, personal life stories, and the contribution of Africans to the making of modern America.

279 THE CULTURE CODE (3)

Why are people around the world so very different? What makes us live, buy, even love as we do? Do we live by a set of "codes"? Do religion and economics make much difference? Some say that belief in the afterlife, heaven, and hell are good for economic growth. Of these, fear of hell is by far the most powerful, but all three indicators have a bigger impact on economic performance than merely turning up for church. Japan, where there are many sects but little fear of hell, has grown far faster since WWII than the Catholic Philippines. Officially, atheist China is growing at a rapid pace. In this seminar, we will explore "culture codes" that make us American, or German, or French, and whether they invisibly shape how we behave in our lives.

280 EXPOSING THE CULTURAL GAP: LITERARY WANDERINGS (3)

Throughout the history of the novel as an art form, various authors have produced stories in which a character/narrator acts as a social commentator.

Such novels may be characterized as “travelogues.” By examining some prominent travelogues—*Gulliver’s Travels*, *Huckleberry Finn*, *The Catcher in the Rye*, and *On the Road*—the class will discover how various facets of society are analyzed, categorized, and often marginalized by seemingly discerning storytellers. The course will primarily examine these and other works of social commentary in their various historical contexts. Together, the literature will illuminate the history, and vice versa.

282 EXAMINING OUR JOURNEY THROUGH LIFE (3)

This sophomore seminar will examine three major processes that we go through during our life: birth, death, and parenting. We will use a family perspective to explore how different cultures experience rituals regarding each of these processes. Students will compare and contrast their own family rituals to understand how they evolved and how they are sustained.

284 TRAVEL AND MIGRATION (3)

This course will look at the cultural consequences of the movement of peoples across religious, political, ethnic, and geographic boundaries. We will focus on three disparate regions—the Eastern Mediterranean, Central Asia, and modern America. For each region, we will read primary texts or literary sources from inside and outside the region, focusing particularly on the narratives of those travelers whose lives and journeys cross over the cultural divides. We will inquire how communities form in relation and opposition to each other, and how difference can nourish a civilization or tear it apart.

287 DRESSING THE PART (3)

The way people dress is a meaningful reflection of culture, diversity, and community. We will explore ways that people from different cultures represent themselves through the way they dress for their roles in diverse societies. How do different nationalities, ethnic groups, and communities define and represent themselves through dress? How does culture shape individual and socially defined choices in dress? Students will strive to understand diverse cultures and communities through projects based in hands-on investigation of dress from different cultures and interpretation through reading, film, and discussion.

This course will satisfy the multicultural core requirement.

288 UTOPIA, SHANGRI-LA, AND THE FUTURE OF HISTORY (3)

Throughout history, philosophers, historians, social theorists, novelists, and prophets have offered their visions of what a perfect community would look like. Some of them have even tried to bring these dreams to life! We will examine fictional, theoretical, and

historical descriptions of such attempts. Assignments will stretch from Greek philosophy to modern science fiction and computer games. We will then compare these imaginary communities to real communities and confront the core questions of the sophomore seminar.

289 GLOBAL CHICAGO (3)

This seminar examines Chicago and its suburbs in relation to the theme of community, culture, and diversity. In particular, we will look at the ways in which contemporary forces of globalization have impacted the city and discuss whether Chicago truly is a “global city.” We will examine the economic and spatial transformations of the Loop and areas such as Bronzeville on the South Side, Devon Avenue, and the western suburb of Berwyn. Our discussions will include a consideration of Latino/a, Polish, Asian, and Arab communities, along with an analysis of pertinent and changing notions of race and racism.

290 THE CHALLENGE OF SOLIDARITY (3)

Diversity and culture are givens in our lives, and the clash of many diverse cultures is the source of much injustice, violence, and even genocide in today’s world. How can we better understand diversity and culture all our lives long, while we see the gift of community in a climate of faith, hope, and love? Is it possible to bridge the divisions of group identity to create movements of solidarity for the common good? Theoretical models of social analysis, the biographies of great leaders in social change, and personal exchange with local practitioners of solidarity will all contribute to our study of diversity, culture, and community.

291 RACE AND REPRESENTATION IN POPULAR CULTURE (3)

This seminar explores the notions of race and representation by evaluating their key roles in the construction of group identity in popular culture. These roles are examined via an interdisciplinary approach, focusing on (among other forms of popular culture): music, advertising, television, film, and animated comics. These are all viewed as sites where specific forms of racial difference are produced and consumed. We will take a critical approach to the cultural politics of these images (both visual and textual), especially with regard to the way in which they influence our contemporary social identities. We will explore musical and other forms of expressive popular culture as sites of both resistance to and reinforcement of these “differences” as they are created and received in both alternative and mainstream public arenas.

294 COMMUNITY, CULTURE, AND DIVERSITY IN A MEDIATED AGE (3)

In an increasingly media-saturated society, the concepts of culture and community are being forced

to evolve. Some argue that online communication, for example, is destroying communities, while others contend that such media allow for larger, more diverse communities to emerge. This course examines how communities have evolved over time with the emergence of our multi-mediated society. This seminar includes examination of how media from books and magazines to the internet and cell phones affect community identification and interaction. The relationships between the self and others, public and private, and the concept of power within groups will all be explored as they relate to our mediated society.

296 DIVERSITY, FOOD, AND SOCIAL JUSTICE (3)

It has been said that the history of human society can be traced through the history of food production and distribution. This course will utilize film, literature, and experiential learning to explore issues regarding food disparity as well as the political, economic, and social impact of hunger in a land of plenty. We will explore the growing international paradox of poverty, obesity, and malnutrition. We will critique proposed systemic solutions, such as sustainable food production. Students will be expected to participate in a service learning component addressing “food deserts” and social justice in the Chicago area.

297 THE SPIRIT AND ETHICS OF INTERNATIONAL SPORT (3)

The seminal topics of diversity, culture, and community will be explored through the lens of mega sporting events such as the Olympic Games and the World Cup. The world of sport is complicated and demands a close examination of various ethical issues, the spirit of competition, and the intensity of performance. This course will encourage analysis of critical questions surrounding hosting these events and allow for discussion of the evolution of mega sporting events over time.

298 CATHOLICISM AND CULTURES (3)

This course seeks to provide a critical understanding and appreciation of Catholicism vis-à-vis the diversity of cultures. Guiding our study of the relationship between Catholicism and cultures is the basic idea or assumption that Catholicism, as a religious and/or spiritual path, has always found some form of cultural expression—be it a dominant or a marginal one. More specifically, our study will explore key cultural or local theologies that have impacted and continue to guide the way we understand and celebrate Catholicism. Also, we will pay close attention to our contemporary and diverse U.S. cultural expressions that critique, confront, and inform our very understanding of Catholicism. In keeping with the learning goals of the sophomore seminars, this course will include, along with the “common test,” selective

readings that highlight the intercultural nature of the curriculum.

299 SERVICE LEARNING (1)

JUNIOR SEMINARS

349 TECHNOLOGY AND SPIRITUALITY (3)

This seminar will holistically examine the coming together of technology and spirituality. In that context, we will explore some seminal questions: What is technology? What is spirituality? Can the nexus between the two be identified and probed? Are the benefits of technology restricted to an enriching material life or can they be extended to an uplifting of our spirit as well? Does technology bring true freedom to our working lives and to our leisure? Does technology draw a fine line between avoiding work and evading leisure? Does technology erase the distinction between work and leisure and render humankind its slave? Can an examination of the core of technology—the essence—give us helpful hints in our pursuit of spiritual growth? Can this core speak, then, to the spirituality of technology? Julian Huxley said, “We are not men, we are only candidates to humanity.” How does technology advance our candidacy? Through critical engagement of materials from various disciplines, these are some of the questions we will explore together in this seminar.

356 MEANING OF WORK, TECHNOLOGY AND LEISURE ACROSS THE LIFE COURSE (3)

This course will highlight a sociological approach to work, technology, and leisure, with emphasis on how their meanings change throughout an individual’s lifetime. How do people in early adulthood, mid-adulthood, and late life define meaning in work, technology, and leisure? What are the possible variations, especially when taking into account gender and cultural differences? In addition to readings from sociology, the course will use a multidisciplinary approach while exploring writings from the humanities.

357 ALL IN THE FAMILY? TECHNOLOGY’S IMPACT ON FAMILIES’ DECISIONS ABOUT WORK AND LEISURE (3)

The myth of modern technology is that it will free us to have more time to enjoy our families and to engage in leisure activities. The reality is that with all of the “timesaving” devices, today’s families seem to be busier, less connected, and more preoccupied than ever before. In this seminar we will look at other times and cultures to see how they understood technology, work, and leisure, and we will examine and compare our own culture’s values. We will also look to some new discoveries in the physical world, in particular the underpinning of quantum theory, which demonstrates

that the whole is greater than the sum of its parts. With religious imagination we will try to discover in that fact spiritual implications for family life.

358 SPIRITUAL LANDSCAPES (3)

In this seminar we shall explore the relationship between what one does and what one is, taking us on a journey within and without ourselves. What does it mean to be a whole/holy person, someone whose inner life is articulated in how s/he works, plays, lives in the world? We shall look to literature and spirituality, including *Moby Dick*, *The Scarlet Letter*, the poetry of T. S. Eliot, and other works.

This seminar will satisfy the literature core area requirement.

363 WOMEN'S WORK AND LEISURE (3)

How have ideas of “women’s work” changed over time? Is women’s work different in different cultures? Does technological change alter women’s work and women’s leisure? What forces shape our ideas of the roles of men and women in society? In the workplace? In the family? This seminar uses cross-disciplinary readings to analyze and explore these questions.

366 LIVIN' LA VIDA LOCA (3)

Students in this course will focus their attention on life in Latin America as we investigate many of the intellectual, social, scientific, and ethical issues and problems regarding technology, work and leisure. Specifically, we will focus our attention on the “informal economy” (sometimes referred to as unregulated, clandestine, or simply the black market) to gain a comparative perspective on the seminars’ guiding themes. Readings will include philosophical and theological treatises on the proper balance between work and leisure, and anthropological studies of Latin American family life.

This seminar will satisfy the multicultural core requirement.

367 THE ULTIMATE PRICE OF TECHNOLOGY: LITERARY WARNINGS (3)

This course will explore major works of fiction that portray future worlds shaped and twisted by technological advances and totalitarian control, largely at the expense of the individual human spirit. Orwell’s *1984*, Huxley’s *Brave New World*, and other works of “dystopian” literature will be examined to speculate how far society has gone from understanding the Truth. Moreover, the course will examine how work and leisure will be defined in light of such profound changes. Class discussions will center upon the pros and cons of expanding technology and its effects upon those who initially support its often clandestine intentions—you and me.

369 KNOWING OURSELVES BY KNOWING OUR ENEMY (3)

Nine to five or 24/7? Work to live or live to work? Current Americans are not the first to struggle with the relationship between work and the rest of life. In this seminar students will read short fiction by 19th and 20th century American writers to explore our evolving attitudes toward work and leisure. We will see how each story reveals a vision of life and how this vision relates to our experience.

370 WRITING WORKERS' LIVES (3)

What do workers say when they write about their lives? What do writers (of literature, of songs, of laws, of treatises) say when they write about workers’ lives? What difference does it make? In this seminar we will examine a variety of written descriptions of work in order to produce an “inventory” of the actions, habits, feelings, and relationships it involves us in. Along the way, we’ll consider how writing about something—in this case, work—changes it.

374 LIFESIZING IN AN ERA OF DOWNSIZING, DIGITALIZING, AND FANTASIZING (3)

In today’s fast paced world, is there room for a balanced life? How does one’s understanding of technology affect ones’ understanding of work and leisure? Why do pundits’ dueling statistics frequently draw different conclusions from use of the same data? Through critical analysis and reflection on a variety of readings, discussions, interviews, and presentations, this seminar will explore these questions within the concept of “lifesizing,” a context paradigm, based in reflection, that seeks to empower an individual to envision and shape a balanced life by activating an innate need and ability to respond and to contribute.

375 ENERGY RESOURCES AND LIFE CHOICES (3)

Our personal and collective decisions on energy use influence not only the quality of our lives but also the future life on this planet. The global community is already dealing with conflicts over the allocation of nonrenewable energy sources such as crude oil, the development of economical alternative energy resources, and the reduction of energy-related pollution. Our responses to energy issues determine our work, leisure, and lifestyle choices. Class discussions will focus on how energy production and consumption have an effect on the lives and livelihoods of everyone.

377 MAKING A BUCK VERSUS MAKING A DIFFERENCE (3)

A large part of how we define ourselves has always been by what we “do for a living”; however, we also maintain a “personal life” outside of the work environment. In today’s fast-paced business environment and

society, this compartmentalization/separation can lead to tension and conflict as we seek to achieve a work-life balance. Is it a matter of “balance” or one of “integration?” Must we separate making a living from making a difference? How can we find our true place in an increasingly depersonalized, technological world? These are among the questions that this course will explore—leveraging a wide range of perspectives on this subject.

378 TRACKING YOUR GPS—GRACE, PLACE AND INTERIOR SPACE (3)

In a world that continues to rely on quicker production, it is becoming more difficult to make time to contemplate our place in the world. In fact, it is all too common never to ask ourselves the essential questions: What is my place in the universe? or Does my life have significance? This seminar invites its participants to slow down and to ask themselves these and so many other questions. It is the hope of this seminar to provide its participants with the time and space to read, reflect, discuss, and deepen the art of cultivating their interior lives. Works will include *The Secret Life of Bees* by Sue Monk Kidd, *A Hidden Wholeness* by Parker Palmer, and *Letters to a Young Poet* by Rainer Maria Rilke.

379 DAILY MEANING AND DAILY BREAD (3)

What is work and how does work define our lives and ourselves? What is leisure and how does it affect the meaning of our working lives? How has technology changed work—its structure and meaning, the nature of specific jobs or trades, the way in which work is produced or performed? How has technology impacted our leisure—does it add to or detract from the way we spend our free time? In this class we will examine questions of this kind through close examination of scholarly articles, short stories, oral histories, films, and plays, as well as through class discussion, writing exercises, and group projects.

381 WHEN I CONSIDER HOW MY LIGHT IS SPENT (3)

How we spend our time defines who we are and how rich our life experiences will be. The decisions we make help determine the quality of the lives we live. Through readings in poetry, drama, philosophy, and fiction, we will explore various examples of lives that succeed or fail in providing rich and rewarding experiences. Readings will include a Greek tragedy, a Platonic dialogue, biblical narratives, a John Milton sonnet, and one or two modern works of fiction.

390 RISK AND REWARD (3)

Elements of risk and reward are everywhere in our society. Obvious examples are found in such areas as finance and banking, but upon a truer inspection,

they crop up in almost everything we do—our use of technology, our work, and our leisure time. Using classic and contemporary texts and readings, we see how many aspects of everyday living all have elements of risk and reward. This seminar will examine how risks and rewards play out in our everyday lives and how they affect the important decisions we make.

391 U.S. IMMIGRANTS: MODERN AFRICAN LABOR MIGRANTS (3)

This seminar focuses on the experience of African labor migrants to the United States. What are the driving forces behind African immigration to the United States? What is the African way of living the American dream? What are the mutual perceptions between these members of the new African diaspora and their host communities? What role do Africans play in the making of modern America? How do Africans strike a balance between the need to adjust to the American way of life and the desire to preserve their original identities? What failures and successes frame the lives of Africans in the United States? By using the common texts and a wide range of internet and other resources, we will investigate these key questions through a multidisciplinary approach and several categories of analysis, such as ethnicity, religion, gender, and age.

392 SOCIAL TECHNOLOGY: PROGRESS OR REGRESSION? (3)

Technology had changed almost every aspect of our daily life from how we go to work to how we get our gossip. The explosion of online social networks, telecommuting and online virtual worlds has posed the question, Are we moving forward and making ourselves and society better, or is all this technology a regression? We will explore and experiment with these technologies and analyze their effect on work and leisure. We will then compare this new idea of work and leisure with ideas from the past and examine whether these new technologies are an improvement of our inner self.

393 FROM GUTENBERG TO GIGABYTES (3)

At various points in history, how have significant technological advances affected society, work, and leisure? How do these advances continue to shape our lives? To answer these and similar questions, we will draw upon literature, art, and historical accounts. In turning to these sources, we will find support for or challenges to our assumptions, discuss how changes made in the past have influenced the present, and see what the past and present can teach us as we anticipate the future.

394 WHAT IS OUR “GREAT WORK”? (3)

According to Passionist priest, cultural historian, and “earth scholar” Thomas Berry, our historical mission

or “Great Work” for the new millennium is to “carry out the transition from a period of human devastation of the Earth to a period when humans would be present to the planet in a mutually beneficial manner.” This Great Work belongs to all of us. It requires that we reinvent ourselves, reimagine the way we are related to the earth and one another, and reorder our social, political, economic, religious, and educational institutions. In this seminar we will explore questions about work, leisure, and technology in light of Berry’s great challenge. For instance: What does my work have to do with the Great Work? How important is “play” to the “work” of reimagining ourselves and our institutions? By what measure of value do we count and weigh the “costs” and “benefits” of greening technology?

396 SCIENCE AND HUMAN CULTURE (3)

Participants in this seminar will investigate and discuss the interrelationships between science and culture. Our study begins with the philosophy of science and the endeavors of science that affect and shape human culture. It proceeds with inquiry into the domain of humanism where human context and appraisal determine and define scientific endeavor. Inquiry-based learning becomes the model of reflective thinking central to understanding the ways in which science and humanism augment both one another and the human realities of technology, work, and leisure.

397 WORK AND LEISURE IN A CELLULAR SOCIETY (3)

Cell phones have changed from simple devices that once only made phone calls to today’s minicomputers that entertain and help the user communicate in multiple ways. In this seminar, students will study the influence that cellular technology has on our global society and the way it is reshaping our daily lives.

398 NECESSITY OR NECESSARY EVIL: WHY WE DO WHAT WE DO (3)

This seminar will consider the whys of work, play, and the choices we make. What is work—is it a necessity that allows us to live? Is leisure a necessity that keeps us sane? Why do we differentiate between the two? Is it necessary—or even realistic—to find fulfillment in work? Themes of creativity, vocation, and stability will be explored through literary and other selections, class discussion, and written work.

399 CORPORATE SOCIAL RESPONSIBILITY/SOCIAL ENTREPRENEURSHIP (3)

This seminar will explore sustainability and social benefit as ethical characteristics of corporate social responsibility and social entrepreneurship as they exist in business practices within technology, work, and leisure enterprises.

SENIOR SEMINARS

451 ETHICS FROM BEGINNING TO END (3)

Where does our morality come from? What do we believe is good for human beings, and how do we choose a good life for ourselves? Before graduation from Dominican University to an independent life, we will examine three different views of morality, one based on nature and human nature, one illuminated by a vision of God, and one grounded in will. How does each provide answers to the ethical dilemmas we will face?

453 KEEP IT REAL: MORAL ISSUES FOR THE 21ST CENTURY (3)

In this course, the participants identify and explore moral topics of their choice, particularly those related to the issue of good (or corrupt) moral character in today’s society. As part of the course, each student selects one or two contemporary “virtues” for special attention and, as a final project, participates in a class venture of developing a “Book of Contemporary Virtues.”

This seminar will satisfy the philosophy core area requirement.

455 AN ETHICS FOR ALL AGES, AN ETHICS FOR ALL PEOPLE (3)

What can account for the timeless appeal of Aristotle’s *Nicomachean Ethics*? Written in the fourth century BCE, this work has attracted later thinkers like Thomas Aquinas, writing in the 13th century, as well as contemporary scholars like Mortimer Adler. The work has also elicited strong interest in writers representing disparate religious positions whether atheist or theist, Christian, Jew, or Muslim. In this seminar we will try to identify those ethical values first formulated by Aristotle but that have endured through the centuries.

This seminar will satisfy the philosophy core area requirement.

456 SO PROUDLY DOMINICAN: THE CHALLENGES OF A DOMINICAN UNIVERSITY EDUCATION (3)

What is distinctive about a Dominican University education? What does it mean to possess “intellectual vitality, moral alertness, aesthetic sensibility, and a sense of social justice and responsibility?” Why does a Dominican University student consider such questions? This seminar will examine how Dominican theologians, preachers, teachers, mystics, scientists, and artists responded to the question: what difference will my life make in the world? and will give students the opportunity to apply the lessons learned to their own situations.

458 CELEBRITIES, HEROES, PROPHETS, LEADERS,

SAINTS, WITNESSES, AND YOU (3)

Aristotle saw virtue as a habit, developed through practice. This seminar asks students to address the question of their role in how virtues and values are modeled and shaped in today's society. It will explore the behavioral context underlying the development of habits of virtue, discuss leadership theory as it relates to the common good, and use readings from literature and excerpts from film as a basis for further reflection on those discussions.

459 THE MASK, THE INDIVIDUAL, AND SOCIETY (3)

Through a study of texts such as Machiavelli's *The Prince* and Castiglione's *The Courtier*, we will explore the various roles an individual plays in society. We all wear masks, both real and imaginary, in our interactions with others. What do these writers tell us of the nature and function of such masks? What is the ethical status of masking? What are its social functions? How does masking help shape the individual and society?

This seminar will satisfy the literature core area requirement.

460 RIGHT RELATIONSHIP (3)

All relationships—filial, friendly, erotic—are tempered by such emotions as jealousy, obsession, self-doubt, fear, etc. Through literature and spirituality, we shall explore how relationships can be destroyed and healed. Readings include *King Lear*, *The Color Purple*, *Like Water for Chocolate*, *As We Are Now*, and *Tuesdays with Morrie*.

This seminar will satisfy the literature core area requirement.

462 PERSONAL CONDUCT AND CHARACTER AND PROFESSIONAL ETHICS (3)

The topic of professional ethics and personal morality will be the subject matter of this course. The approach will be interdisciplinary, with various faculty members sharing insights into ethics and values from a professional perspective (business, law, nutrition, genetics, medicine, etc.) Simultaneously, students will engage in ongoing discussion about personal ethical conduct and character.

465 AIKIDO AS CONTEMPLATION (3)

This seminar will literally put our virtue in action. Students will learn the fundamentals of Aikido, a Japanese martial art that emphasizes the harmonious exchange of energy, as a form of contemplation. This is not just a theoretical course. Students will actually do the physical work of learning Aikido, so students need to wear sweatpants (not shorts) and t-shirts.

466 THE PURSUIT OF HAPPINESS (3)

Everyone wants to be happy. But what is happiness? How can we attain true happiness? Are some things

essential for human flourishing? How should we live? Are virtues and values the key to happiness of self and others? What is the virtuous life? Is it possible to be happy in this life? Using Aristotle's *Ethics* as the main text, this seminar will critically evaluate his idea that happiness consists in living the good life and compare it to other accounts of happiness such as egoistic hedonism, utilitarianism, and existentialism.

468 HUMANISM AND TERRORISM: ETHICS, CHOICES, AND POSSIBILITIES (3)

Life in the world after 9/11/01 and the wars in Afghanistan and Iraq has become ethically more challenging as terrorism assumes greater prominence in political and religious agendas. What are the origins of terrorism? What does the tradition of liberal humanism stand to offer and lose in the struggle against terrorism in the years ahead? Are our choices limited to anarchy and totalitarianism? This seminar addresses issues of personal virtues and values in view of your future role in society. We will trace the origins and development of political and religious terrorism in the light of the ethical theory of Aristotle, as examined by classical writers and contemporary analysts of radical religious terrorism. Questions of rational purpose, revenge, courage, and practical wisdom will be focal. At stake is how people can hope to live in a free and humane society without sacrificing the right to security.

473 MYTHS THAT SHAPE OUR LIVES (3)

Joseph Campbell, the world-renowned mythologist, said that myths are the universal dream and dream the universal myth. In its deepest sense, myth is not fantasy or something untrue, but a language of symbol and story articulating the universality of the human experience. For us to reflect on our experiences, we need to learn this mythopoetic language, to familiarize ourselves with classic myths and to examine how myth is alive and well in our daily lives. This seminar will focus on some of the most powerful figures from Greek and Roman mythology, using Jean Shinoda Bolen's *Goddesses in Everywoman* and *Gods in Everyman* as principal texts. By the end of the seminar, students will write their own myths in which they examine which goddesses and gods guide their lives.

476 THE PURSUIT OF TRUTH IN A CULTURE OF CONFUSION (3)

An investigation of the effects of mass-mediated communication and information as a mass commodity on values, particularly the value of truth. In an age of information glut, where for all intents and purposes every possible point of view is represented, all points of view appear to have the same value. The idea of having and clinging to "values" implies evaluating

ideas—seeing which ones are “better” than others. All ideas are not equal; otherwise values as such are irrelevant. At the same time, all our mass-mediated messages are biased toward the technological culture that brings them to us. We spend more and more time communicating with (or through) our technologies, and less and less time communicating with each other through real, human, interpersonal means—dis-course. The Dominican idea of the *disputatio*—the pursuit of truth through mutually respectful disagreement, debate, and criticism -- has been replaced with *accommodatio*—an unfortunate willingness to reject truth, except as an entirely subjective experience.

477 FOR THE REST OF YOUR LIFE? (3)

How can we and how do others create a meaningful life in today’s troubled world? Students will explore their own personal path, spirituality, and ethic for life through the study of Aristotle’s *Ethics* and the examination of how others “spend their lives” in meaningful and committed ways. Students will also participate in service learning, reflection, and contemplative practices as tools for developing an answer to How will you spend the rest of your life?

478 CHANGE FOR THE BETTER, VIRTUE, AND CONVERSION (3)

Aristotle’s *Nicomachean Ethics* will serve to form basic understanding of the concept of virtue. The Italian Middle Ages, as an era of political instability and religious fervor, will provide the background for the discussion of figures whose acts of spiritual conversion effected a more virtuous life. Saints’ legends, biographies, and Dante’s *Inferno* will make up the textual arena of the experiences while early frescoes and manuscript art will be studied as visual complements.

This course will satisfy the literature core requirement.

480 CLASSICAL AND CHRISTIAN VIRTUES (3)

The contrast between classical and Christian ideas of virtues will be explored to assist students to focus on their own conception of virtue and what it means to live a good life. The *Iliad* and Aristotle will provide classical contrasts to ideas of Christian virtues as exemplified in the Gospel of St. Luke and the writings of St. Thomas Aquinas. Immanuel Kant will represent a more modern view. Consideration of Kant’s moral imperative will provide students one alternative to develop a personal and satisfying ethic, which may reconcile the classical and Christian ideals.

481 POETICS AND ETHICAL ACTION (3)

What is the relation between ethics and poetics: the imitative art of storytelling? What role do stories play in how we view ourselves and in how we conduct ourselves in society? Through close readings in philosophy,

drama, and fiction, we will explore how stories shape who we are and how we act. In addition to the common text, possible readings include Aristotle’s *Poetics*, Plato’s *Apology*, Sophocles’ *Antigone*, short stories by Hawthorne, and Dostoevsky’s *Notes From Underground*. A culminating assignment will allow students to explore important ethical issues through the telling of their own stories.

483 GANDHI AND THE WESTERN CLASSICS (3)

What is justice? Is it better to suffer injustice than to do injustice? This course will approach these questions through the life and struggle of Mohandas Gandhi and through several classics of Western literature that raise the same questions that Gandhi raises in his autobiography. In addition to Gandhi’s autobiography, we will read selections from Marcus Aurelius and the whole of Plato’s *Gorgias*. Of course, Aristotle’s *Ethics* fits right in here. In this course, East meets West.

485 HUMAN VALUES, SCIENTISM, AND HUMANISM (3)

This seminar investigates what defines virtues and what determines values in the broad context of human existence shaped by both scientism and humanism. Our study begins with the nature of virtues, the generation of values, and establishes a focus on virtue ethics. Specific goals include exploration of what constitutes goodness, actions and self-awareness, self-interest and social responsibility, and the possibility of conflicting personal and social perspectives. Inquiry-based learning becomes the model of reflective thinking central to the understanding of these and associated issues.

MATHEMATICS

Bachelor of Science/Bachelor of Arts

Major/Minor

The mathematics major offers students a wide range of courses leading to opportunities in education, statistics, computer science, and applied and theoretical fields.

Major Requirements:

- Mathematics 230, 245, 251 or 261, 262, 270, 299, 311, 421, 441, 460, and 480;
- Computer Science 140 or 155;
- Three additional elective mathematics courses numbered at or above Mathematics 280;
- Successful completion of departmental exit examinations.

A minimum of 18 hours must be completed at Dominican.

Please consult your mathematics advisor for specific recommendations for elective mathematics courses based on area of specialization or career interest.

Majors in mathematics may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. All requirements are the same for both degrees.

Minor Requirements

- Mathematics 251 or 261, 262
- Ten semester hours elective Mathematics courses 200 level or above excluding Mathematics 299. At least one elective must be at the 300 level.

A minimum of nine semester hours must be completed at Dominican.

Please consult your mathematics advisor for additional recommendations for mathematics minors based on the major that is selected.

MATHEMATICS COURSES (MATH)

090 BASIC SKILLS IN MATHEMATICS (3)

The fundamental operations with integers, rational numbers, and real numbers; basic algebra. This course is offered on a satisfactory/fail basis only.

Prerequisite: Placement through examination only

This course is a developmental course and will not count toward the semester hours required for graduation.

120 INTERMEDIATE ALGEBRA (3)

Real numbers, polynomials, factoring, rational expressions, linear equations, Cartesian coordinate system, graphing, and systems of linear equations. Not open to students who have completed any higher-numbered mathematics course.

Prerequisite: Placement through examination or Mathematics 090

130 COLLEGE ALGEBRA (3)

Linear inequalities, functions, inverse functions, exponential and logarithmic functions, complex numbers, theory of equations, binomial theorem, progressions, and series. Not open to students who have completed any 200-level course or above.

Prerequisite: Placement through examination or Mathematics 120.

This course will satisfy the mathematics foundation requirement.

131 TRIGONOMETRY AND ANALYTIC GEOMETRY (3)

Trigonometric functions, identities, equations, applications, complex numbers, polar coordinates, and conic sections. Not open to students who have completed any 200-level course or above.

Prerequisite: Mathematics 130 or equivalent

150 CONTEMPORARY MATHEMATICS (3)

The study of contemporary mathematical thinking, for the non-specialist, in order to develop the capacity to engage in logical thinking and to read critically the technical information with which our contemporary society abounds.

Prerequisite: Placement through examination or Mathematics 120

This course will satisfy the mathematics foundation requirement.

160 MATHEMATICS FOR THE ELEMENTARY TEACHER (3)

An introduction to numeration systems, sets, logic, relations, number systems and geometry.

Prerequisite: Placement through examination or Mathematics 120

Students who register for this course are expected to have completed a course in geometry at the high school level.

Open only to students seeking certification in elementary education.

This course will satisfy the mathematics foundation requirement.

170 INTRODUCTION TO FINITE MATHEMATICS (3)

An elementary treatment of sets, combinatorics, probability, matrices, systems of linear equations, linear programming, and related topics. Recommended particularly for those majoring in computer science, business, or the social sciences. Not open to students who have completed any Mathematics 200-level course or above.

Prerequisite: Placement through examination or Mathematics 120

This course will satisfy the mathematics foundation requirement.

175 MATHEMATICAL CONCEPTS IN CLINICAL SCIENCE (3)

A survey of mathematical concepts in clinical science such as metric units, dosage calculations, concentration, pH, energy, pressure, circulatory functions, pharmacokinetics.

Prerequisites: Mathematics 130 and Biology 111 or Biology 152

211 PRINCIPLES OF STATISTICS (3)

Design of experiments, numerical and graphical data description, discrete and continuous probability, expected value and variance of a random variable, probability distributions, estimation, and statistical hypothesis testing.

Prerequisite: Math 130 or consent of instructor

230 LINEAR ALGEBRA (4)

A study of vector spaces, linear transformations, matrices, and determinants. These concepts are increasingly being used in applications of mathematics to the natural and social sciences.

Prerequisite: Mathematics 251 or Mathematics 261

240 DISCRETE STRUCTURES (3)

An introduction to the mathematics needed in computer science. Logic, induction, recursion, graphs, and trees, Boolean algebra, encoding and finite-state machines.

Prerequisites: Mathematics 170 or 230 and Computer Science 155 or consent of instructor

245 INTRODUCTION TO PROOF TECHNIQUES (3)

This course is an introduction to higher mathematics. Mathematical logic, proof techniques, set theory, number systems, relations, and other topics.

Prerequisite: Math 230 or Math 262 or consent of instructor

250 INTRODUCTION TO CALCULUS (4)

Functions and their graphs. Limits, differentiation and application, basic integration. Fundamental theorem of calculus. This course covers polynomial and rational functions only. Not open to students who have completed Mathematics 251 or 261.

Prerequisite: Mathematics 130 or placement

251 CALCULUS: TRANSCENDENTAL FUNCTIONS (4)

Trigonometric, exponential, and logarithmic functions. Limits, differentiation and applications, and integration. Not open to students who have completed Mathematics 261.

Prerequisite: Mathematics 250

261 ANALYTIC GEOMETRY AND CALCULUS I (4)

A course that includes analytic geometry and differential calculus. Not open to students who have completed Mathematics 251.

Prerequisite: Placement through examination, Mathematics 131, or consent of the instructor.

262 ANALYTIC GEOMETRY AND CALCULUS II (4)

A continuation of Mathematics 251 and Mathematics 261. This course includes integral calculus.

Prerequisite: Mathematics 251 or 261

270 MULTIVARIABLE CALCULUS (4)

A continuation of Mathematics 262. This course includes the geometry of three-dimensional space, multivariable functions, partial derivatives, and multiple integrals.

Prerequisite: Mathematics 262

280 SERIES AND DIFFERENTIAL EQUATIONS (4)

A course in series and ordinary differential equations. Topics covered are infinite series, first and second order differential equations, linear equations, series solutions, and applications.

Prerequisite: Mathematics 270

299 SERVICE LEARNING (1)

Students will serve as assistants or tutors for one semester, working two hours per week. This course can only be taken on a satisfactory/fail basis.

Prerequisite: Mathematics 251 or 261 or equivalent

311 PROBABILITY AND STATISTICS I (3)

Design of experiments, axioms of probability, random variables, discrete and continuous distributions, and point and interval estimates.

Prerequisite: Mathematics 262 or consent of instructor

312 PROBABILITY AND STATISTICS II (3)

Continuation of estimation theory, hypothesis testing, linear regression, and correlation and analysis of variance.

Prerequisite: Mathematics 311

313 APPLIED STATISTICAL ANALYSIS USING SAS (3)

Review of descriptive statistics, hypothesis testing and estimation, SAS programming language, DATA step applications, SAS procedures, report generation, and working with large data sets.

Prerequisite: Mathematics 312 or consent of instructor

320 DYNAMICS AND CHAOS (3)

Fundamental concepts and techniques of discrete dynamical systems, asymptotic behavior, elementary bifurcations, symbolic dynamics, chaos, and fractals.

Prerequisite: Mathematics 262

330 MODERN GEOMETRY (3)

A study of Euclidean and non-Euclidean geometries, projective geometry, and axiomatics.

Prerequisite: Mathematics 262

360 OPERATIONS RESEARCH (3)

Linear programming, queuing theory, decision analysis, network analysis, simulation, and selected topics.

Prerequisite: Mathematics 170, 230, or consent of instructor

380 PARTIAL DIFFERENTIAL EQUATIONS (3)

An introductory course on partial differential equations, including the method of characteristics, separation of variables, and Fourier series. Special emphasis will be placed on the wave equation, heat equation, and Laplace's equation, with Dirichlet and Neumann boundary conditions.

Prerequisite: Mathematics 280

421 ABSTRACT ALGEBRA (3)

The elements of groups, rings, fields and other algebraic structures.

Prerequisites: Mathematics 230, 262, and junior or senior standing or consent of instructor

441 METHODS OF REAL ANALYSIS (3)

The real number system, limits and continuity, theory of differentiation and integration.

Prerequisites: Mathematics 245 and junior or senior standing

450 STUDIES IN MATHEMATICS (4)

Independent reading and/or research on special topics.

455 INTERNSHIP (3-8)

Experience in a mathematical field under the joint supervision of a college faculty member and an assigned field professional.

Prerequisites: Junior or senior standing and consent of instructor

460 HISTORY OF MATHEMATICS (3)

A study of the history of mathematics from earliest recorded time through the 17th century. Selected topics in mathematics and its applications are included.

Prerequisites: Mathematics 230 and 262

480 SENIOR CAPSTONE SEMINAR

Summary and extension of core mathematical ideas covered throughout the mathematics major. This course may be used to help prepare for the departmental mathematics exam.

Prerequisite: Senior standing

MATHEMATICS AND COMPUTER SCIENCE

Bachelor of Science

Major

Major Requirements

- Mathematics 230, 240, 251 or 261, 262, 270, and two additional mathematics courses at the 280 level or above (not including Mathematics 299);
- Computer Science 155, 165, and 401;
- Five additional computer science courses of 3 or more credits at the 200 level or above;
- Computer Science 299 or Mathematics 299;
- One of the upper-level electives must be Computer Science 455, 471, or Mathematics 455.

A minimum of four required courses in mathematics and four required courses in computer science at the 200 level or above must be completed at Dominican.

MEDIEVAL AND RENAISSANCE STUDIES

Certificate

Students who complete the required program may earn a certificate in medieval and Renaissance studies. Completion of a field of major concentration is also required for the Bachelor of Arts degree.

Program Requirements

Twenty-four semester hours chosen in consultation with an advisor from the committee on medieval and Renaissance studies are needed. A student's program must include two courses in history, two in literature, one course in art history, apparel, or music, and one course in either philosophy or theology. A minimum of nine hours for the certificate must be completed at Dominican.

Approved courses include: Apparel 360 (with an intensification option); Art History 293, 323 (or 190 or 191 with consent of Medieval-Renaissance advisor); English 226, 306, 354, 358; French 261; History 216, 267, 323, 332; Italian 255, 275, 320, 365, 366; Liberal Arts and Sciences Seminars 478; Spanish 380; Theology 250, 273, 354.

The medieval and Renaissance advisor can approve relevant courses not currently listed in these requirements. Three credits from France in the Middle Ages, for example, a course taught in the Dominican study abroad program in Fanjeaux, France, might also be applied to the credits required for the certificate.

MODERN FOREIGN LANGUAGES

The Department of Modern Foreign Languages offers majors in French, Italian, and Spanish; offers courses in language and culture that fulfill the foundation requirement of the core curriculum; and encourages participation in study abroad programs. For more information on the study abroad programs see page 19. For individual language programs, consult the French, German, Italian, and Spanish sections.

MODERN FOREIGN LANGUAGES COURSES (MFL)

151 CULTURE AND LANGUAGE, FOCUS ON FRANCE (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences. This course will explore the culture of France.

Not open to students who have completed Modern Foreign Languages 152, 153.

152 CULTURE AND LANGUAGE, FOCUS ON ITALY (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences. This course will explore the culture of Italy.

Not open to students who have completed Modern Foreign Languages 151, 153.

153 CULTURE AND LANGUAGE, FOCUS ON SPAIN AND LATIN AMERICA (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences. This course will explore the cultures of Spain and Latin America.

Not open to students who have completed Modern Foreign Languages 151, 152.

260 ITALIAN -AMERICAN CULTURE (3)

An exploration through film and literature of the position of Italian-Americans in the United States during the 20th and 21st centuries. This course is conducted in English.

This course will satisfy the literature core area requirement.

Listed also as Italian 260.

275 DANTE'S *INFERNO* (3)

Provides an understanding of Dante's *Inferno* through an examination of the text, critical works and, also, an exploration of visual commentary of the text. A study of manuscript art of the *Inferno* presents the historical context in which the work was circulated in its earlier years.

Listed also as Italian 275.

This course will satisfy the literature core area requirement.

289 INTRODUCTION TO FRENCH AND FRANCOPHONE CINEMA: FROM PICTURES TO PIXELS 1890 TO PRESENT(3)

Listed also as French 289 and Black World Studies 289.

MUSIC

Bachelor of Arts

Major/Minor

The formal study of music provides students an opportunity to understand and participate in one of the most significant aspects of the arts within Western civilization. Courses in music performance, history, theory, and literature prepare students for a variety of professional paths and for lifelong engagement in the cultural arts beyond Dominican.

Major Requirements

Dominican students can complete a major in music by taking classes at both Dominican and Concordia Universities. Prospective majors are advised to consult with the music faculty and the dean of the Rosary College of Arts and Sciences for guidance in planning their academic program.

Minor Requirements

Emphasis in Performance

- Fundamentals: Music 101 and 178;
- History Survey: Music 249 and 265;
- Theory: Music 140 and 141;
- Eight semester hours in the appropriate applied music at or beyond the intermediate level
- Voice: Music 122, 232.
- Piano: Music 115, 220.

Emphasis in Music History/Theory

- Music 101, 178, 249, 265;
- Two semesters of Music 140 or 141;
- Two additional courses in music history and/or theory.

Elective Study

Music courses—fundamentals, theory, history survey, and applied music—are available to the general college student as electives; some courses fulfill the fine arts core curriculum area requirement. For some classes, a proficiency evaluation and consent of instructor are required.

Applied Music

Applied music instruction is offered in both individual and group lessons settings, depending upon evaluation and consent of instructor. Repertoire, technical studies, and final performance criteria (juried exam, formal recital, public performance, or master class participation) are assigned according to the proficiency level of the student and the number of semester hours of applied music courses completed. Practice room facilities are available without charge to students currently enrolled in applied music courses.

Music History and Literature Courses

These courses are available to the general college student. No formal knowledge of music is necessary. Considerable attention is given to contemporary social and cultural developments as well as to music.

MUSIC COURSES (MUS)

APPLIED MUSIC COURSES

115 PIANO (1-3)

Individual instruction in piano at the elementary through late-intermediate level. This course is recommended to students who have completed at least one semester of class piano or the equivalent amount of previous private piano instruction. Absolute beginners are encouraged to enroll in Music 101.

Prerequisites: Audition and consent of instructor

122 PRIVATE VOICE INSTRUCTION (1-2)

Individual instruction in voice at the beginning to intermediate levels. The student and voice teacher will explore solo singing techniques, identify and solve vocal issues that may not be readily apparent in choral rehearsals or theatre productions, and build confidence in self expression through song. This class is open to all students, with the consent of the instructor, based upon a prior evaluation/assessment. Extensive musical knowledge is not required; however, the assessment will determine if a student is ready for one-on-one, private vocal instruction.

Prerequisites: Proficiency evaluation and consent of instructor

220 ADVANCED PIANO (1-2)

Individual instruction in piano for students at the late-intermediate level and beyond. This course is designed for students who have had at least a few years of private instruction in piano.

Prerequisites: Audition and consent of instructor

232 ADVANCED PRIVATE VOICE INSTRUCTION (1-2)

Individual instruction in voice for students at the late-intermediate level and beyond. The student and voice teacher will continue to work on advanced vocal techniques, performance practice in different styles of singing, and competency in aural skills. Our goal, as partners, is to develop a student's talents to his or her full potential. Preparation for public performance will be an integral part of the class.

Prerequisites: Completion of six hours of Music 122 and consent of instructor

290 LITURGICAL CHOIR (1)

Understanding and experience of liturgical music and worship within the university community.

Prerequisite: Consent of instructor

MUSIC HISTORY AND LITERATURE COURSES**249 MASTERPIECES OF MUSIC I (3)**

A study of important trends and major composers in Western music to 1800.

This course will satisfy the fine arts core area requirement.

265 MASTERPIECES OF MUSIC II (3)

A continuation of the study of important trends and major composers in Western music from 1800 to the present.

This course will satisfy the fine arts core area requirement.

266 BLUES AND JAZZ APPRECIATION (3)

The blues is arguably the most important art form to have developed entirely in America. Along with minstrelsy, spirituals, ragtime, and jazz, it forms the backbone of all contemporary American vernacular music, and bluegrass, country and western, rock, R&B, gospel and hip-hop all show the imprint of the blues. This course studies blues and jazz as musical forms, poetic genres, philosophies, and expressions of deep historical cultural meanings as a part of African-American culture in the 20th century and beyond.

This course will satisfy the fine arts core area requirement.

450 INDEPENDENT STUDY (1-3)

Directed study in special topics not covered by regularly scheduled courses.

MUSIC THEORY/APPLIED MUSIC COURSES**101 FUNDAMENTALS OF MUSIC AND CLASS PIANO I (3)**

Basic skills in music including instruction in beginning piano. This course is designed for the absolute beginner who has not played any musical instrument.

This course will satisfy the fine arts core area requirement.

140 MUSIC THEORY AND COMPOSITION (2)

A study of the basic materials of musical structure (pitch, rhythm, chord structure, melodic organization, texture) and their application in representative works. Directed but independent mastery of these skills is required for Music 140 and 141.

This course plus Music 141 will satisfy the fine arts core area requirement.

141 ADVANCED MUSIC THEORY AND COMPOSITION (2)

Advanced musical forms and techniques (sonata form, rondo, variation); 19th century tonal harmony and Impressionism; alternative analytical systems, and 20th century developments.

This course plus Music 140 will satisfy the fine arts core area requirement.

178 FUNDAMENTALS OF MUSIC AND CLASS PIANO II (3)

A continuation of the study of basic skills and concepts of music, explored at the piano and extending beyond the beginning level. This course is designed for students who have completed Music 101 or studied piano privately over the years. Knowledge of music notation is required.

This course will satisfy the fine arts core area requirement.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

NATURAL SCIENCE

Bachelor of Science

Major

The natural science major is aimed at students interested in nursing, environmental studies, and teaching. These fields require a greater breadth of course work than is typical of most undergraduate science majors. Students are strongly encouraged to complete one of the optional concentrations so as to have the appropriate preparation for these career choices

Major Requirements

- Biology 111, 112;
- Chemistry 101, 104;
- Two courses in physics and/or geology;
- Five additional courses from biology, chemistry, environmental science, geology, natural science or physics.
- Seven of the required courses must have a laboratory component and at least nine semester hours must be in courses numbered 250 or higher.

A student must receive a minimum grade of C- in all courses used to satisfy the major requirements.

A minimum of five courses in the major field must be completed at Dominican.

Health Sciences Concentration:

The nursing profession is rapidly evolving into a career that demands an increasing knowledge of the natural sciences. In the technical field of clinical medicine, the nurse is often the “front line” for monitoring patient status and administering care. Successful nurses rely on knowledge of the natural sciences to administer proper treatment. The health sciences concentration provides the student with the necessary background to be competitive upon entrance to nursing school and to excel in the nursing profession.

Required Courses:

- Biology 111, 112, 120, 152, 160, 252, 260;
- Chemistry 101, 104;
- Mathematics 175, 211;
- Philosophy 242;
- Two courses in physics and/or geology;
- Clinical internship (minimum two semester hours).

Environmental Studies Concentration:

This interdisciplinary field of study has an emphasis on human interactions with the environment and the public policies—locally, nationally and internationally—that shape those interactions. The student completing this concentration will have a strong background in the laboratory, in political science, and in

business that is necessary to understand the complexity of environmental issues. Students are encouraged to choose a minor in a field that complements their specific career goals.

Required Courses:

- Biology 111, 112;
- Chemistry 101, 104;
- Mathematics 211;
- Political Science 282, 295;
- Theology 362;
- Two courses in physics and/or geology;
- Five courses in environmental studies and any science;
- Internship, independent study, or research in an environmental field (minimum two semester hours).

Education Concentration:

For teachers to be successful they must be knowledgeable about what they teach and proficient in how they teach. This concentration is designed to provide students seeking to teach in the elementary and middle grades a broad base of knowledge in the sciences. The elementary education program described in the Education section of this bulletin trains the student in the art of teaching. Together these components enable the student to serve as an area specialist in science education, a field underrepresented among elementary and middle school faculties.

Required Courses:

- Biology 111, 112;
- Chemistry 101, 104;
- Two courses in physics and/or geology;
- Five courses in science;
- Four courses in education.

NATURAL SCIENCE COURSES (NSC)

105 INTRODUCTION TO NEUROSCIENCE (3)

Listed also as Psychology 105 and Neuroscience 105.

137 BASIC HUMAN BIOLOGY (3)

A survey of how the major organ systems of the body function. Essential material on cells and tissues will be included. Lecture and laboratory.

This course will satisfy the natural sciences core area requirement.

138 BIOTECHNOLOGY AND SOCIETY (3)

This course examines the role of biotechnology in human society. Basic concepts in genetics,

recombinant DNA technology, and molecular biology will be presented and discussed in order to serve as a foundation for understanding the benefit and the ethical questions that arise from the use of derived technologies in agriculture, medicine, ecology, and industry.

160 GENETICS AND SOCIETY (3)

The study of heredity and its interrelationship with individual and societal activities. Not open to students who have completed Biology 392. Listed also as Psychology 160.

This course will satisfy the natural sciences core area requirement.

185 MARINE ENVIRONMENTAL SCIENCE (3)

An introductory course on the biological and physical sciences of the ocean. The course will emphasize current environmental challenges to the sustainability of marine ecosystems. Lecture.

This course will satisfy the natural sciences core area requirement.

202 OUR DYNAMIC PLANET (4)

Listed also as Geology 200.

221 ENVIRONMENTAL CHEMISTRY (3)

Listed also as Chemistry 221.

222 TOPICS IN LAB SAFETY (1)

Listed also as Chemistry 222.

231 ENVIRONMENTAL GEOLOGY (4)

Listed also as Geology 231.

250 NUTRITION (3)

Listed also as Nutrition Sciences 250.

251 WATER, WETLANDS, AND AQUASPHERE (4)

In this course we will discuss the many faces of water by looking at its role in environmental studies, chemistry, biology, international politics, public policy, business, physics, health, literature, and religion. Lecture and laboratory.

This course will satisfy the natural sciences core area requirement.

255 BIOPHYSICS (4)

Listed also as Physics 255.

260 FORENSIC CHEMICAL ANALYSIS (3)

The evidence collected at a crime scene can often tell the true story of the criminal act if interpreted properly. Detection and analysis of DNA traces, fiber, hair, body fluids, fingerprints, footprints, toxic substances, and illegal drugs are fundamental to the forensic scientist's craft. Proper handling, careful observation and logical interpretation of crime scene evidence are also vital aspects of a criminal investigation.

261 CLIMATE CHANGE (3)

Listed also as Physics 261.

270 ASTRONOMY (4)

Topics include the history of astronomy, basic optics, telescopes, and spectroscopy. The science of our solar system will be discussed with emphasis on geology and atmospheric sciences. Other topics will include the birth and death of stars including discussions of black holes. Contemporary topics such as dark matter, the expansion of the universe, and the search for extra-terrestrial intelligence will also be covered. To satisfy the laboratory component, students must enroll for four semester hours and attend the laboratory section.

Listed also as Physics 270.

Prerequisite: Mathematics 130

This course will satisfy the natural sciences core area requirement.

292 ENVIRONMENTAL SCIENCE AND SOCIETY

Find out what happens when our cultures compete with nature. Emphasis is on current environmental challenges to the sustainability of earth's ecosystems. Lecture.

This course will satisfy the natural sciences core area requirement.

450 INDEPENDENT STUDY (1-8)

455 INTERNSHIP (1-8)

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

NEUROSCIENCE

Bachelor of Science Major

Neuroscience is the study of the most complicated structure in the universe—the human nervous system. Neuroscientists seek to understand the physical principles by which the nervous system operates and how these principles enable the nervous system to process information, learn from experience, and regulate behavior. Neuroscience is distinguished by an interdisciplinary approach that integrates methods from many fields to understand the function of the brain. Undergraduate neuroscience majors frequently go on to careers in medicine, research, and/or counseling, but a wide variety of other career options are also available.

Two tracks are available: Cellular and Molecular Neuroscience, focusing on biological aspects of neural function, and Behavioral Neuroscience, focusing on the relationships between brain and behavior.

BEHAVIORAL NEUROSCIENCE

Major Requirements

- Biology 111, 112;
- Chemistry 101, 104 (the sequence of 120, 121, 253, 254 is also accepted);
- Psychology 101, 290, 291;
- Neuroscience 105, 272, 273;
- Four cognates in neuroscience.

CELLULAR AND MOLECULAR NEUROSCIENCE

Major Requirements

- Biology 111, 112, 352;
- Chemistry 120, 121, 253, 254;
- Neuroscience 105, 272, 273;
- Three cognates in neuroscience.

Cognate Courses

Cognate courses include all upper-level neuroscience courses as well as approved courses from other departments that present material relevant to neuroscience. Students may petition for a course to count as a cognate based on its relevance to the field of neuroscience.

Currently approved cognates:

- Biology 160, 240, 260, 261, 268, 272, 361, 371, 386, 394
- Chemistry 360
- English 345
- Philosophy 242
- Psychology 214, 393
- Theology 368

NEUROSCIENCE COURSES (NEUR)

105 INTRODUCTION TO NEUROSCIENCE (3)

This course provides an overview of the history, methods, and principles of neuroscience with a special emphasis on the increasing social and political impact of new neuroscience technologies. This is the initial course for neuroscience majors, but it is also available and accessible to non-majors. No laboratory is required, but hands-on activities are incorporated into the course work. This course will satisfy the natural sciences core area requirement.

Listed also as Natural Science 105 and Psychology 105.

268 ANIMAL BEHAVIOR (3)

Listed also as Biology 268.

272 BEHAVIORAL NEUROSCIENCE (4)

This course explores principles of behavioral neuroscience, including brain mechanisms of learning and memory, regulation of food intake and body weight, and mechanisms of fear and anxiety. The laboratory portion covers basic techniques in electrophysiology and behavioral analysis.

Listed also as Psychology 372.

Prerequisite: Biology 111

273 NEUROBIOLOGY (4)

This course explores the cellular and biochemical principles of neural function. Topics include: the structure and function of ion channels, intracellular signaling pathways, and the genetic regulation of neural function.

Listed also as Biology 273.

Prerequisites: Biology 111, 112; Chemistry 104 or 120

380 TOPICS IN NEUROSCIENCE (3)

This course provides an in-depth exploration of a specific subfield of neuroscience (e.g., developmental neuroscience, neuropharmacology, sensory physiology, etc.). The topic for each semester will be selected by the course instructor.

Listed also as Biology 273.

Prerequisites: Neuroscience 272 and 273 (273 may be concurrent)

490 INDEPENDENT RESEARCH (1-6)

Problems for original investigation are assigned under faculty supervision.

Prerequisite: Consent of instructor

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis
Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

NURSING

2 + 2 Program in Nursing

Dominican University offers a standard pre-nursing curriculum accepted at most clinical nursing schools that award a Bachelor's of Nursing (BSN) degree. We are affiliated with West Suburban College of Nursing, located in Oak Park, Illinois. In cooperation with West Suburban College of Nursing, Dominican offers the prerequisites for a baccalaureate program in nursing. The degree of Bachelor of Science in Nursing (BSN) is awarded by West Suburban. Acceptance by West Suburban College of Nursing is contingent upon the student completing a minimum of 61 semester credit hours of liberal arts and sciences at Dominican. Fulfillment of the pre-nursing requirements at Dominican will take two to four years depending upon the background of the individual student. After completing the prerequisite courses at Dominican the student can apply to West Suburban. Students admitted to West Suburban typically require four semesters to complete the nursing courses required for the BSN degree. Students also have the option of completing a BA or BS from Dominican and then applying to West Suburban College of Nursing.

Pre-nursing course distribution for 2 + 2 program:

Natural Sciences and Mathematics:

- Biology 111, 120, 152, 252, 160, 260;
- Chemistry 101, 104;
- Mathematics 130, 175, 211.

Psychology and Sociology:

- Psychology 101, 212;
- Sociology 110.

English and Other Liberal Arts:

- English 101, 102;
- Communication Arts and Sciences 150;
- Computer Information Systems 120;
- Liberal Arts and Sciences Seminars 100-and 200-level;
- Philosophy 242.

For additional information, contact the health care advisors in the Department of Natural Science.

Pathway to a Master of Nursing (MSN) Degree

As the field of nursing continues to become more advanced in the health sciences, many nursing schools now require students to have completed a bachelor's degree (in a variety of different possible majors) prior to enrolling in a clinical nursing program. Upon completion of the clinical education provided by the nursing school, the student is awarded a Master of Nursing degree (MSN). Dominican also provides preparation for this type of program through an affiliation with Rush University College of Nursing, which offers a seven-quarter Generalist Entry Master's (GEM) in Nursing with a focus in clinical leadership. This MSN degree prepares the student to be a graduate nurse clinician with a focus in clinical leadership. Students must have a bachelor's degree and must have completed the required prerequisite courses to be admitted to this degree program at Rush. Dominican students who wish to pursue this path to a nursing career can do so by completing a variety of majors at Dominican; however, students are encouraged to major in either biology with a concentration in health sciences or natural science with a concentration in health sciences. Please see Natural Science or Biology sections in this bulletin for additional information.

NUTRITION AND DIETETICS

Bachelor of Science/Bachelor of Arts

Major/Minor

The nutrition and dietetics major prepares students for careers in the diverse field of nutrition. Completion of the Commission on Accreditation for Dietetics Education (CADE) requirements provides eligibility for a dietetic internship and registered dietitian status. Majors in nutrition and dietetics may eventually hold such positions as nutritionist, dietitian, food service manager, and consumer service representative in business, industry, or health care.

Major Requirements

- Nutrition Sciences 141, 200, 250, 290, 345, 375, 390, 404, 407, 408, 409, 425;
- Biology 252, 160
- Chemistry 101, 104

A minimum of 15 hours in the major field must be completed at Dominican.

It is advisable for interested freshmen to consult with an advisor in the department prior to registration and to take Chemistry 101, 104, and English 101, 102 in the freshman year.

Majors in nutrition and dietetics may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for both degrees.

Minor Requirements

- Nutrition Sciences 200, 250, 425;
- Electives to complete a total of 18 to 24 semester hours selected in consultation with a nutrition sciences advisor.

A minimum of nine hours in the major field must be completed at Dominican.

American Dietetic Association Program Requirements

- Nutrition Sciences 200, 250, 290, 345, 375, 390, 404, 407, 409, 425, 430;
- Biology 252, 160;
- Business Administration 245, 345 (or 275 in lieu of 245 and 345);
- Chemistry 101, 104;
- Mathematics 211;
- Psychology 101;
- Sociology 110.

The American Dietetic Association program is currently granted accreditation status by the Commission on Accreditation for Dietetics Education (CADE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) board. Nutrition and dietetics majors may complete the American Dietetic Association program requirements in addition to the major.

Certificate

The program offers a certificate to those holding a baccalaureate degree and completing only the American Dietetic Association requirements. In addition, a student may complete a second degree. These programs are administered by the nutrition sciences department.

NUTRITION SCIENCES

NUTRITION SCIENCES COURSES (NUTR)

141 FOOD SERVICE SANITATION (1)

The sanitation of facilities and equipment in food services; the protection of food from microbiological and other contamination. Qualifies for Illinois and national sanitation certification.

200 FUNDAMENTALS OF FOODS (3)

Scientific principles of food preparation with reference to optimum quality, microbiological safety, and preservation of nutrients.

202 APPLICATIONS OF FOODS (3)

This course provides direct application of selected food preparation and science principles. Mirrored after American's Test Kitchen, each class begins with a one-hour food preparation theory lecture and demonstration followed by a two-hour laboratory application and evaluation. Designed for students interested in developing a cause-effect relationship in food preparation.

220 SENSORY EVALUATION (3)

Study of qualitative and quantitative techniques used to measure and evaluate the sensory perceptions of food products and ingredients.

Prerequisite: Nutrition Sciences 200

240 FOOD CHEMISTRY (3)

Covers the basic composition, structure, and properties of foods and the chemistry of changes occurring during processing and utilization.

Prerequisites: Chemistry 101 and 104

250 NUTRITION (3)

Study of the scientific principles of nutrition as they apply to individuals and groups with application to meeting the nutrient requirements throughout the life span.

Listed also as Natural Sciences 250.

This course will satisfy the natural sciences core area requirement.

251 ADVANCED BASIC NUTRITION (1)

This course builds upon basic nutrition concepts. Emphasis is placed on the advanced application of competency skills in areas such as diet analysis using computer databases, nutritional assessment, diet composition.

Prerequisite: Nutrition Sciences 250 or equivalent

275 SPORTS NUTRITION AND HEALTH PROMOTION (3)

Presents a wide array of nutrition and health topics related to sports and physical activity. Emphasis is on maintaining and improving health, understanding physiological and metabolic processes, and developing lifestyle options. Interdisciplinary faculty coordinate lecture, discussion, projects, and hands-on experience (dietary evaluation, food preparation, physical activity choices).

Prerequisite: Nutrition Sciences 250

280 MULTICULTURAL FOOD PATTERNS; EXPERIENCING CULTURE THROUGH FOOD OF THE NON-WESTERN THIRD WORLD (3)

A study of the cultural influences of food in non-Western third-world societies including nourishment, health beliefs and practices, religion, social communication, and socioeconomic status.

This course will satisfy the multicultural core requirement.

290 NUTRITIONAL BIOCHEMISTRY (3)

Elementary course in biochemistry dealing with functions and metabolism of proteins, fats, carbohydrates, and their related substances with emphasis on clinical applications in health professions.

Prerequisite: Chemistry 104, Biology 252

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly listed nutrition sciences course. Involves a minimum of 30 hours of community service arranged in consultation with the instructor.

345 NUTRITION COMMUNICATION SKILLS (3)

Study of the theoretical framework based in behavioral sciences and education as used in planning and delivering nutrition information and counseling.

Prerequisites: One food or nutrition sciences course and sophomore standing

350 FOOD ANALYSIS AND QUALITY ASSURANCE (3)

Study of the principles, methods, and techniques necessary for the analysis of food products and ingredients.

Prerequisite: Nutrition Sciences 200, 240, and 250

360 FOOD MICROBIOLOGY (3)

Study of the microbial ecology related to food, chemical and biological destruction of microorganisms in foods, and microbiological examination of foodstuffs.

370 FOOD PROCESSING (3)

Covers general characteristics of raw food materials and principles of food preservation, packaging, and sanitation.

Prerequisite: Chemistry 101, Biology 160, Physics 211, or consent of instructor

375 PRINCIPLES OF FOOD SERVICE PURCHASING (3)

Principles and standards for food service equipment and purchasing in quantity for institutions.

Prerequisite: Junior or senior standing

380 FOOD ENGINEERING (3)

Study of the engineering concepts and unit operations in fluid flow, energy balance, and mass transfer.

Prerequisites: Physics 211 and Mathematics 190

390 EXPERIMENTAL FOODS (4)

Application of scientific principles and experimental methods in the study of foods.

Prerequisite: Nutrition Sciences 200

404 MEDICAL NUTRITION THERAPY I (3)

Study of the principles of nutrition in the prevention and treatment of various disease states and metabolic abnormalities.

Prerequisites: Nutrition Sciences 250 and 290

407 QUANTITY FOOD PRODUCTION AND SERVICE (4)

Principles of quantity menu planning, food production, and service.

Prerequisites: Nutrition Sciences 375

408 MEDICAL NUTRITION THERAPY II (3)

Continued study of the principles of nutrition in more complicated disease states and metabolic abnormalities.

Prerequisites: Nutrition Sciences 404

409 COMMUNITY NUTRITION (3)

Nutrition applied to the health-related concerns of individuals and groups. Role of agencies in providing programs and services.

Prerequisite: Nutrition Sciences 250

410 FOOD PRODUCT DEVELOPMENT (3)

Applications of food product design, packaging, and marketing.

Prerequisite: Nutrition Sciences 390

412 SPECIAL TOPICS IN NUTRITION (3)

The study of a major area of nutrition at an advanced level; topics and prerequisites vary by announced topic

415 SPECIAL TOPICS IN QUANTITY FOOD PRODUCTION (3)

The study of advanced topics in food production and preparation; topics and prerequisites vary by announced topic.

416 SPECIAL TOPICS IN QUANTITY FOOD SERVICE (3)

The study of advanced topics in food service and management; topics and prerequisites vary by announced topics

425 NUTRITION IN HUMAN DEVELOPMENT (3)

Principles of nutrition and research in human growth and development throughout the life span.

Prerequisite: Nutrition Sciences 250

430 SEMINAR IN MEDICAL NUTRITION THERAPY (3)

Survey of recent research and advanced problems in medical nutrition therapy.

Prerequisite: Nutrition Sciences 408 or concurrent enrollment

440 SEMINAR IN FOOD SCIENCE (3)

Seminar incorporating the principles of food chemistry, microbiology, nutrition, sensory analysis, and statistics.

Prerequisite: Senior standing

450 INDEPENDENT STUDY (1-8)**455 INTERNSHIP (1-8)**

A student of junior or senior standing may arrange for an internship in his or her field of concentration, subject to the approval of the department faculty.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

OCCUPATIONAL THERAPY

Occupational therapy (OT) professionals work with people of all ages, helping them to adapt to their work and home environments following injury, illness, or developmental or psychological impairment. Occupational therapy professionals play an active role in assisting people as they regain, develop, and improve the skills necessary to live independent, productive, and satisfying lives.

Occupational therapy is not an undergraduate major. Dominican University has a partnership with Rush University where students earn both a bachelor's degree from Dominican University and a Master of Science in occupational therapy from Rush University through an accelerated five-year program. This is a competitive, selective program in which only two students from Dominican University per year may be admitted. This program requires that students apply independently for admission to the Rush University OT program.

All application materials must be completed by September of one's third year at Dominican University. Rush University courses begin in June.

For the Rush University accelerated program, students complete all core curriculum, seminar (with exception of senior seminar), and general education requirements during their first three years at Dominican University. During the third year, students apply to the Rush University occupational therapy program and, when accepted, begin graduate courses at Rush University. These OT courses also satisfy the remainder of the undergraduate requirements at Dominican University. In order to graduate with a bachelor's degree from Dominican University after four years of study, students will need to have completed 100 semester hours of credit by the end of their junior year at Dominican University.

When the fourth year of study has been completed successfully at Rush University, students are awarded a bachelor's degree from Dominican University. Subsequent to an additional five quarters at Rush University, students also receive a Master of Science degree in occupational therapy.

Admission Guidelines for the 3-2 program with Rush University:

- A major in psychology or sociology;
- A minimum undergraduate GPA of 3.00 on a 4.00 scale (average admitted GPA is 3.4);
- Completion of the following courses:
 - Biology 152 and 252;
 - Psychology 290 and 291 or Sociology 361 and 362;
 - Sociology 110;
 - Psychology 215 or Education 300;
 - Psychology 220 and 225 (Students may elect to take Psychology 212 in place of Psychology 215 and 220);
 - Two psychology electives (courses other than the developmental sequence);
 - For non-psychology majors, Psychology 101 or 102 and 214 are strongly recommended;
 - Completion of the Graduate Record Examination (GRE) (taken within the past five years);
 - Experience or familiarity with occupational therapy. Students should complete at least 40 hours of OT observation. Other suggested experiences include volunteer work, clinical experience, fieldwork, internships, or independent study.

If selected as a candidate, the prospective student will be invited for an onsite visit and interview with a member of the Rush University faculty. Additionally, a writing sample will be requested.

It is important to note that student applications are evaluated on the strength of both academic performance and nonacademic performance (i.e. work life, extracurricular activities, and life experience). There are a limited number of students who are admitted into the program each year. Rush University accepts a maximum of two students per year from Dominican University for this accelerated program.

For additional information, contact the director of the Occupational Therapy program at Dominican University.

PASTORAL MINISTRY

Bachelor of Arts

Major/Minor

Major Requirements

- Forty-five semester hours of credit are required, including:
- Pastoral Ministry 160, 254 or 353, 270, and either 290, 351, or 357;
- Theology 110, 120 or 230, 122 or 232, 130, 240, 252, 310;
- Theology 261 or 320 or Pastoral Ministry 363;
- In addition to these required courses, a three-credit internship, Pastoral Ministry 455, is required;
- The remaining 6 credits will be distributed in electives related directly to ministry.

Admission to the pastoral ministry major requires a personal essay on ministerial experience or aspirations, along with two letters of recommendation attesting to the applicant's aptitude for ministry. In consultation with their advisor, students may design specializations either from courses or programs already offered at Dominican University or from other approved programs. For instance, Dominican students may take the Certificate in youth ministry, which is offered in partnership with Loyola University of Chicago, to fulfill their specialization in Youth Ministry.

Possible areas of specialization are care and bereavement, catechesis and evangelization, family ministry, youth ministry, worship and ritual, sacred music, and parish management.

A minimum of eight courses in the major field must be completed at Dominican.

Minor Requirements

Twenty-four semester hours are required, including:

- Pastoral Ministry 160 and either 254, 353, or 357;
- Theology 101, 110, 122 or 232, 252, 261, or 310;
- Theology 261 or 320 or Pastoral Ministry 363.

Certificate in Pastoral Ministry

Dominican University also offers a program leading to a certificate in pastoral ministry. The courses required for this certificate are the same as the major and include a course each in English and mathematics.

The program in pastoral ministry is administered by the theology and pastoral ministry discipline. Courses listed below are designed specifically for the pastoral ministry program.

PASTORAL MINISTRY COURSES (PMIN)

160 INTRODUCTION TO MINISTRY: THEOLOGY AND PRACTICE (3)

As an introductory seminar, this course will engage students in discussion of the theological and practical dimensions of ministry and the minister in the Christian/Catholic tradition. Personal reflection and engagement in the issues are key components of the course.

254 INTRODUCTION TO RITUAL AND SYMBOL (3)

A person's understanding of ritual and symbol in many ways frames that person's worldview. This course will explore the fascinating world of ritual and symbol and examine the deeper source of human imagination, which serves as a context for Christian liturgy and sacrament.

270 COMMUNICATION SKILLS FOR MINISTRY (3)

The ability to listen and respond is the foundation for ministry. In addition, the skills for leading task groups, presentations, and working with staff and volunteers are essential components for a minister. This course will provide theory and practice and will involve the development of a project for a particular ministerial setting.

290 PASTORAL COUNSELING (3)

This course is designed to equip students with the basic knowledge and skills necessary to help others in times of crisis and need. Attention to the theoretical foundations of pastoral care and counseling complements the development of such skills as listening and responding, assessment and referral.

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly listed pastoral ministry course.

Prerequisite: Consent of instructor

351 MINISTRY TO FAMILY (3)

Ministers who work with families know the complex and challenging questions asked about faith development within family life. We will explore the sacred ground of home and examine how parishes can respond to needs by promoting catechesis, liturgy and rituals, prayer, justice and service, and family life to strengthen today's family, called by Vatican II to be the "Domestic church."

353 LEADERSHIP IN PRAYER (3)

Increasingly, ministry in the church involves leadership in prayer. This course is designed to help ministers become effective prayer leaders through knowledge of the tradition and development of their own personal skills.

357 CARE AND BEREAVEMENT MINISTRY (3)

This course will explore the biblical and historical foundations of bereavement ministry, emphasize advanced communication skills for this ministry, and consider various approaches to pastoral care of the sick (e.g., hospice, nursing home, and homebound ministry). Students will do work with their personal experience of grief and apply this to ministry within parishes or other communities.

363 ETHICS FOR MINISTRY (3)

This course helps students to become effective “moral ministers,” both well grounded in the Christian (especially Catholic) tradition of moral reflection and aware of themselves as moral persons and leaders. Topics to be considered include the role of conscience in the moral life, confidentiality, appropriate professional relationships, and fostering communities of moral discourse.

380 EVANGELIZATION: THE MISSION OF THE CHURCH (3)

This course focuses in a theologically critical manner on a central mission of the Church: inviting people to God’s reign and to conversion. Students are invited to draw upon biblical and other sources within the Christian tradition in order to examine and develop models of evangelization and renewal, especially within present-day parish life.

382 RELIGIOUS EDUCATION AS A TRANSFORMATIVE PROCESS (3)

Religious education is about the lifelong work of transforming our attitudes, behaviors, and understandings into the attitudes, behaviors, and understandings offered by faith and wisdom traditions. During this course you will determine your religious education style, study the educational models that support your style, and develop a strategy to best use your style as a tool in your work as a religious educator. The setting of the work is varied; it may take place in an institution, a family, a corporation, or in whatever setting you find yourself.

450 INDEPENDENT STUDY (1-4)**455 INTERNSHIP (1-8)****INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

PHILOSOPHY

Bachelor of Arts

Major/Minor

Traditionally, philosophy is considered the reasoned pursuit of wisdom regarding such “really big” questions as What makes something “real” or “good” or “true”? Is there more to a person than a body? Do human beings have free will? Does life have a meaning? etc. Consistent with the mission of the college, the goal of the department is to offer students the opportunity to consider philosophy as part of their own reasoned pursuit of wisdom and to provide interested students (particularly philosophy majors and minors) with guided, reflective access to the vast store of literature devoted to such questions.

All philosophy courses focus on acquaintance with some of the “big questions”; acquaintance with some of the philosophical positions regarding them; and serious opportunities to discuss these questions and associated positions openly and reasonably within the context of one’s life, personally, professionally, or as a member of one’s community. The department offers courses designed for all students, including philosophy majors and minors, interested in deeper explorations of philosophy.

Students with graduate philosophy ambitions are strongly advised to declare a major in philosophy and discuss their graduate study intentions with the chair before the second semester preregistration period of their freshman year; transfer students are advised to do this immediately upon admission to Dominican University.

Major Requirements

A minimum of 32 semester hours in philosophy:

- Philosophy 120, 160, or 190;
- Philosophy 241, 242, or 243;
- Philosophy 250 or 251;
- One course chosen from Philosophy 200, 210, 220, 275, 284, or 290;
- Philosophy 410;
- The remaining hours, including at least sixteen 300 to 400-level semester hours, to be chosen in conference with the advisor.

A minimum of six courses in the major field must be completed at Dominican.

Minor Requirements

A minimum of 18 semester hours in philosophy, including:

- Philosophy 120, 160, or 190;
- Philosophy 241, 242, or 243;
- Philosophy 250 or 251;
- One course chosen from Philosophy 200, 210, 220, 275, 284, or 290.

A minimum of three courses in the minor field must be completed at Dominican.

PHILOSOPHY COURSES (PHIL)

101 ETHICAL ISSUES IN SPORTS (3)

This is an opportunity to increase one’s knowledge and understanding of many philosophical issues and controversies in sports. Here, pressing sports issues will be exposed in an environment steeped in practical implications and grounded in ethical and philosophical perspectives.

This course will satisfy the philosophy core area requirement.

120 BEING HUMAN: ITS PHILOSOPHICAL DIMENSIONS (3)

Introduction to philosophical theories of human nature. Questions to be considered include: What is the self? Do we have free will? What does it mean to be a good person? How do race and gender affect our self-understanding?

This course will satisfy the philosophy core area requirement.

160 INTRODUCTION TO PHILOSOPHY (3)

Introduction to major questions arising from experience with nature, knowledge, and the good life; study of how selected ancient and modern philosophers tried to resolve these questions.

This course will satisfy the philosophy core area requirement.

190 PHILOSOPHY AND FILM (3)

Introduction to major themes of philosophy as they arise in contemporary films: themes such as free will/determinism, the nature of personhood, moral evil, the meaning of life, fate, and what makes film itself philosophically interesting, particularly regarding our beliefs distinguishing reality and fantasy.

This course will satisfy the philosophy core area requirement.

200 AFRICAN AND AFRICAN-AMERICAN THOUGHT (3)

A philosophical investigation of African and African-American thought studied in the context of intellectual and cultural history of the sub-Saharan Africa.

Listed also as Black World Studies 200.

This course will satisfy the philosophy core area and multicultural core requirements.

202 ETHICS IN WORLD POLITICS (3)

Listed also as Black World Studies 202.

210 PHILOSOPHY AND CONTEMPORARY ISSUES (3)

An exploration of the philosophical implications in contemporary personal, social, and political issues. Selected readings from traditional and contemporary thinkers.

This course will satisfy the philosophy core area requirement.

220 WOMEN IN PHILOSOPHY (3)

An inquiry into how major philosophers have viewed women, as well as a study of the writings of selected women philosophers.

This course will satisfy the philosophy core area requirement.

230 BUSINESS ETHICS (3)

An introduction to various approaches to moral reasoning pertinent to business. A survey of contemporary ethical issues such as truth-telling, workplace harassment, corporate responsibility, whistle-blowing, fairness, affirmative action strategies, and relativism in international business dealings.

This course will satisfy the philosophy core area requirement.

241 ETHICS (3)

An inquiry into the different responses of great thinkers to the question, what is the good life? This course will satisfy the philosophy core area requirement.

242 INTRODUCTION TO BIOMEDICAL ETHICS (3)

This course examines the application of moral theories to key problems in biomedical ethics, using real-life cases, and explores issues such as informed consent in research, gene therapy, stem cell research, the effects of race, class, and gender on the quality of health care, in vitro fertilization, distribution of health care resources, and assisted suicide.

This course will satisfy the philosophy core area requirement.

243 ETHICS AND BUSINESS (3)

An introduction to various approaches to moral reasoning pertinent to business. An exploration of moral theories, relativism, human rights, fairness, the

moral justification of a free market economy, the profit motive, corporate responsibility, and the concept of an "ethical firm."

This course will satisfy the philosophy core area requirement.

244 PHILOSOPHY OF SCIENCE (3)

This course explores some fundamental questions regarding science as a "quest for knowledge": the nature of scientific knowledge, its methods (both as proclaimed and as actually practiced by scientists), and its boundaries. The course investigates some common myths about scientific knowledge, and also inquires about some ethical issues raised by its practical applications.

This course will satisfy the philosophy core area requirement.

245 INTRODUCTION TO THE PHILOSOPHY OF RELIGION (3)

This course discusses the big arguments for the existence of God and what religious/mystical experience can tell us. It also explores vexing issues such as good and evil, human destiny, life after death, religious diversity and truth, and the relations between faith and reason.

This course will satisfy the philosophy core area requirement.

246 ETHICS IN POLITICS

This is a study of both ethical and political theories and how they apply to politics today. It is also a study of how ethics is a sine qua non to politics and of how politicians have failed without it, for example, in the case of Watergate.

This course will satisfy the philosophy core area requirement.

250 LOGIC AND CRITICAL THINKING (3)

Study of useful approaches to the definition of terms, deductive and inductive reasoning, the development of analytical and critical thinking, and the identification and avoidance of fallacies.

251 LOGIC, TRUTH, AND CULTURE (3)

This course studies the logic of reasoning, definition making, and persuasive fallacies; major Western theories of truth; and cultural changes that have altered our thinking about what counts as logical, true, and rational.

This course will satisfy the philosophy core area requirement.

275 INTRODUCTION TO POLITICAL PHILOSOPHY (3)

A general survey of key ideas in political philosophy, with a special focus on classical and modern theories of the state. The study includes: Plato, Aristotle, Hobbes,

Locke, Hume, Rousseau, Marx, and Rawls.

This course will satisfy the philosophy core area requirement.

284 LAW, FREEDOM, AND JUSTICE (3)

Why obey law? Are freedom and justice possible under law? Philosophical investigation of the mutual relationships between persons and the societies in which they live.

This course will satisfy the philosophy core area requirement.

290 PHILOSOPHY OF ART (3)

Study of classical and contemporary theories regarding such issues as what makes something “art,” whether art can have meaning, whether “aesthetic” value can only be subjective, whether art is integral to a morally fulfilling life, whether philosophical issues have relevance to the production of and the engagement with art.

This course will satisfy the philosophy core area requirement.

310 PHILOSOPHY OF RELIGION (3)

Study of classical and contemporary theories regarding such issues as the relationship between claims of faith and claims of reason, meaning and religious discourse, strengths and weaknesses of various arguments for God’s existence, and the problems of evil and ultimate significance.

Prerequisite: One course in philosophy or theology

339 NIETZSCHE (3)

A study of one or more works of Friedrich Nietzsche and an exploration of major Nietzschean themes such as the difference between truth and knowledge, what (if anything) is “beyond good and evil,” the collapse of Western thinking, the death of God, herd morality, nihilism, and the “overman.”

341 GREEK PHILOSOPHY: PLATO AND ARISTOTLE (4)

A study of the philosophies of Plato and Aristotle in the context of preceding and following Greek thought.

Prerequisite: Junior standing

345 HISTORY OF 19TH-CENTURY PHILOSOPHY (3)

Major philosophers of the period, including Hegel, Kierkegaard, Marx, Nietzsche, and others.

Prerequisite: One course in philosophy

351 MODERN EUROPEAN THOUGHT (3)

Philosophy of Descartes, Hume, and Kant studied in context of the intellectual and cultural history of the Enlightenment.

Prerequisite: One course in philosophy

358 EXISTENTIALISM AND CONTEMPORARY PHILOSOPHY (3)

Using thinkers such as Kierkegaard, de Beauvoir, Sartre, and Heidegger, we will explore questions about the meaning of human existence, the possibility of freedom, authenticity, and the significance of embodiment.

Prerequisite: One course in philosophy

400 INTERDISCIPLINARY FRAMEWORKS FOR THE ANALYSIS OF WOMEN AND GENDER (3)

Listed also as Study of Women and Gender 400.

410 SENIOR CAPSTONE SEMINAR (4)

Usually taken in the senior year. The student chooses a philosophical problem and researches it throughout different periods of the history of philosophy or from key philosophical perspectives. Culmination of research is the formal presentation of a paper to the philosophy faculty and department members. The student also has an option of passing comprehensive examinations covering key issues in philosophy.

Prerequisite: Completion of 24 hours toward the major, 18 hours toward the minor, or consent of instructor

450 INDEPENDENT STUDY (1-4)

455 INTERNSHIP (1-8)

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

PHYSICAL EDUCATION AND HEALTH

All classes are open to both men and women unless otherwise indicated. Skill level assignment will be at the discretion of the instructor.

PHYSICAL EDUCATION AND HEALTH COURSES (PHED)

178 WEIGHT TRAINING (1)

Individualized exercise programs. Learn to use free weights and multi-station equipment to improve muscle tone, strength, and physical fitness.

182 AEROBICS (1)

Exercises, activities, and movements set to music designed to develop fitness through increasing cardiovascular efficiency.

183 PHYSICAL FITNESS (1)

This class is designed to instruct members on the basic principles of exercise and aid them in developing their own personal fitness program.

PHYSICS

Minor

The mission of the physics discipline is to introduce students to the basic areas of physics: mechanics, electromagnetism, and quantum theory. Knowledge of these areas helps students to better understand the underlying principles that govern the world and universe around us. This knowledge will help prepare students interested in careers in medicine, chemistry, biology, physics, and engineering.

Minor Requirements

Eighteen hours including:

- Physics 221, 222, and 223 (with their respective labs);
- Chemistry 371 and 372.

A minimum of 12 hours in the minor field must be completed at Dominican.

PHYSICS COURSES (PHYS)

211 COLLEGE PHYSICS I (4)

Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound using algebra and trigonometry.

Prerequisite: Mathematics 131 (with a grade of C or better), 250, 251, or 261

This course will satisfy the natural sciences core area requirement.

212 COLLEGE PHYSICS II (4)

Topics and problems from the areas of electricity and magnetism, optics, and circuits using algebra and trigonometry. Circuits.

Prerequisite: Physics 211 with a minimum grade of C.

221 UNIVERSITY PHYSICS I (4)

Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound using calculus.

Prerequisite: Placement into Mathematics 261 or higher

222 UNIVERSITY PHYSICS II (4)

Topics and problems from areas of electricity and magnetism, optics, and circuits using calculus.

Prerequisites: Physics 221 with a minimum grade of C and enrollment in Mathematics 262

223 UNIVERSITY PHYSICS III (4)

Topics and problems from the areas of modern physics including relativity, quantum theory, nuclear and particle physics. To satisfy the laboratory component

students must enroll for four semester hours.

Prerequisites: Physics 222 with a minimum grade of C and one year of calculus

255 BIOPHYSICS (4)

Biological systems including the human body will be investigated using concepts from physics. Topics of discussion will include: vision, the mechanics of muscles and bones, diagnostic tools such as CT and MRI's, and nuclear medicine.

Listed also as Natural Science 255.

Prerequisites: Math 130.

261 CLIMATE CHANGE (3)

This course will discuss the current understanding science has of climate change and the role humans have played in this change. Science topics will include the study of earth's atmosphere and how it has warmed over time, environmental indicators of climate change, and what predictions made by current models forecast for earth's climate. Topics will also include how life around the world is already being impacted along with a discussion of current international efforts to reduce climate change.

Listed also as Natural Science 261.

270 ASTRONOMY (4)

Listed also as Natural Science 270.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

POLITICAL SCIENCE

Bachelor of Arts

Major/Minor

A major in political science opens the door to a variety of career possibilities, in and out of government. Whether we want big government or less government, the comprehensive character of political authority means that political science cannot avoid exploring the full range of human activities. Thus topics as current as environmental politics or trade with China and topics as timeless as human nature itself are part of political science.

Government service, government and business relations, management of nongovernmental organizations, environmental action, journalism, and law are just a few of the many professions for which political science provides a solid foundation.

The political science discipline offers courses in three areas: American politics, world politics, and political philosophy. Students are encouraged to take classes in all areas or focus their attention by selecting one of the concentration areas explained below.

Students considering graduate studies should consult an advisor about taking Political Science 376 Introduction to Methodology. In addition to the courses listed here, Study Abroad 403 China: Modernization and Tradition, is also available for political science credit. Students are urged to consider this opportunity to study abroad. See the Study Abroad section. Internship experience is also critical to a competitive political science degree. Please consult an advisor about the many internship opportunities.

Major Requirements

Thirty-three semester hours, including requirements in one of the following concentrations:

General Program

- Political Science 170;
- Two courses in political philosophy;
- Two courses in American politics;
- Two courses in world politics;
- Four additional political science courses.

Political Philosophy

- Political Science 170, 310 or 320;
- Four courses in political philosophy;
- One course in world politics;
- One course in American politics;
- Three additional political science courses.

International Affairs (see also *International Relations and Diplomacy*)

- Political Science 170, 240 or 250;

- Four courses in world politics;
- Two courses in political philosophy;
- Three additional political science courses.
- Two years of a foreign language are strongly recommended, as are courses in economics and U.S. history.

Pre-Law

- Political Science 170, 280 or 282, 325;
- One course chosen from Political Science 380, 381, or 382;
- Two political philosophy courses;
- Five additional political science courses;
- Philosophy 250 or 251;
- Economics 191 or Accounting 101.
- History 262 is strongly recommended.

A minimum of one-half the courses in the major field must be completed at Dominican.

Minor Requirements

A minimum of eighteen semester hours in political science.

A minimum of one-half the courses in the minor field must be completed at Dominican.

POLITICAL SCIENCE COURSES (POSC)

AMERICAN POLITICS COURSES

170 AMERICAN GOVERNMENT (3)

An introduction to the founding principles of the United States government. Centering on the Constitution, the course discusses political socialization, ideology, and the main departments of the United States government. The powers and the political role of the Congress, the executive branch, and the judiciary will each be examined. In addition, the civil liberties present in the Bill of Rights will be discussed.

Listed also as American Studies 170.

This course will satisfy the social sciences core area requirement.

278 AMERICAN INDIAN TREATIES, LAWS, AND INDIAN POLICIES (3)

This course is intended to provide a foundation of understanding treaties, laws, and public policies that directly relate to the history of American Indians in North America. The first portion of the course will involve a study of public policies and tribal relations during the colonial period of North America: tribal traditional structure, the concepts of discovery and manifest destiny. The core of this course will begin

with the three Supreme Court decisions of the 1830's that constitute the Marshall Trilogy and will include: federal trust responsibility as defined by the American Indians, what it means in relation to international law, and how it has been selectively applied to the native people. We will study the foundation of federal Indian law; removal, reservation, and treaty making; allotment and assimilation; Indian reorganization; and termination. Topics will include Indian self-determination, self-governance, Indian health, Indian education, and tribal economic development. We will discuss religious traditions and the transformation of American Indian tribes with the introduction of Christianity, which founded boarding schools to "civilize" Indian children.

280 PUBLIC ADMINISTRATION (3)

A study of the principles, organization, and operation of the United States federal bureaucracy and how they implement, impede, or create public policy.

Listed also as American Studies 279.

This course will satisfy the social sciences core area requirement.

282 ENVIRONMENTAL ADMINISTRATION AND LAW (3)

A study of the development and implementation of environmental law. Emphasis is on the organization of government regulatory agencies, the sources of environmental regulation, and the methods of federal, state, and local environmental protection and enforcement. The relationship between government, business, private groups, and individuals in environmental protection will also be examined.

This course will satisfy the social sciences core area requirement.

286 STATE AND LOCAL GOVERNMENT (3)

Why do cities and states matter in the United States? What is their relationship with each other? How do these questions illustrate the system of federalism in America? Politics as well as policy in Illinois are considered as paradigms of state and local politics. Examination of state and local governments within the federal system, intergovernmental relations, metropolitan problems, dynamics of electoral process, including impacts of public policy discussions on individual lives. Several policy areas may be studied.

Listed also as American Studies 286.

This course will satisfy the social sciences core area requirement.

290 POLITICAL PARTIES AND VOTING BEHAVIOR (3)

Why should I vote when the Democrats and Republicans are terrible? This course takes on this issue by examining what political parties are and what

they do in the system, including why dozens of "other" political parties are obscured by the dominance of the Rs and Ds. Voting turnout in the United States is one of the lowest in the world. Why is it that low? Is there a simple solution? Who are those people who do vote? These are a few of the questions that will be explored.

This course will satisfy the social sciences core area requirement.

291 CONGRESS AND CONGRESSIONAL ELECTIONS (3)

A study of what the founders saw as the strongest of the three departments of government, the Congress. The course will study both the House and the Senate individually and the Congress as a whole. How does Congress work? Why does Congress not seem to work? Who has the power? Offered during midterm election years (when the there is no presidential election), current elections will be used to discuss money in elections and campaigning. The course will examine the political makeup of the post-election Congress and its possible direction.

This course will satisfy the social sciences core area requirement.

295 POLITICS AND ENVIRONMENT (3)

Federal control of environmental issues has been replaced by a new phenomenon: civic environmentalism, or cooperation between the private and the public sectors—businesses and nonprofit groups, local, state, and federal governments. Students will use an interdisciplinary, hands-on approach to a local area or issue in order to explore this developing field.

Listed also as Environmental Science 295.

This course will satisfy the social science core area requirement.

297 WOMEN IN POLITICS (3)

Women are both actors in and subjects of politics and legislation. This interrelationship will be explored, focusing either on women who have been active in the political sphere, or on women's political campaigns.

Listed also as Study of Women and Gender 297.

This course will satisfy the social sciences core area requirement.

374 PUBLIC OPINION AND POLLING (3)

For a democracy, knowing what "the people" want is considered essential. Public opinion polling has assumed an increased role in politics as every major politician, newspaper, and organization uses polls to prove they are right, their opponent is wrong, or "the people" support them. This course examines if public opinion really exists, what form it may take, how it is measured, and how it is used politically. The course will examine question wording, question ordering, types of polls, who is polled, and very basic interpretive

tools such as sample types and error measuring. No statistics training is necessary.

This course will satisfy the social sciences core area requirement.

375 THE PRESIDENCY AND THE ELECTORAL COLLEGE (3)

This course studies the role of the president in the United States political system. Both the institution of presidency (constitutional powers, relations with Congress, and changes) and the individuals who have been president (personalities and styles) will be examined. Offered during presidential election years, the politics and processes of presidential elections through the electoral college, including candidates, campaign, predictions, and evaluation of the future president will be included.

This course will satisfy the social sciences core area requirement.

376 INTRODUCTION TO METHODOLOGY IN POLITICAL SCIENCE (3)

An introduction to the application of quantitative research methods to the discipline of political science. The course will cover formulating research questions, collecting data, and utilizing statistical techniques to test hypotheses. Statistical techniques will include measures of central tendency (mean, median, mode) through to the basics of multiple regression.

This course will satisfy the social sciences core area requirement.

380 CONSTITUTIONAL LAW I: INSTITUTIONAL POWERS (3)

This course emphasizes how the Supreme Court of the United States approaches landmark cases in constitutional law and governmental principles of the Constitution. Topics include the powers and processes of the Supreme Court, powers of the Congress under the commerce clause, the president's power to wage war and organize the executive department, and the role of individual state power in relation to the United States government. These topics will also be addressed utilizing historic and current court cases.

Prerequisite: Political Science 170, junior standing, or consent of the instructor.

This course will satisfy the social sciences core area requirement.

381 CONSTITUTIONAL LAW II: CIVIL LIBERTIES (3)

This course will focus on the most controversial issues confronted by the Supreme court in the area of civil liberties, primarily stated in the "Bill of Rights." Topics may include the Court's approach to the First Amendment freedoms of religion, speech, and the press. In addition, the rights of the criminally accused,

including search and seizure, Miranda Rights, rights to an attorney, and the death penalty, will be addressed utilizing historic and current Court cases.

Prerequisite: Political Science 170, junior standing, or consent of the instructor.

This course will satisfy the social sciences core area requirement.

382 CONSTITUTIONAL LAW III: GENDER AND RACE (3)

The issues of gender and race in America have challenged the society and the courts throughout our history. This course will focus on the complex issues of race and gender and the court's approach to these issues. Topics may include the historic legal difference between men and women, whether laws or legal judgments that favor women in fact benefit them and/or disadvantage men, the legal arm of the civil rights movement, economic, educational, and voting discrimination. These and other topics will be examined through the study of court cases and their effects.

Listed also as Study of Women and Gender 382.

Prerequisite: Political Science 170, junior standing, or instructor consent.

This course will satisfy the social sciences core area requirement.

WORLD POLITICS COURSES

240 INTERNATIONAL RELATIONS (3)

Ways of managing power among nations will be related to contemporary issues of war, peace, and diplomacy.

Listed also as International Studies 200.

This course will satisfy the social science core area requirement.

250 COMPARATIVE POLITICS (3)

Four modern political systems will be compared. Different countries will be studied in different years.

Listed also as International Studies 250.

This course will satisfy the social sciences core area requirement.

255 BRITISH POLITICS (3)

An introduction to the British political tradition and the problems of contemporary Britain.

Listed also as International Studies 255.

This course will satisfy the social sciences core area requirement.

260 RUSSIA AND ITS NEIGHBORS (3)

This course will study the former states of the Soviet Union, their problems, and their political evolution in the 21st century.

Listed also as International Studies 260.

This course will satisfy the social sciences core area requirement.

262 POLITICS AND FILM (3)

This course will consider the relationship between politics and film, whether in government propaganda or in the director's depiction of a contemporary issue. Hollywood's view of the world will be compared to the views portrayed by directors in other countries and cultures. Political issues such as war and peace, race relations, culture vs. economics, will be studied. Films and focus will vary.

Listed also as Communication Arts and Science 385 and International Studies 262.

This course will satisfy the social sciences core area requirement.

263 CHINA: MAO TO REFORM (3)

This course will cover the civil war in China, China's role in World War II, Mao's consolidation of power, the Great Leap Forward, the Cultural Revolution, the influence of Chou En-lai and Deng Xiaoping, China's foreign policy, including the split with the Soviets and the accommodation with the United States under Nixon, the economic reforms of the past decade, the Tiananmen Square protest, and the future of China as a major economic power. The course will also include an introduction to the history and culture of China.

Listed also as International Studies 263.

This course will satisfy the social science core area and multicultural core requirements.

264 POLITICS IN AFRICA (3)

This course will deal with a number of topics in the politics of Africa: the religious conflict along the coast of North Africa, the internal political problems of Nigeria, the building of a new nation in South Africa, the role of the Organization of African States, and general topics concerning the economic and political future of African states.

Listed also as International Studies 264 and Black World Studies 264.

This course will satisfy the social science core area and multicultural core requirements.

265 MIDDLE-EASTERN POLITICS (3)

This course will cover the political culture of the area as well as the Arab-Israeli conflict and the rise of Islamic fundamentalism.

Listed also as International Studies 265.

This course will satisfy the social sciences core area and multicultural core requirements.

267 POLITICS OF INDIA AND PAKISTAN (3)

While the focus of this course will be India, the course will also discuss other countries of South Asia, particularly Pakistan and Afghanistan. The focus will be on the founding of two new nations, India and Pakistan, and their respective political development since the partition of the country. Pakistan's relations

with Afghanistan will also be a topic.

Listed also as International Studies 267.

This course will satisfy social sciences core area requirement and the multicultural core requirement.

269 WOMEN LEADERS IN THE WORLD (3)

How have women leaders in the world gained their preeminent positions, and what is the nature of their leadership and policies? The power and policies of one or more women as political leaders will be studied.

Listed also as International Studies 269 and Study of Women and Gender 269.

This course will satisfy the social science core area requirement.

341 AMERICAN FOREIGN POLICY (3)

A course covering American foreign policy since World War II.

This course will satisfy the social sciences core area requirement.

343 INTERNATIONAL LAW (3)

This course will explore law as an alternative to force in international relations. Topics include sovereign rights of nations, human rights, international organization, law in war, and treaty obligations.

Listed also as International Studies 343.

This course will satisfy the social sciences core area requirement.

348 THE POLITICS OF EUROPE (3)

The evolution and present structure of the European Union will be covered in its political and economic ramifications.

Listed also as International Studies 348.

This course will satisfy the social sciences core area requirement.

403 CHINA: MODERNIZATION AND TRADITION (3)

Listed also as Study Abroad 403.

POLITICAL PHILOSOPHY COURSES**215 AMERICAN POLITICAL THOUGHT (3)**

The American regime, politics, and character as seen from a theoretical point of view.

Listed also as American Studies 215 and Black World Studies 216.

This course will satisfy the social sciences core area requirement.

220 POLITICAL LEADERSHIP (3)

An exploration of the sources of, opportunities for, and obstacles to political leadership, using varied readings from ancient, medieval, or modern political works.

This course will satisfy the social sciences core area requirement.

228 POLITICAL THOUGHT OF CHINA (3)

Confucianism and Taoism are the two original paths of political thought in China. They are still important aspects of the Chinese character, and it is necessary to know them in order to understand China as a major 21st century power. We will enter into the thought of their founders, Confucius and Lao-zi, as well as study other lasting influences on Chinese political thought.

This course will satisfy the social sciences core area requirement.

230 SHAKESPEARE'S POLITICS (3)

The artist as thinker and political philosopher.

This course will satisfy the social sciences core area requirement.

235 WOMEN IN POLITICAL PHILOSOPHY (3)

Since Plato's *Republic* first asserted the equality of women in political life, the issue of the role of women, in and out of the family, has been a central theme of political reflection by men and women whose provocative writings will be the focus of this course.

Listed also as Study of Women and Gender 235.

This course will satisfy the social science core area requirement.

301 ENVIRONMENTAL ETHICS (3)

This course explores values (philosophy) and ecology (science) to understand how political decisions affecting the environment are made and what their consequences are. The issues covered may include animal rights, cloning, and effects on the third world. The course is recommended for students in the environmental sciences program who are interested in environmental management.

This course will satisfy the social science core area requirement.

310 CLASSICAL POLITICAL PHILOSOPHY (3)

Philosophers of classical Greece, such as Plato and Aristotle, will be studied, especially regarding the political question, What is the best way to live?

This course will satisfy the social science core area requirement.

317 NON-WESTERN POLITICAL THOUGHT (3)

This course will draw on materials from one of the following areas: traditional African thought, philosophic and religious thought within Islam, Confucian and Hindu thought, or texts exploring non-Western approaches to politics.

Listed also as Black World Studies 317.

This course will satisfy the social science core area and multicultural core requirement.

320 MODERN POLITICAL THEORY (3)

A survey from Machiavelli to Nietzsche. Different political philosophers will be emphasized in different years.

This course will satisfy the social science core area requirement.

323 CONTEMPORARY POLITICAL THEORY (3)

Reaction to the foundations of modern political thought has led to the attempt to discover new bases for and ways of thinking about the human condition. One or more postmodern, critical, or radical thinkers such as Sartre, Derrida, Strauss, and Lyotard will be considered.

325 PHILOSOPHY OF LAW (3)

A study of various theoretical foundations behind legal systems.

This course will satisfy the social sciences core area requirement.

OTHER COURSES

299 SERVICE LEARNING (1)

An additional credit-hour may be earned in conjunction with a regularly listed political science course through community service related to the subject of the course.

450 INDEPENDENT STUDY (1-4)

455 INTERNSHIP (1-8)

Internships in government and politics are available under faculty supervision. Students will participate in relevant internships while pursuing concurrent research interests.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

POST-BACCALAUREATE PRE-MEDICAL CERTIFICATE PROGRAM

Dominican University's Department of Natural Science offers all the science courses required for admission to all health professional schools. Students who have completed a Bachelor of Science degree at Dominican or other institutions, but have not completed the necessary science requirements or need to retake the pre-requisites, may complete these courses at Dominican in preparation for application to health professional schools. Required courses in biology, chemistry, and physics, as well as upper level post-bac-only courses, are available. Through consultation with the post-bac advisor, the curriculum is customized to meet the individual needs of each student. The program offers medical internships at Rush Oak Park Hospital. Under the direction of the medical staff, the students get a firsthand opportunity to observe surgeries and other medical procedures in a number of medical disciplines. MCAT review sessions will be available to students preparing for the examination. Letters of recommendation by committee will be provided upon student request at the time of application.

PRE-LAW PROGRAM

Law schools seek students who have followed a rigorous program, preferably in the liberal arts, which develop skills of careful reading, precise writing, and incisive and logical reasoning. Majors should be chosen in accordance with their rigor and the student's interest. Electives should be chosen to complete the student's writing, mathematical or logical, and communicative skills and to provide substantive knowledge in wide areas of human endeavor.

Courses in constitutional law, environmental law, American politics, and political philosophy help prepare students for law school by engaging them with programs and methods they will encounter in and beyond law school.

Students seeking entrance to law school must take the Law School Admissions Test (LSAT) as part of the application process. The pre-law advisor in the Department of Political Science helps to prepare students for the LSAT by offering the mock LSAT every spring semester. LSAT scores are major factors considered by law schools in the admissions process. The mock LSAT affords students the opportunity to experience the LSAT process prior to taking the actual examination.

The pre-law advisor arranges group visits to area law schools for students interested in law school admission. In addition, students may, as a group, attend the Law Forum sponsored by the Law School Admission Council, where students can gather information from law schools throughout the country and meet with representatives from those schools.

For additional information, contact the pre-law advisor in the political science department or the Office of Academic Advising.

PRE-MEDICAL PROGRAM

Students interested in medicine follow a sequence of courses that fulfill all pre-professional requirements. Most students major in either biology or biology-chemistry, though other fields are possible. The pre-medical advisor guides the students' course choices to ensure that they best suit the students' career goals. After taking the basic science courses, including human anatomy, most students complete an internship at nearby Rush Oak Park Hospital.

Arrangements for the internship are made by the university. The pre-medical advisor also assists in the professional school admissions process.

PRE-PHARMACY PROGRAM

The pre-pharmacy program is not a degree-granting curriculum. Completion of the required course work typically takes two to three years, depending on the background of the student. A bachelor's degree in biology or biology-chemistry significantly increases the likelihood of a student's acceptance into pharmacy school. The student's pre-pharmacy advisor assists in the professional school admissions process.

Program in Pharmacy with Chicago College of Pharmacy of Midwestern University: Dual Admission

Upon successful completion of two years of pre-professional course work at Dominican, students are automatically admitted into the four-year professional curriculum at Midwestern, culminating with awarding of the Doctor of Pharmacy degree, without having to reapply or to take the Pharmacy College Admission Test. Students must rank in the top quartile of their high school graduating class and must score in the top quartile on a College Entrance Examination (ACT of 24 or higher, SAT of 1175 or higher), and they must submit applications to both Dominican and Midwestern in order to qualify for this guaranteed dual admission program.

Dominican course requirements, which must be completed in two years with a minimum grade of C in each course and an overall grade point average of at least 3.20:

- English 101 and 102;
- Communication Arts and Sciences 200;
- Biology 111, 112, and 261;
- Chemistry 120, 121, 253, and 254;
- Mathematics 251;
- Physics 211 and 212;
- Economics 190 or 191;
- Liberal Arts and Sciences Freshman and Sophomore Seminars;
- One non-science elective.

PSYCHOLOGY

Bachelor of Arts/Bachelor of Science

Major/Minor

Students are offered a variety of courses that introduce them to the wealth of information that psychologists have discovered about behavior and mental processes. Psychologists have studied nearly every behavior in which human beings engage. As the science of behavior, psychology includes the study of both human and animal behavior in laboratory and real-world settings. Students collect and analyze research data as a way of understanding the methods that psychologists employ to answer the significant questions that attract us to the study of ourselves and our behavior. Students may major or minor in psychology as well as choose courses to enrich their understanding of behavior or to supplement other areas of study.

The Department of Psychology offers two areas of concentration within the psychology major: general and clinical psychology.

BACHELOR OF ARTS, GENERAL PSYCHOLOGY

Students interested in research or teaching in psychology-related fields are encouraged to select this area of concentration.

Major Requirements

Thirty-eight semester hours in psychology including:

- Psychology 101 or 102, 214, 290, and 291;
- Twelve hours taken at the 300 or 400 levels;
- A capstone course or experience.

The remainder of the 38 semester hours may be chosen according to the student's interests and goals. A minimum of 14 hours in the major field must be completed at Dominican.

BACHELOR OF ARTS, CLINICAL PSYCHOLOGY

Students interested in pursuing a career in clinical psychology or human services through graduate study are encouraged to select this area of concentration.

Major Requirements:

Thirty-eight semesters hours in psychology including:

- Psychology 101 or 102, 214, 290, 291, 317, 318, 340;
- One course from the following: Psychology 212, 215, 220, 225;
- Two one-hour service learning experiences in clinical settings;
- Four hours of internship at a clinical site approved by the psychology department.

BACHELOR OF SCIENCE

Psychology majors interested in doctoral study are strongly encouraged to earn a Bachelor of Science degree. In addition to the requirements for the Bachelor of Arts in general psychology or clinical psychology, the Bachelor of Science requires the completion of the following:

- Six hours in mathematics including Mathematics 250;
- Six hours in biology (excluding Biology 120) or chemistry;
- Psychology 372, 393, and 440.

Capstone Courses or Experiences

Each psychology major is required to complete a capstone course or experience. The courses that satisfy this requirement are: Psychology 440, 460, 470, 475. Experiences that satisfy the capstone requirement are: an honors project, a degree with distinction project, or an internship approved by the psychology department. Students choosing a major in clinical psychology register for an internship (four semester hours credit) as their capstone experience.

Departmental Comprehensive Examination

All students earning a major in psychology are required to complete the comprehensive examination in the discipline. The examination is administered by the department to graduating seniors at the end of their final semester.

Minor Requirements

A minor in psychology requires 23 semester hours in psychology, including Psychology 101 or 102, 214, 290, and 291. A minimum of 14 hours in the minor field must be completed at Dominican.

Partnership Programs

The psychology department of Dominican University has partnerships with other programs that offer opportunities to enter health-related professions.

Psychology majors may take two classes in the Graduate School of Social Work at Dominican University during their senior year (SWK 513 and SWK 514). These courses count toward the psychology major and may be applied to the master's degree in social work (MSW). Students desiring a career in social work and who wish to attend the Dominican University Graduate School of Social Work should apply for admission during their senior year of study. Successful completion of these courses does not guarantee

admission to this graduate program.

In partnership with Rush University, students may participate in a program that leads to a master's degree and certification in occupational therapy (OT). Students spend three years at Dominican University and two years at Rush University at the end of which they earn both a bachelor's degree at Dominican University and a master's degree in OT at Rush. This requires separate application and admission to Rush University. For additional information, please refer to the Occupational Therapy program in this bulletin.

PSYCHOLOGY COURSES (PSYC)

Psychology 101 or 102 is a prerequisite for all psychology courses at the 200 level and above. Psychology 290 and 291 are prerequisites for many upper-level courses.

101 GENERAL PSYCHOLOGY: THE SCIENCE OF BEHAVIOR (3)

Have you ever asked yourself why do people behave like that? This course will help you answer that question by introducing you to the scientific study of behavior and mental processes. Students in this course will be required to participate in research.

This course will satisfy the social sciences core area requirement.

102 GENERAL PSYCHOLOGY: HONORS (4)

Have you ever asked yourself why do people behave like that? This course will help you answer that question by introducing you to the scientific study of behavior and mental processes. Students in this course will be required to participate in research and to read scholarly articles related to the fundamental principles of behavior.

Prerequisite: Honors program or consent of instructor.

This course will satisfy the social sciences core area requirement.

105 INTRODUCTION TO NEUROSCIENCE (3)

This course provides an overview of the history, methods, and principles of neuroscience with a special emphasis on the increasing social and political impact of new neuroscience technologies. This is the initial course for neuroscience majors, but it is also available to non-majors. No laboratory is required, but hands-on activities are incorporated into the course work.

Listed also as Natural Science 105 and Neuroscience 105.

This course will satisfy the natural sciences core area requirement.

160 GENETICS AND SOCIETY (3)

Listed also as Natural Science 160.

212 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (3)

This course will present an overview of human growth and development from conception to death. Physical, cognitive, psychological, and social variables will be discussed for each of life's stages. Emphasis will be placed on current developmental theories, the roles of heredity and environment, as well as the influence of individual differences. Not open to students who have completed or will complete Psychology 215 or 220.

Prerequisite: Psychology 101 or 102

This course will satisfy the social sciences core area requirement.

214 ABNORMAL PSYCHOLOGY (3)

What is abnormal behavior? What causes it? How is it diagnosed? This course covers traditional and current theories concerning the nature and causes of mental problems and examines the major diagnostic categories of psychological disorders.

Prerequisite: Psychology 101 or 102

215 CHILD PSYCHOLOGY (3)

Are all infants very much the same, or do they exhibit individual differences from birth? How do children respond to different styles of parenting and environmental supports and stresses? This course covers developments from conception to puberty with an emphasis on cognitive, social, and emotional development. Students who have taken or who plan to take Psychology 212 may not register for this course.

Prerequisite: Psychology 101 or 102

220 ADOLESCENT PSYCHOLOGY (3)

How long does adolescence last? Is adolescence really a time of "storm and stress"? This course covers human development from the onset of puberty to emerging adulthood. Special emphasis is given to cognitive, social, and emotional development. Students who have taken or who plan to take Psychology 212 may not register for this course.

Prerequisite: Psychology 101 or 102

225 ADULT DEVELOPMENT (3)

How do we change and develop as we move into and through adulthood? This course explores the spirited debate among psychologists regarding the stability or the changes in development during adulthood and the relationship of aging to physical, cognitive, psychological, and social changes during our adult years.

Prerequisite: Psychology 101 or 102

245 CROSS-CULTURAL PSYCHOLOGY (3)

Are the general facts and principles you learned about in general psychology true for all people, regardless of race, ethnicity, and culture? This course will examine cross-cultural similarities and differences for a variety

of topics studied by psychology including emotion, personality, and social behavior.

Prerequisite: Psychology 101 or 102

This course will satisfy the social sciences and multicultural core area requirements.

247 INTRODUCTION TO ART THERAPY (3)

Art therapy is the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma, or challenges in living, and by people who seek personal development. This course is designed to offer students a didactic and experiential overview of the field of art therapy. Material covered includes history, theory, and practice of art therapy processes, approaches, and applications.

Prerequisite: Psychology 101 or 102

250 PSYCHOLOGY AND LAW (3)

How and where do the fields of psychology and law converge? Can eyewitness testimony be accepted as fact? How do psychologists serve as experts in court? This course explores these and other questions, and the roles that psychologists play in the legal system.

Prerequisite: Psychology 101 or 102

270 SOCIAL PSYCHOLOGY (3)

How do we understand social behaviors such as stereotyping, formation of social groups, conformity, and altruism? What attracts us to one another and what causes us to engage in aggressive acts? This course introduces students to social psychological principles and research so that they can explain everyday social behavior and attitudes.

Prerequisite: Psychology 101 or 102

290 BEHAVIORAL RESEARCH AND STATISTICS I (4)

This course will introduce the student to the use of statistical methods for analyzing data from descriptive and correlational research designs. Students will learn how to evaluate and conduct correlational research studies.

Prerequisites: Psychology 101 or 102, psychology major or minor, or consent of instructor, and Math 130 or 170 with a minimum grade of C-

291 BEHAVIORAL RESEARCH AND STATISTICS II (4)

This course builds on what students learned in Psychology 290. It will introduce the student to the use of inferential statistical methods for analyzing data from experimental and quasi-experimental research design. Students will learn how to evaluate and conduct experimental and quasi-experimental research studies.

Prerequisite: Completion of Psychology 290 with a minimum grade of C-

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly scheduled psychology course, this one-credit-hour option involves relevant experience within an established human services program.

Prerequisite: Consent of the instructor

312 HEALTH PSYCHOLOGY (3)

How do our emotions and behaviors affect our health? Can I think myself into an illness? This course examines how psychological, social, and cultural factors are related to the promotion and maintenance of health and the causation, prevention, and treatment of illness.

Prerequisites: Psychology 214 and 290

317 CLINICAL PSYCHOLOGY I (3)

This course is an introduction to the field of clinical psychology, relevant theorists, and schools of psychotherapy. Practical interviewing skills will be demonstrated, and students will develop skills through role-playing exercises. Report writing based upon observation, inference, and interviews will be included. It is recommended that students take Psychology 340 before this class or concurrently.

Prerequisite: Psychology 214

318 CLINICAL PSYCHOLOGY II (3)

This course will continue the development of interviewing skills. Through the use of clinical case studies, students will develop their ability to write clinical reports that reflect knowledge of the theory and practice of counseling and psychotherapy and the integration of diagnostic and assessment information.

Prerequisites: Psychology 317 and 340

325 PSYCHOLOGY OF GENDER (3)

Are there genuine differences between the sexes? If so, what are these differences and how do they develop? Controversial questions regarding gender differences and similarities in development, cognitive abilities, emotions, and behavior are explained from genetic, biological, psychological, and socio-environmental perspectives.

Prerequisite: Psychology 290 or instructor consent

330 PERSONALITY THEORY (3)

What is personality? How are our personality characteristics formed and organized to make us the unique individuals that we become? This course will cover the historical and contemporary theories of personality and their influences on psychological research.

Prerequisite: Psychology 290 or consent of instructor

332 CLINICAL BEHAVIORAL MEDICINE (3)

This course will address the psychological and social bases of patient behavior across the lifespan and the

interrelationship between these factors and health, illness, and the practice of medicine. Basic behavioral science, with an emphasis on clinical assessment and psychopathology, will be covered. In addition to theory, students will learn specific, practical skills that they can apply to clinical situations for more effective delivery of health care. Post-bac students only

340 SURVEY OF PSYCHOLOGICAL ASSESSMENT (3)

What is a psychological test and how is it constructed? What can psychologists learn about people by using psychological tests? This course introduces students to standardized tests, their construction, uses, and criticisms. Students have the opportunity to examine a variety of psychological tests.

Prerequisite: Psychology 290

360 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3)

What contributions does psychology make to the business world? How can psychological principles be used to make better business decisions? This course explores the various ways that psychologists contribute to business and industry. It covers personnel selection, training, and organizational behavior.

Listed also as Communication Arts and Sciences 361.

Prerequisite: Psychology 101 or 102

370 COMMUNITY PSYCHOLOGY (3)

How does a person's environment affect her or his psychological well-being? How can psychology help create healthier communities? This course will introduce students to the field of community psychology, which tries to understand people in their social, cultural, and historical contexts. Topics that will be discussed include oppression and social problems, as well as individual and community empowerment.

Prerequisite: Psychology 290 or consent of instructor

372 BEHAVIORAL NEUROSCIENCE (4)

This course explores principles of behavioral neuroscience, including brain mechanisms of learning and memory, regulation of food intake and body weight, and mechanisms of fear and anxiety. The laboratory covers basic techniques in electrophysiology and behavioral analysis.

Listed also as Neuroscience 272.

Prerequisite: Biology 111

392 THINKING AND REASONING (4)

What does it mean to be a critical thinker? This course explores basic and applied psychological research investigating how cognitive, developmental, and neurobiological processes influence the quality of our decision-making skills. Students will work together in

small groups to complete an empirical project about critical thinking.

Prerequisite: Psychology 290

393 LEARNING AND COGNITION (4)

What are the scientific laws that govern how we learn? How do our cognitive (mental) processes affect our behavior? In addition to studying fundamental learning theories, students will explore a variety of cognitive processes including perception, attention, memory, language, and problem solving.

Prerequisite: Psychology 290

440 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

Where did psychology come from? What are its roots and evolution? Where is it going? This course will cover the historical development of the major psychological theories and systems. Such areas as psychoanalysis, behaviorism and the cognitive revolution will be covered. This course satisfies the capstone requirement for the psychology major.

Prerequisites: Twenty-one semester hours of psychology credit, junior or senior standing, and Psychology 290 and 291

445 PROGRAM PLANNING AND EVALUATION (3)

Do social service programs work? Can they be improved? This course introduces students to the fundamentals of planning and evaluating programs within social service organizations. Topics include the link between program planning and program evaluation, different types of program evaluation, evaluation designs and data collection, evaluation reporting, and using evaluation results to strengthen program operations.

Prerequisite: Psychology 290 and 291

450 INDEPENDENT STUDY (1-4)

Do you have a specific area of psychology that you would enjoy learning more about under the supervision of a faculty member? Through independent study, a student brings a research idea to a faculty member and designs a research project to be conducted during the semester under the faculty member's supervision.

Prerequisite: Consent of instructor

455 INTERNSHIP (1-8)

An internship can offer you the chance to apply psychological principles in a real-world setting. Supervised experiences can be arranged at such locations as mental health centers, hospitals, agencies, businesses, and nonprofit organizations. This course satisfies the capstone requirement for the clinical psychology concentration.

Prerequisites: Twenty-one semester hours of psychology credit, six of which are to be completed at Dominican; a grade point average of 3.00 in

psychology; junior or senior standing, and departmental approval

460 ADVANCED TOPICS IN PSYCHOLOGY (3)

This is a course devoted to the in-depth study of a single topic area. The content will be based upon the research interests of the faculty member teaching the class. This course satisfies the capstone requirement for the psychology major.

Prerequisites: Psychology 290 and 291; twenty-one semester hours of psychology credit, and junior or senior standing, or consent of instructor

470 ADVANCED RESEARCH (3)

This course will require students to conduct research as a collaborative class project. Lectures will include advanced research design, ethics, and data analysis. Students interested in graduate-level work in psychology are encouraged to take this course. This course satisfies the capstone requirement for the psychology major.

Prerequisites: Psychology 290, 291, and senior standing, or consent of instructor

475 PSYCHOLOGY SEMINAR (3)

This course is an opportunity to read professional and popular books and articles, and discuss them at length with members of the faculty and with fellow students. Enrollment is strictly limited in order for students to have the experience of thoughtfully discussing psychological issues in a small-group setting. This course satisfies the capstone requirement for the psychology major.

Prerequisites: Psychology 290 and 291; twenty-one semester hours of psychology credit, and junior or senior standing

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

RHETORIC AND COMMUNICATION

Bachelor of Arts

Major/Minor

The mission of the rhetoric and communication major is to provide curriculum and community that teaches students how to be citizens in the 21st century. The major emphasizes the role communication plays in shaping our reality in a variety of social and political settings. Required courses bring theory and practice together as students study the historical and theoretical foundations of the field. Other major requirements equip students with the competencies employers are looking for in a globally competitive world, including effective oral and written communication skills, critical thinking and reading, problem solving, and decision making. Students complete a rigorous academic program consisting of courses in general education, historical and theoretical foundations, research methods, performance, application (especially in one of the most predominant fields today, media), and practical experience. A degree in rhetoric and communication is designed to enhance students' lives and careers through a clearer understanding of the role communication plays in their professional and personal lives.

Major Requirements

Forty-two semester hours chosen in conference with a department advisor must be completed. Students will complete general education courses from each area of the department, historical and theoretical foundations, performance-based courses, critical and media classes, and a practical experience requirement. Required courses also fulfill university and department expectations for critical reading, writing, and research.

- Communication Arts and Sciences (CAS) 204, one course in the department's corporate communication area, and one course in the department's journalism area;
- CAS 308, either CAS 415 or English 345, and three of the following courses: CAS 180, 200, 250, 268, 274, 292, 293, 294, 320, 321, 326, 350, and Theatre 375;
- CAS 155, 307, and one of the following courses: Theatre 160, 161, 362;
- Two courses from among CAS 207, 222, 226, 277, 282, 298, 316, 351, and 358;
- Three credits from among CAS 299, 450, 455, Independent Research or Creative Investigation.

Courses in language and in international studies as well as a semester abroad are recommended for the student who desires to add a global perspective to his or her career focus.

A minimum of 12 hours in the major field must be completed at Dominican.

Minor Requirements

Eighteen semester hours offered within the department, including CAS 155, 204, 308, and 415 or English 345 during senior year. A minimum of nine hours in the minor field must be completed at Dominican.

SOCIAL JUSTICE AND CIVIC ENGAGEMENT

Minor

The social justice and civic engagement minor (SJCE) allows students to deepen their civic engagement and service to the community while studying emerging research in the field of service and social justice. Students will be introduced to the study of service, service leadership, social justice, global injustice, public ethics, civic engagement, human rights, social change, and global pursuit of the common good. SJCE provides a capstone experience for students to do community-based research. In addition, students are encouraged to develop an ethically responsible personal and cultural stance through service learning and civic engagement. This minor benefits students who have a passion for social justice; who want to make a difference or deepen their engagement in the community; who are interested in pursuing social work, law, education, or ministry; who are concerned about global affairs, international relations, human rights; or who wish to become leaders, entrepreneurs, social workers, or community organizers.

Minor Requirements

Twenty-one semester hours including SJCE 210 and SJCE 410. Completion of at least 100 clock hours of service with approved community agency partners. The remaining fifteen semester hours are completed through a combination of service learning courses and related social justice/civic engagement courses as follows: Six to nine hours in service learning courses (designated by section #70) or a 299 Service Learning intensive (adding one unit to a non-service learning course). It is recommended that one of these service learning courses be in the student's major field of study. Six to nine hours in related social justice/civic engagement courses in the general curriculum selected in consultation with the program director. A minimum of 15 hours in the minor must be completed at Dominican.

SOCIAL JUSTICE AND CIVIC ENGAGEMENT COURSES (SJCE)

210 INTRODUCTION TO SOCIAL JUSTICE AND CIVIC ENGAGEMENT (3)

Students will engage in the study and praxis of civic engagement, community service, and service leadership locally, nationally, and internationally while investigating the concept of "the common good." The following topics will be explored: social justice, human rights, civic engagement, community service,

compassion, public ethics, social change, and responsible leadership. Includes off-campus service hours.

410 SOCIAL JUSTICE AND CIVIC ENGAGEMENT CAPSTONE (3)

This is the capstone course for the SJCE minor. Students will explore the dynamics of justice in communities through developing and implementing a community-based research project that addresses a social justice issue such as: hunger, poverty, human rights, immigrant rights, unequal access to education, etc. Student research will include community participation and an ongoing reciprocal relationship between the researcher and the community organization. *Prerequisite:* SJCE 210 or consent of instructor.

450 INDEPENDENT STUDY (1-3)

An opportunity to do independent research or study under faculty supervision. Consent of the supervisory faculty member is required.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

SOCIOLOGY

Bachelor of Arts Major/Minor

The Department of Sociology and Criminology is designed to advance the overall university mission by offering a values-centered approach to the social sciences alongside substantive preparation for a variety of professional endeavors. The mission of the department is to provide for students a program combining the scientific study of social institutions and the social organization of human behavior with a critical understanding of law, human rights, social justice, social action, and advocacy. The major in sociology offers a career-enhancing, liberal arts curriculum based on the study of the structure of and interactions among and within groups, institutions, and societies, providing an understanding of how individual behavior shapes and is shaped by group membership, with particular emphasis on class, race, gender, and age. Students majoring in sociology are exposed to a comprehensive program of study in one of three concentrations and are prepared for professional employment in a number of occupations in the public or private sector, or for graduate study in sociology, related social sciences, social work, education, or law. To this end, three separate concentrations are offered within the sociology major.

The concentration in social analysis provides the sociological knowledge and skills to prepare graduates for further study in pursuit of a graduate degree in sociology or a related social science or applied field, or for a law degree. This concentration is also designed to provide the sociological training necessary to prepare graduates for employment in a variety of occupations and professions in the private and public sectors.

The concentration in social services provides preparation for graduate study toward a career as a professional social worker. This concentration is also designed to provide the sociological training necessary to prepare graduates for employment in occupations in social services serving communities-in-need and underrepresented populations.

The concentration in gerontology offers preparation for graduate study in the fields of gerontology or related social services. This concentration is also designed to provide the sociological training necessary to prepare graduates for employment in a range of social service and health care occupations serving the aging population.

Students in all three concentrations are also encouraged to acquire practical experience through internships and service learning opportunities. For

additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

Major Requirements

Forty semester hours chosen in conference with an advisor, including 13 semester hours in foundations courses consisting of Sociology 110, 200, 361, and 362. The remaining 27 hours vary according to the concentration selected by the student:

Concentration in Social Analysis

- Nine semester hours in social theory selected from Sociology 380, 382, 385, 407, 409, Criminology 372, 406, or 408;
- Eighteen additional semester hours chosen from Sociology 204, 208, 210, 220, 222, 225, 230, 240, 245, 250, 268, 280, 285, 286, 302, 342, 350, 380, 382, 385, 390, 407, 409, Criminology 242, 255, 265, 320 or 370, 372, 406, or 408

Concentration in Social Services

- Six semester hours of social welfare studies consisting of Sociology 225 and 245;
- Nine semester hours in social theory consisting of Sociology 380 and two courses from Sociology 382, 390, 407, 409, or Criminology 372;
- Twelve additional semester hours chosen from Sociology 208, 210, 220, 230, 240, 250, 268, 280, 285, 286, 342, 350, 385, 390, 407, 409, Criminology 242, 255, 265, 320, 325, 370, or 372

Concentration in Gerontology

- Eighteen semester hours in gerontology-related courses consisting of Sociology 208, 220, 225, and three courses selected from Sociology 210, 230, 240, 245, or 280;
- Nine semester hours in social theory consisting of Sociology 390 and two courses from Sociology 380, 382, 385, 407, 409, or Criminology 372

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. A minimum of six courses in the major field must be completed at Dominican. Internships are strongly recommended for students in the major.

Minor Requirements

Eighteen semester hours including Sociology 110, nine hours in sociology electives numbered below 372 (excluding Sociology 361 and 362, which are open

only to majors), and six hours in social theory selected from Sociology 380, 382, 385, 390, 407, or 409.

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. A minimum of four courses in the minor field must be completed at Dominican.

SOCIOLOGY COURSES (SOC)

110 INTRODUCTION TO SOCIOLOGY (3)

Introduction to the discipline of sociology as a tool for the study of human life. Through a survey of basic sociological perspectives and theories, this course examines the social institutions of everyday life in order to become aware of the way human action and human actors shape and are shaped by their societies.

Listed also as American Studies 110.

This course will satisfy the social sciences core area requirement.

200 WRITING IN THE DISCIPLINE (3)

An intensive writing course required of all sociology and criminology majors that incorporates both academic and argumentative/persuasive writing in the social sciences. Students will learn the basics of writing research papers and appropriate reference/citation style in preparation for the expectations of higher-level courses in the major. This course emphasizes critical writing, reading, and thinking, employing groundwork in theory, empirical data, and both primary and secondary research relating to the subject matter of sociology and criminology. Students are strongly encouraged to take this course as soon after Sociology 110 as possible and before they take upper-division courses requiring research papers.

Prerequisite: Sociology 110

204 LATIN AMERICA TODAY (3)

An examination of contemporary problems and issues in Latin America and the Caribbean drawing on analysis and theories that address political, social and cultural institutions, economies and economic inequality, and the possibilities and probabilities of social development. Listed also as International Studies 204.

This course will satisfy the multicultural core requirement.

208 LONG-TERM CARE ADMINISTRATION AND SOCIAL POLICY (3)

An examination of selected social, economic, historical, political, and legal forces influencing the delivery of both institutional and community-based long-term care options for older adults.

210 SOCIOLOGY OF THE FAMILY (3)

An examination of the institution of family in society with an emphasis on how race, ethnicity, age, and class

shape the diversity of family experiences. This course will address the following issues: Is there a singular definition of family? What purposes do families serve in society? What social, political, cultural, economic, and legal forces affect the family? How and why is the family changing over time?

220 INTRODUCTION TO GERONTOLOGY (3)

An introduction to social gerontology through basic sociological perspectives and theories. Issues unique to an aging population, including demographic trends, social issues, retirement, and health care, are analyzed through a life course approach.

This course will satisfy the social science core area requirement.

222 MASS MEDIA AND SOCIETY (3)

Listed also as Communication Arts and Sciences 222 American Studies 222.

225 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (3)

Introduction to social service systems and the major fields of practice within the profession of social work. Consideration is given to child and family welfare, health and occupational social work, juvenile delinquency intervention, and/or other modes of practice in criminal justice.

230 SOCIOLOGY OF GENDER (3)

An examination of how the social existence, roles, and identities of women and men are constructed, with an emphasis on the pervasive influence of gender at the individual level as well as in the very organization and working of society. Through this course, students will gain an understanding of the diversity and complexity of gendered experiences in terms of class, race, ethnicity, sexual orientation, and age.

Listed also as Study of Women and Gender 230.

This course will satisfy the social sciences core area requirement.

240 SELF AND SOCIETY (3)

An examination of the social science paradigms that address how human action and human actors are influenced by the actual, imagined, or implied presence of others. This course emphasizes sociological social psychology and will focus on the social construction of self and the social context of everyday behavior in terms of class, race, ethnicity, gender, and age. Themes to be explored include the development of the social self, socialization and identity, attitude formation and change, prejudice, discrimination and racism, conformity, and the determinants of attraction.

Listed also as Communication Arts and Sciences 240.

This course will satisfy the social sciences core area requirement.

245 CONTEMPORARY SOCIAL PROBLEMS (3)

An examination of the major problems confronting societies in the contemporary world. Social problems to be explored include institutionalized discrimination (sexism, racism, ageism), ecology (population, energy), and/or economy (poverty, development). Consideration will be given to the nature and forms of specific social problems as well as the social costs and consequences of their existence.

This course will satisfy the social sciences core area requirement.

250 URBAN SOCIOLOGY (3)

An examination of cities as structures of life in society and of urbanization as a process of social change. Consideration will be given to patterns of residence and group interaction, family and neighborhood relations, and work, leisure, and technology.

This course will satisfy the social sciences core area requirement.

268 CULTURAL ANTHROPOLOGY (3)

Introduction to the anthropological study of the structure and meaning of culture as a systematic basis of all human action. Consideration will be given to the structures of social relationships and belief systems that operate in different world cultures with an emphasis on the Global South.

This course will satisfy the social sciences core area and multicultural core requirements.

280 DISCRIMINATION AND SOCIETY (3)

An examination of the causes and effects of discrimination in society. Consideration will be given to the analysis and theories that address systemic and structural ageism, racism, and sexism.

Listed also as Black World Studies 280.

This course will satisfy the social sciences core area requirement.

281 NATIVE AMERICAN CULTURE AND SPIRITUALITY (3)

Listed also as Theology 280.

285 THE RACIAL AND MUSICAL LEGACY OF MEMPHIS AND THE MISSISSIPPI DELTA (3)

An exploration of the Southern roots of American music and its relationship to the struggles over civil rights in the 20th century through a five-day excursion to Memphis and the Mississippi Delta. The experiential component of the course will be supplemented with readings, lectures, and musical performances. The trip is normally scheduled for the second week of June, from Wednesday through Sunday. Prior to the trip, students will meet for two workshops and an orientation, where the readings, the experiential component, and the culminating project will be discussed. This

course will provide students with an introduction to the musical and racial legacy of this region, to the historical, social, economic, and political conditions in the Delta, and the relationship among these influences and the civil rights movement.

Listed also as Black World Studies 285.

Prerequisites: Application and consent of the instructor

This course will satisfy the multicultural core requirement.

286 BLUES AND THE SPIRIT: A SEMINAR AND SERVICE LEARNING EXPERIENCE ON CHICAGO BLUES AND GOSPEL MUSIC (3)

A seminar and service learning opportunity offered in conjunction with a university-sponsored public conference, the Blues and the Spirit Symposium. Students will be required to attend four seminars prior to the symposium and attend all events in conjunction with the symposium, which is normally held biannually in the early summer. Students will be introduced to the legacy of Chicago's blues and gospel music, its historical and contemporary contexts, and the social and economic environment in which it evolved. They will also be exposed, through the service learning component, to distinguished scholars on African-American music and culture who will present their research at the symposium, and to blues and gospel performances by nationally and locally known Chicago musicians.

Listed also as Black World Studies 286.

Prerequisites: Application and consent of the instructor

This course will satisfy the multicultural core requirement.

290 SELECTED TOPICS IN SOCIOLOGY (3)

A special offering on a particular area of interest in sociology, offered as available.

299 SERVICE LEARNING (1)

Taken in conjunction with a regularly scheduled sociology course, this one credit hour option involves community service and guided reflection.

Prerequisite: Consent of the instructor

302 SOCIOLOGY OF GLOBALIZATION AND DEVELOPMENT (3)

An examination of the contemporary global issues that impact social and economic development. Using multiple perspectives and sociological frameworks, this course analyzes the social issues that impact development including war, modern slavery, trafficking, immigration, crime, and globalization. The relationship between developing and developed nations and the influence of global institutions and policies is explored.

Listed also as International Studies 302.

This course will satisfy the multicultural core requirement.

320 GENDER AND VIOLENCE (3)

Listed also as Criminology 320 and Study of Women and Gender 320.

325 CONFLICT RESOLUTION (3)

Listed also as Criminology 325.

342 EL SALVADOR, HUMAN RIGHTS, GLOBALIZATION (3)

Listed also as Study Abroad 299.

350 WOMEN AND DEVELOPMENT (3)

An examination of the changing roles, statuses, opportunities, and options of women living in developing countries in the Global South. Consideration will be given to the different ways social institutions such as gender, race, ethnicity, class, age, sexuality, religion, and culture shape the lives of women around the world. Students will search for similarities and differences among and between diverse communities of women and themselves.

Listed also as International Studies 350 and Study of Women and Gender 351.

This course will satisfy the multicultural core requirement.

361 INTRODUCTION TO SOCIAL STATISTICS (3)

Introduction to statistical methods most often used in the social sciences and social service professions to analyze and evaluate data using SPSS. The course emphasizes data analysis, data production, and statistical inference.

Prerequisites: Sociology 110, Mathematics 130 or equivalent, and junior standing, or consent of instructor

Sociology and criminology majors only.

362 RESEARCH METHODS (4)

Capstone course that teaches the skills to critically evaluate and conduct social science research. Course topics include the fundamentals of social science research, research design, data collection, measurement, and analysis. Students will be exposed to the basic techniques of both qualitative and quantitative research and analysis. The course includes a mandatory laboratory component.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

Sociology and criminology majors only.

372 LAW AND SOCIETY (3)

Listed also as Criminology 372 and Black World Studies 372.

380 SOCIAL INEQUALITY (3)

A critical examination of social theories and empirical

analysis of class, wealth, income, age, race and gender inequality, and stratification. Consideration will be given to classical and contemporary sociological theories, historical and comparative analyses of the structure of inequality, the U.S. class structure, and global perspectives on poverty, wealth, welfare, and social mobility.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

382 SOCIAL CHANGE (3)

A critical examination of social theories and empirical analysis of social change in a comparative context. Consideration will be given to the fields of collective behavior and social movements, political sociology, and political economy, with an emphasis on global interrelationships and social action at cultural, institutional, and individual levels.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

385 CRITICAL THEORETICAL APPROACHES TO RACE AND ETHNICITY (3)

A comparative inquiry into the theories and concepts that have been employed to understand and categorize race and ethnicity as criteria to create and perpetuate social inequality.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

390 THEORETICAL APPROACHES TO HEALTH, SOCIETY, AND AGING (3)

A critical examination of social theories and empirical analysis of health concerns specific to aging. Consideration will be given to life course, conflict, and functionalist and symbolic interactionist theories, among others, to understand the micro and macro forces that drive the changes and adaptations that individuals make as they age.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

407 CLASSICAL SOCIAL THEORY (3)

A critical examination of the origins of social theory from its sources in philosophy through the Chicago school of the early 20th century. Special emphasis will be placed on the legacies of Karl Marx, Emile Durkheim, and Max Weber, as well as Harriet Martineau, W.E.B. DuBois, and Jane Addams.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

409 CONTEMPORARY SOCIAL THEORY (3)

A critical examination of social theory from the Chicago school to the present. Consideration will be given to interactionist, ethnomethodological, structuralist, critical, feminist, rational choice, and

postmodern perspectives, with special emphasis on the legacies of Robert Merton, C. Wright Mills, and Erving Goffman, as well as Dorothy Smith, Anthony Giddens, and Patricia Hill Collins.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

450 INDEPENDENT STUDY (1-8)

An opportunity to do independent research or study under faculty supervision.

Prerequisites: Consent of the supervisory faculty member is required

455 INTERNSHIP (1-8)

Internships in a variety of agencies and organizations involved with the delivery of social services, health care administration, social justice advocacy, and/or research and policy analysis are available under faculty supervision. Student participants enhance their research proficiency while gaining valuable work experience in an area of their interest.

Prerequisites: Junior standing and consent of supervising faculty member is required

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

Prerequisite: Consent of instructor

SPANISH

Bachelor of Arts

Major/Minor

The goals of the Spanish division are to help students achieve: (1) an understanding and command of the linguistic structures of the Spanish language that enable them to use it correctly and fluently in speech and in writing; 2) an awareness and appreciation of the diverse cultures of the Spanish-speaking world; 3) a familiarity with the literary production of Spain and Spanish America and the ability to critically analyze it. Spanish majors are prepared for graduate study in Spanish and different career possibilities including business, education, government, international relations, and diplomacy. The Spanish division strongly encourages students to participate in study abroad programs.

Madrid Chamber of Commerce Certificate

The Spanish division offers the opportunity to earn a certificate from the Madrid Chamber of Commerce after successful completion of Spanish 304.

Major Requirements

Thirty-two semester hours beyond Spanish 111, required courses include 245, 246, 301, 320, and any two of the following: 380, 390, 391.

A minimum of one-half the courses in the major must be completed at Dominican.

Graduating seniors must take an oral interview patterned on the ACTFL guidelines unless they have had a similar interview to complete requirements for the School of Education, in which case those results must be filed with the discipline director.

Minor Requirements

A minimum of 24 semester hours beyond Spanish 111. A minimum of one-half of the courses in the minor must be completed at Dominican.

SPANISH COURSES (SPAN)

BASIC LANGUAGE COURSES

101 ELEMENTARY SPANISH I (4)

This course introduces students to the Spanish language by listening, speaking, reading, and writing in Spanish in a cultural context. Students will develop a basic proficiency in all language skills through a study of Spanish grammar and vocabulary.

102 ELEMENTARY SPANISH II (4)

This course continues to develop the four language skills.

Prerequisite: Spanish 101 or equivalent

111 INTERMEDIATE SPANISH (4)

This course completes the grammar cycle. It reinforces and builds upon basic skills in Spanish through the development of the four language skills. Compositions and dialogues in conjunction with daily written and oral exercises reinforce the grammatical concepts.

Prerequisite: Spanish 102 with a minimum grade of C- or placement through examination

ADVANCED LANGUAGE COURSES

208 INTERMEDIATE SPANISH CONVERSATION THROUGH FILM AND MUSIC (2)

This two-credit course, with a one-credit intensification option, will focus on acquiring and practicing Spanish in a dynamic and interactive form through film and music. By viewing various films and listening to music from Spain and Latin America, students will not only practice speaking Spanish, expanding their vocabulary and reviewing grammar in the process, but also familiarize themselves with authentic pronunciations of Spanish and gain insight into cultural and historical contexts.

Prerequisite: Spanish 111 or consent of instructor

211 COMMUNICATING IN SPANISH (4)

This course continues the development of reading and writing skills, with an emphasis on written and spoken communication. Visual, oral, and written materials form the point of departure for work that enhances students' communication skills. Not open to students who have completed 231.

Prerequisite: Spanish 111 or equivalent

231 SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS (4)

This is an intermediate level language course designed specifically for heritage speakers to address their particular linguistic needs. The course objectives will be to advance fluency in the formal use of language in all areas (writing, speaking, reading, and listening comprehension), and to investigate the cultural aspects of Spanish heritage language experiences in the United States. This course includes an off-campus service learning experience.

Prerequisite: Speakers of Spanish, subject to placement exam or consent of instructor

This course will satisfy the multicultural core requirement.

301 ADVANCED GRAMMAR AND COMPOSITION (3)

Development of writing skills with emphasis on the

complexities of structure and idioms; composition techniques; review of grammar.

Prerequisite: Spanish 245 or 246, or consent of instructor

302 ADVANCED DISCUSSION (3)

Development of increased fluency in spoken language in a variety of forms—conversations, team projects, reports, panels, etc. The class will focus on relevant contemporary materials contained in short stories, films, magazine and newspaper articles, videos, and television programs.

Prerequisite: Spanish 301 or consent of instructor

CIVILIZATION AND CULTURE COURSES

245 INTRODUCTION TO SPAIN (4)

This course provides a survey of the significant aspects of the history and culture of Spain and its contributions to Western civilization.

Prerequisite: Spanish 211, Spanish 231, or consent of instructor

246 INTRODUCTION TO SPANISH AMERICA (4)

This course provides historical and cultural background of individual countries in Spanish America, as well as a study of contemporary cultural issues and institutions.

Prerequisite: Spanish 211, 231, or consent of instructor.

This course will satisfy the multicultural core requirement.

325 INTRODUCTION TO HISPANIC CINEMA (3)

This course introduces students to the study of Hispanic cinema (from Spain and Spanish America), with special attention paid to the distinct art of moviemaking. Content may include: a survey of renowned directors and their contribution to world cinema, thematic intersections of culture with social and political realities of the Hispanic world, or major cinematic movements and trends.

Prerequisite: Spanish 320 or consent of instructor

PROFESSIONAL COURSES

304 BUSINESS SPANISH (3)

Advanced study of written and oral Spanish as it applies to business and other related professional careers. It prepares students for the optional Madrid Chamber of Commerce certification examination.

Prerequisite: Spanish 301

LITERATURE COURSES

295 BESTSELLERS AND BLOCKBUSTERS OF HISPANIC LITERATURE AND FILM (2-3)

This two-credit course, with a one-credit intensification option, will study a selection of bestselling books of the Hispanic world, as well as view blockbuster films

from Spain, Mexico, Argentina, and Cuba. In studying the works, special attention is paid to the relationships between the literary and cinematic narratives and their cultural and historical contexts. We ask what is the essential appeal that led to commercial success, and discuss how the stories told are more broadly human ones. How the use of language expresses the core ideas of the work will also be analyzed. All discussion will be in English, works will be read in translation (Spanish majors and minors will read in Spanish), and films viewed with subtitles.

This course will satisfy the literature core area requirement if taken for three credits.

320 INTRODUCTION TO HISPANIC LITERATURE (3)

The primary objective of this course is to teach students to read critically. Written texts will include selections from prose, fiction (both novel and short story), poetry, theatre, and essays from Spanish and Spanish American literature. Students will be introduced to literary terminology in Spanish and to the analysis of a variety of textual strategies.

Prerequisite: Spanish 301 or consent of instructor

This course will satisfy the literature core area requirement.

380 PENINSULAR LITERATURE (3)

This course will study Hispanic literature written in Spain from its origins in medieval times, the 12th century, to the end of what is known as “The Golden Age,” including the Renaissance and the Baroque in Spanish letters. These readings will cover all literary genres and will focus both on the artistic value of the works and on their reflection of the cultural and sociopolitical reality of their respective periods.

Prerequisite: Spanish 320 or consent of instructor

This course will satisfy the literature core area requirement.

390 HISPANIC-AMERICAN LITERATURE I (3)

This course will study Hispanic-American literature written in Latin America during the colonial period, with some reference to Pre-Hispanic documents. Chronicles of the Indies as well as all other genres cultivated in Hispanic America up to the moment of independence will be covered. These readings will focus both on the artistic value of the works and on their reflection of the cultural and sociopolitical reality of their respective periods and countries.

Prerequisite: Spanish 320 or consent of instructor

This course will satisfy the literature core area requirement.

391 HISPANIC-AMERICAN LITERATURE II (3)

This course will study Hispanic American literature written in Latin America beginning with the independence of these countries from Spain, in the early 19th

century, up to the present moment. These readings will cover all literary genres and will focus both on the artistic value of the works and on their reflections of the cultural and sociopolitical reality of their respective periods and countries.

Prerequisite: Spanish 246 and 301 or consent of instructor

This course will satisfy the literature core area requirement.

427 SPECIAL TOPICS (3-4)

This course will center on focused readings, discussions, and reports on any of the following: selected authors, works, or movements; or cultural or social themes found in literature and culture. Content varies per course and may be repeated in different semesters under different subtitle.

Prerequisites: Spanish 320 and either 380, 381, 390, or 391, or consent of instructor

OTHER COURSES

399 DIRECTED STUDY (1-4)

This option is to be selected only when absolutely necessary (i.e., the student has already taken all courses offered that semester or there is a conflict in the schedule which cannot be resolved otherwise).

Prerequisite: Junior or senior standing with consent of instructor

450 INDEPENDENT STUDY (1-4)

An independent study is for students who have already taken all of the courses offered in a given semester.

Prerequisites: Senior standing, consent of instructor.

455 INTERNSHIP (1-8)

This course gives students academic credit for a work experience that is directly related to the major. In addition to the hours of work completed (either paid or unpaid) students will be required to submit written reports and/or give oral presentations.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

STUDY ABROAD

Dominican University offers a wide variety of study abroad opportunities, both semester/year-long and short-term faculty-led programs. For detailed descriptions of the courses listed below, please see page 19.

STUDY ABROAD COURSES (STA)

200 GHANA: A GATEWAY TO AFRICA (1-3)

This course will fulfill the multicultural core requirement

Listed also as Black World Studies 201.

250 ROME: THE ART OF RENAISSANCE AND BAROQUE ROME (3)

Winter interim only.

This course will fulfill the fine arts core area requirement.

299 SERVICE LEARNING ABROAD: SPECIAL TOPICS (1-3)

Guernavaca and El Salvador

This course will fulfill the multicultural core requirement.

300 SUMMER IN FLORENCE (6-7)

323 BRITISH LIFE AND CULTURE (8)

Fall only. Taken in conjunction with STA 324: London Tutorial.

324 LONDON TUTORIAL (8)

Fall only. Taken in conjunction with STA 323: British Life and Culture.

325 STUDY ABROAD CHRONICLE (1)

Fall only. Semester in London only.

335-336 STUDY IN SALAMANCA (18)

Fall and/or spring semester(s).

338-339 STUDY IN MILAN PROGRAM (18)

Fall and/or spring semester(s).

342 EL SALVADOR: HUMAN RIGHTS, PUBLIC HEALTH, AND GLOBALIZATION (1-3)

This course will fulfill the multicultural core requirement.

352-353 STUDY IN LIMERICK, IRELAND (18)

Fall and/or spring semester(s).

357-358 STUDY IN NANTES (18)

Fall and/or spring semester(s).

366-367 STUDY IN STELLENBOSCH, SOUTH AFRICA (18)

Fall and/or spring semester(s).

Listed also as Black Studies 366-367.

This course will fulfill the multicultural core requirement.

370-371 STUDY IN BLACKFRIARS OXFORD (18)

Fall and/or spring semester(s). Honors students only.

375-376 STUDY IN SALZBURG, AUSTRIA (18)

Fall and/or spring semester(s).

395 PARIS: ESSENTIALS OF FRENCH FASHION (6)

Summer only.

403 CHINA: MODERNIZATION AND TRADITION (3)

Listed also as Political Science 403.

This course will fulfill the multicultural core requirement.

STUDY OF WOMEN AND GENDER

Minor

The study of women and gender is an interdisciplinary program that addresses the dynamics of gender, race, ethnicity, class, sexuality, and power. This minor aims to expand capacities for critical reflection and analysis and to engage students with varied approaches to women's and gender research, uniting areas of knowledge such as philosophy, the humanities, the social sciences, and history. The minor emphasizes a critical, feminist, cross-cultural, multiracial, and transnational understanding of the diversity of women's experiences and life chances. It also seeks to reach an understanding of how questions of gender are embedded in the liberal arts and sciences tradition. The minor in the study of women and gender introduces diverse perspectives and understandings concerning the reproduction of femininity and masculinity, inequality and poverty, violence and crime, race and social class, culture and media, politics and the law, and sexuality and reproductive rights in historical and contemporary contexts.

Minor Requirements

Twenty-one semester hours chosen in conference with advisor including:

- Foundation courses: Six semester hours of study of women and gender foundation courses consisting of Study of Women and Gender 200 and 400;
- Electives: Twelve semester hours chosen from English 277, History 244, 344, 368, 371, Liberal Arts and Sciences 363, Philosophy 220, Political Science 235, 297, 382, Psychology 325, Study of Women and Gender 230, 257, 269, 277, 320, 350, 351, 352, 358, Theology 256, 273;
- Experiential/Research Course: Three semester hours chosen from an approved internship, an approved stand-alone service learning course, Study Abroad 342 El Salvador, or Independent Research or Creative Investigation at the junior or senior level.

A minimum of 15 semester hours in the minor field must be completed at Dominican.

Interdisciplinary Elective Courses

- English 277 Women, Gender, and Literature (3)
- History 244 Latin American Women (3), 344 Historical Experience of Women in the United States (3), 368 Gender and Urban Life (3), 371 Work, Family, and Gender in Europe 1500-1945(3)
- Liberal Arts Seminar 363 Women's Work and Leisure (3)
- Philosophy 220 Women in Philosophy (3)

- Political Science 235 Women in Political Philosophy (3), 269 Women Leaders of the World (3), 297 Women in Politics (3), 382 Constitutional Law III: Gender and Race (3)
- Psychology 325 Psychology of Gender (3)
- Theology 256 Marriage and Family Life (3), 273 Great Women Mystics (3)

STUDY OF WOMEN AND GENDER COURSES (SWG)

200 INTRODUCTION TO THE STUDY OF WOMEN AND GENDER (3)

This course explores the significance of sex and gender through classical and contemporary theories, concepts, multidisciplinary frameworks, and diverse perspectives.

This course will satisfy the multicultural core requirement.

230 SOCIOLOGY OF GENDER (3)

Listed also as Sociology 230.

235 WOMEN IN POLITICAL PHILOSOPHY (3)

Listed also as Political Science 235.

257 WOMEN AND RELIGION (3)

Listed also as Theology 257.

269 WOMEN LEADERS IN THE WORLD (3)

Listed also as International Studies 269 and Political Science 269.

277 WOMEN AND FILM (3)

Listed also as Communication Arts and Sciences 277.

297 WOMEN IN POLITICS (3)

Listed also as Political Science 297.

299 SERVICE LEARNING (1)

320 GENDER AND VIOLENCE (3)

Listed also as Criminology 320 and Sociology 320.

350 MEDIEVAL WOMEN AND GENDER (3)

Listed also as History 350.

351 WOMEN AND DEVELOPMENT (3)

Listed also as Sociology 350 and International Studies 350.

352 IMAGES OF WOMAN IN DRAMA (3)

Listed also as Theatre 350.

358 GENDER AND MEDIA (3)

Listed also as Communication Arts and Sciences 358.

382 CONSTITUTIONAL LAW III: GENDER AND RACE (3)

Listed also as Political Science 382.

400 INTERDISCIPLINARY FRAMEWORKS FOR THE ANALYSIS OF WOMEN AND GENDER (3)

This upper-level theory course will focus on interdisciplinary and multicultural epistemologies, theories, and methodological approaches to the study of women and gender.

Listed also as Philosophy 400.

Prerequisites: Study of Women and Gender 200 and junior standing or instructor consent

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

THEATRE ARTS

Bachelor of Arts

Major/Minor

The Theatre Arts program develops creative artists and technicians, theatre educators, and scholars who are well prepared for applied professional work or study, graduate level academic pursuits, and for vital, informed teaching. Through multidisciplinary study and artistic collaboration, students will deepen their aesthetic sensibility, engage in rigorous intellectual and creative activity, and develop greater social awareness and responsibility. Students majoring in theatre arts must complete a concentration in one of the following areas: performance, design/technical, dramaturgy, theatre in education, or theatre studies.

Major Requirements

- The completion of at least 42 and not more than 54 semester hours of theatre, of which at least 15 hours in the major must be completed at Dominican.

Required Foundation Courses for All Concentrations:

- Theatre 140 (seven semesters), 150, 170, 180, 230, 305, 375, 456, and two of the following: Liberal Arts and Sciences 163, 254, Theatre 270, 292, 340, 350, 358, or 392.

Required Core Courses for Specific Concentrations:

Performance:

- Theatre 161, 415;
- Two of the following: Theatre 254, 257, 284, and 285.
- Highly recommended electives: Theatre 253, 254, 257, 284, 285, 362, 382, 398, 455.

Design/Technical:

- Theatre 160 or 161, 330, 415;
- One of the following: Theatre 388, 400;
- Highly recommended electives: Theatre 451, 455.

Dramaturgy:

- Theatre 160 or 161, 415
- Two of the following: Theatre 270, 340, 350, 358, 392, and Liberal Arts and Sciences 163, 254.
- Highly recommended electives: Theatre 270, 340, 350, 392, 455, and Liberal Arts and Sciences 163, 254.

Theatre in Education:

- Theatre 161, 254, 255, 415.
- Highly recommended electives: Theatre 253, 257, 284, 340, 398, 455.

Theatre Studies:

- Theatre 161, 415;
- One course chosen from Theatre 255, 284, 285;
- One chosen from Theatre 330, 388.
- Highly recommended electives: Theatre 253, 254, 257, 340, 455.

In addition to the required foundation and core courses, a major in theatre arts requires:

Reading of 100 plays over a four-year period, beginning with ancient Greek classics through contemporary theatre; most plays will be covered in theatre courses;

Completion of an interdisciplinary minor, such as art, business administration, rhetoric and communication, fashion design, English, or music.

All majors and minors with a concentration in performance, theatre in education, or theatre studies are required to participate in the following:

- Annual audition: students will present two audition pieces, specific requirements to be determined annually;
- Audition workshop: majors will participate in a total of two workshops, minors in one; or students may elect to take Theatre 398 to fulfill the workshop requirement;
- Arts management workshop: majors and minors will participate in one workshop over a four-year period.
- Some of the above requirements, determined by the faculty, may be waived for transfer students.

Minor Requirements

Twenty-two semester hours, of which a minimum of nine must be completed at Dominican:

- Theatre 150, 180, 230;
- One course from: Liberal Arts and Sciences 163, 254, Theatre 260, 270, 292, 340, 350, or 358;
- Four semesters of Theatre 140; each practicum will be assigned by theatre faculty;
- Two additional courses (excluding Theatre 456).
- In addition, the student must read thirty-five plays.

Theatre arts majors and minors should seriously consider the Dominican-in-London fall semester in their junior or senior year. An eight-credit tutorial in any aspect of British theatre provides the opportunity to study in one of the great theatre capitals of Europe. Options include working with members of the Royal Shakespeare Company, BBC personnel, as well as other British theatre/media professionals. The semester practicum requirement is waived for London participants.

THEATRE ARTS COURSES (THEA)

FOUNDATION COURSES

140 THEATRE PRACTICUM (1)

This course provides a hands-on opportunity for students to work with professional entertainers contracted through the performing arts series. Areas include: front of the house, performance, costuming, lighting and sound, set/scene work, and more. The practicum also includes the practical application of skills to university productions. Enrollment limited to Theatre Arts majors and minors.

150 INTRODUCTION TO THEATRE (3)

This course develops the students' understanding and experience of theatre. The elements of drama, the collaborative process of theatre production, contemporary performance forms and contexts, and methods of criticism are introduced. Course work includes weekly reading and oral and written analyses of dramatic texts and live and filmed performances. Attendance at theatre performances in the Chicago area is required.

This course will satisfy the fine arts core area requirement.

170 HISTORY OF THEATRE (3)

This course focuses primarily on the history of Western theatre, with a secondary emphasis on Asia and Africa. Through weekly reading, writing, and discussion of primary texts and secondary sources, students will examine the purposes, forms, and processes of theatre as manifested in specific cultural contexts from the beginning of theatre to the present.

180 FUNDAMENTALS OF ACTING (3)

We are actors in everyday life. Through the study of the Stanislavski System, along with other acting methodologies and exercises, students will explore how characters relate to others, thereby enhancing individual aesthetic awareness. The course will focus on the art of acting as a craft and discipline, and how these skills can connect to and enrich other aspects of our daily world.

This course will satisfy the fine arts core area requirement.

230 THEATRE PRODUCTION I (3)

This course and its hands-on approach will equip the student in the fundamental techniques, materials, and shop skills relevant to the various elements of technical theatre. Students will assist in preparing and mounting university productions in the areas of lighting, set construction, scene work, sound, etc.

This course will satisfy the fine arts core area requirement.

305 COSTUMING FOR THEATRE (3)

This course will cover the basic elements necessary to produce costumes for the theatre. These aspects will include sewing skills, tracking and paperwork, measurements, elements of design, and rendering skills.

This course will satisfy the fine arts core area requirement.

375 DRAMATURGY (3)

Students, through research, will uncover the multiple layers of meaning within a variety of classical and modern plays. Student dramaturgs will provide answers to what theatre artists and audiences need to know about the plays studied in the course. A production casebook will be a culminating final project.

This course will satisfy the literature core area requirement.

Prerequisite: Junior or senior standing

456 SENIOR PERFORMANCE/PRODUCTION PROJECT (2)

During the summer preceding senior year, students will submit a proposal for faculty approval. The project may be one or a combination of the following: 1. An expansion of a project already begun within a theatre course. 2. A substantial role or responsibility in one of the university's productions in the student's senior year. 3. An original project integrating theatre with other disciplines such as the interdisciplinary minor. Any of the above may be a solo or collaborative effort. Two or more seniors may do a joint theatre project. Depending on the student's area of interest, he/she may choose to do research, write, perform, design, direct, manage, promote, or combine any of the above. 4. A portfolio delineating the project will be required.

CORE COURSES

160 VOICE AND DICTION (3)

Students will improve the quality and effectiveness of their speaking voices through a program of drills and performance exercises. Rodenburg's text *The Right to Speak* will be fully covered. TV and radio announcing skills will also be included. Course offered on satisfactory/fail basis only.

Listed also as Communication Arts and Sciences 160.

161 VOICE AND MOVEMENT I (3)

Students will enhance the use of their voices and bodies for performance and presentation through individual body connection work. Using the techniques of Linklater, Alexander, Penrod, Spolin, and others, students will explore how their instrument functions and how to maximize their physical and vocal aptitude.

415 DIRECTING WORKSHOP I (3)

Come learn the fundamentals of directing for the stage in a workshop environment. Develop your ability to

comprehend plays, create an original artistic aesthetic, and communicate clearly to others.

PERFORMANCE AND PRODUCTION COURSES

142 DANCE (3)

This course is appropriate for students new to dance as well as to those who already have basic dance skills. A different form of dance will be offered each semester, such as ballet, jazz, modern, tap, hip hop, etc. Each course is designed to impart basic techniques as well as aid physical fitness and awareness.

This course will satisfy the fine arts core area requirement.

253 IMPROVISATION (2)

Viola Spolin says, “Spontaneity is the moment of personal freedom when we are faced with a reality and see it, explore it, and act accordingly.” This course will help students embrace creative freedom, discover and design new realities, and enhance their intuitive skills through the fundamental study of improvisational acting. The course will cover a wide variety of improv forms, techniques, and exercises.

This course will satisfy the fine arts core area requirement.

254 THEATRE FOR YOUNG AUDIENCES (3)

The course will focus on the elements involved in producing quality theatre for young audiences. Through the practical application of acting exercises, improvisation, and textual analysis, students will extensively explore acting in children’s theatre and gain knowledge in the various aspects of directing, scripting, and producing youth-oriented theatrical experiences. This course requires some outside work for additional rehearsals and live performances.

This course will satisfy the fine arts core area requirement.

255 CREATIVE DRAMATICS (3)

Students will study theatre techniques to connect to a community, consider the impact of significant events, and explore different aspects of everyday life. The course will include trust and team-building exercises, improvisation, theatre games, role-playing, and storytelling.

This course will satisfy the fine arts core area requirement.

257 GROUP PERFORMANCE OF LITERATURE (3)

Working with various forms of literature, students will be introduced to methods for adapting these for performance. Additional focus on techniques for developing performance skills include storytelling, improvisation, and characterization. Each student will develop a repertoire of pieces by working on individual and collaborative projects. All students will participate

in a final, public performance of selected projects. The course requires some rehearsal time outside of class.

This course will satisfy the fine arts core area requirement.

284 SOLO PERFORMANCE (3)

Students will write, interpret, perform, and stage a variety of works in a variety of performance spaces. They will develop analytical skills by using a dramatic approach in the evaluation of performance material—prose, poetry and drama. Prominent contemporary solo performers will also be studied: John Leguizamo, Lily Tomlin, Laurie Anderson, Spalding Gray, Anna Deavere Smith, and others. Students will design and execute a final, public, solo performance.

This course will satisfy the fine arts core area requirement.

285 ADVANCED ACTING (3)

Students will study the process associated with in-depth character work. Thorough characterization is developed through analysis, research, vocal/physical aptitude and external adjustment, and the application of materials for both monologues and scene work.

Prerequisite: Theatre 180 or instructor consent

309 INTEGRATING DRAMA INTO CLASSROOM INSTRUCTION (3)

This course is designed for education majors/minors who are looking to learn different techniques of drama and theatre based instruction to easily and effectively integrate into their K-8 classrooms. Subjects covered include: learning types, how theatre play can enhance your instruction, kinesthetic learning in the classroom, and integrating subject matter into drama-based exercises and play. Students will be learning the techniques and tools both through text study and through group activity.

330 THEATRE PRODUCTION II (3)

This course focuses on the techniques of designing for the theatre. Related media, stage managing, and running productions will be explored, as well as working in the entertainment industry. Students will assist in preparing and mounting university productions. This course may be taken out of sequence with Theatre 230.

This course will satisfy the fine arts core area requirement.

362 VOICE AND MOVEMENT II (3)

Continued exploration and development of physical and vocal skills initiated in Theatre 161. Topics include: IPA, dialects, mask work, and more.

Prerequisite: Theatre 161

382 MUSICAL THEATRE (3)

This course explores performance in musical theatre. Topics include: acting values, musicality, research, and

performance styles. Students will be required to sing, dance, and work independently with an accompanist.

Prerequisite: Theatre 180 or consent of instructor

387 ACTING STYLES (3)

This course will focus on applying acting techniques to different theatre genres and textual styles. Students will explore a variety of period styles, such as Shakespeare, Restoration, Moliere, commedia dell'arte, and others.

Prerequisite: Theatre 180 or consent of instructor

388 STAGE MAKEUP (2)

This course will cover elements for basic theatrical makeup. These will include general stage, youth, middle age, old age, "blood and guts," prosthetics, and fantasy makeup. Makeup will be purchased in class. \$10 course fee.

398 AUDITIONS (3)

Auditioning in theatre is a lifetime craft. This course will provide the practical tools to help students develop a diverse audition portfolio and knowledge of materials in order to assist them with the ongoing and necessary process of auditioning. Topics include: contemporary and classical monologues, cold readings, headshots/résumés, musical theatre singing and dancing, etc.

400 COMPUTER-AIDED DRAFT AND DESIGN (3)

This course is an introduction to the basic skills and techniques used in producing two-dimensional drafting and three-dimensional modeling on the computer. Some familiarity with basic drafting and drawing skills is helpful but not required.

451 SPECIAL TOPICS IN TECHNICAL THEATRE (1-4)

Individualized study in specialty and advanced topics in technical theatre. Topics include but are not limited to: set design, costume design, lighting design, scene painting, theatre technology, model-making, and drafting/rendering for the theatre. This course may be taken for credit multiple times in different areas of interest.

Prerequisite: Theatre 230, 330, or consent of instructor

DRAMATURGY COURSES

240 FORMS OF DRAMA (3)

Listed also as English 240.

260 THE ENGLISH DRAMA (3)

Listed also as English 260.

270 THEATRE: THE AMERICAN SCENE (3)

Students will study major developments in the American theatre from 1929 to the present with emphasis on the dramatic literature and theatre personalities of each decade. Attendance at theatre productions is required.

Listed also as American Studies 273.

This course will satisfy the literature core area requirement.

292 MODERN DRAMA (3)

Listed also as English 292.

340 SCRIPTWRITING (3)

Students will explore methods of script writing in order to discover and develop their writer's voice and to produce scripts that articulate their individual perspective regarding the human experience. To support the study and practice of techniques of script writing and to contextualize their own work, students will read, see, and learn to analyze various forms of dramatic and film literature. They will also learn methods for assessing their own writing and that of their peers.

Listed also as Communication Arts and Sciences 342.

350 IMAGES OF WOMAN IN DRAMA (3)

Students will study the roles and conflicts of women in diverse cultures as these are embodied in dramatic world literature from the ancient Greeks to the present. Thematic units will include woman as legend, as mother, as victim, and as feminist. Attendance at theatre productions is required.

Listed also as Study of Women and Gender 352.

This course will satisfy the literature core area requirement.

358 SHAKESPEARE (3)

Listed also as English 358.

ADDITIONAL COURSES

450 INDEPENDENT STUDY (1-4)

Open to majors with the consent of the theatre faculty.

455 INTERNSHIP (1-8)

Open to majors with the consent of the theatre faculty.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor.

THEOLOGY

Bachelor of Arts

Major/Minor

The theology discipline offers courses designed for and available to all students, as well as courses that serve major and minor programs both in theology and pastoral ministry. In keeping with the heritage and character of the university, courses and programs in this discipline emphasize the Christian, especially Catholic, tradition in conversation with other theological, religious, and cultural traditions. The major in theology, undertaken within the context of the liberal arts and sciences, provides students with a solid grounding for study at the graduate level, as well as preparation for various career paths. Theology courses are offered in distinct yet interrelated areas:

Area I: Theological Foundations:

- Theology 101, 103, 384

Area II: Biblical Literature and Language:

- Theology 110, 111, 112, 120, 122, 230, 232, 380, 383, 389

Area III: History and Doctrine:

- Theology 240, 250, 251, 252, 255, 310, 330, 354, 386

Area IV: Christian Ethics and Spirituality:

- Theology 160, 256, 261, 267, 273, 281, 320, 321, 368, 369, 373, 385

Area V: Theology, Religion, and Culture:

- Theology 239, 242, 257, 264, 270, 272, 277, 278, 279, 280, 282, 343, 360, 362, 376, 379, 382

Area VI: Advanced Study:

- Theology 299, 450, 455, 485

Major Requirements

A minimum of thirty-six semester hours is required including the following:

Area I:

- Theology 101;

Area II:

- Three Scripture courses in consultation with advisor, with at least one in Hebrew Scriptures and one in Christian Scriptures;

Area III:

- Two courses, one of which must be Theology 310;

Area IV:

- Two courses, of which one must be theology 320;

Area V:

- Two courses, chosen from Theology 270, 272, 278, or 376, one of which must be intensified or at the 300 level;

Area VI:

- Theology 485.

Majors are also required to complete two semesters of a language appropriate to the study of theology and, with the aid of an advisor, to complete courses in disciplines that complement the study of theology and its various areas of concentration, such as philosophy and history.

Minor Requirements

A minimum of six courses is required, including the following:

Area I:

Theology 101;

Area II:

Theology 110 and one other course;

Area III:

One course;

Area IV:

One course;

Area V:

One course.

At least three courses must be taken as intensified or at the 300 level.

THEOLOGY COURSES (THEO)

AREA I: THEOLOGICAL FOUNDATIONS

101 INTRODUCTION TO THEOLOGY (3)

What is theology? Why does it matter? How do theologians go about their task? This course introduces students to the field and methods of Christian theology, including its origins in the experience of Jesus Christ and the testimony of early Christian scripture, as well as major theological figures and movements, controversies, and contemporary issues and challenges.

This course will satisfy the theology core area requirement.

103 INTRODUCTION TO ROMAN CATHOLICISM (3)

This course will provide an overview of the central beliefs and practices of the Roman Catholic tradition. The development of Catholic understandings of fundamental Christian doctrines (e.g., revelation, Christ, sin, grace) and distinctive features of Catholic communal life (e.g., church, the sacraments) will be approached through a variety of texts. Contemporary concerns will be addressed throughout.

This course will satisfy the theology core area requirement.

384 SPECIAL TOPICS IN THEOLOGICAL METHODS (3)

Prerequisite: Sophomore standing or consent of instructor

AREA II: BIBLICAL LITERATURE**110 UNDERSTANDING THE BIBLE (3)**

This introductory course surveys the main theological themes of the Bible. The various books of the Hebrew Scriptures (Old Testament) and the Christian Scriptures (New Testament) are examined in light of their historical and theological significance.

This course will satisfy the theology core area requirement.

111 NEW TESTAMENT GREEK: INTRODUCTION (3)

This course offers an introduction to the basic elements of the grammar and vocabulary of the New Testament.

112 NEW TESTAMENT GREEK: INTERMEDIATE (3)

This course completes the study of the grammar and vocabulary of the New Testament and engages the student in the translation and exegesis of selected passages.

Prerequisite: Theology 111

120 HEBREW SCRIPTURES I: FROM GENESIS TO JUDGES (3)

This introductory course engages students in a critical reading of the Hebrew Scriptures (Old Testament), with special emphasis on Genesis, Exodus, Leviticus, Deuteronomy, and the historical books of the Bible.

This course will satisfy the theology core area requirement.

122 NEW TESTAMENT I: THE GOSPELS (3)

Each of the four Gospels paints a distinctive portrait of the person of Jesus, his origins, life and teaching, death and resurrection. This introduction to New Testament writings offers the student an opportunity to understand each gospel writer's perspective while critically assessing the information about the historical Jesus of Nazareth and the formation of the early Church.

This course will satisfy the theology core area requirement.

230 HEBREW SCRIPTURE II: PROPHETS AND WISDOM (3)

This course focuses on the role and message of the Hebrew prophets, along with the wisdom literature found in the Hebrew Scriptures. The challenge of these traditions to people today will also receive attention.

This course will satisfy the theology core area requirement.

232 NEW TESTAMENT II: ACTS, PAUL, AND OTHER WRITINGS (3)

This course examines the development of the Christian community and its beliefs following the Resurrection and Ascension of Jesus as recorded in the New Testament. Major attention will be given to the Acts of the Apostles, the letters of Paul, the Pastoral Epistles, and the "Catholic" Epistles.

This course will satisfy the theology core area requirement.

380 THE BOOK OF JOB (3)

Using a multidisciplinary approach (literature, philosophy, sociology, politics, art, and music), this course offers a critical analysis of major themes (eg., the mystery of God, the problem of innocent suffering, questions of justice) in the book of Job.

Prerequisite: Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

383 THE BOOK OF REVELATION (3)

This course will examine the book of Revelation in its context and ours, with attention to the origin of apocalyptic literature in the late Jewish prophetic tradition, the advent of the third millennium, theological eschatology, and the implications of the resurgence of apocalyptic in the our time.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

389 SPECIAL TOPICS IN BIBLICAL LITERATURE AND LANGUAGE (3)

Prerequisite: Sophomore standing or consent of instructor

AREA III: HISTORY AND DOCTRINE**240 THE CHURCH: PERSPECTIVES AND CHALLENGES (3)**

Drawing on Biblical and other sources (Vatican II documents, individual theologians, etc.), this course examines theologically the nature, structure, and mission of the church and helps students develop a sound and compelling vision of the church in the 21st century.

This course will satisfy the theology core area requirement.

250 HISTORY OF CHRISTIANITY I: FROM ITS ORIGINS TO THE EVE OF THE REFORMATION (3)

This course traces the development of Christianity from the earliest communities through the era of persecution, to the emergence of new forms of

leadership and explicit theology from the fourth to the ninth centuries. Finally, it explores the tension between competing interpretations of Christian doctrine and practice that led to the disruption of Christendom in the violence of the Crusades, the suppression of dissent, and the political compromise that culminated in the Reformation movement.

This course will satisfy the theology core area requirement.

251 HISTORY OF CHRISTIANITY II: FROM THE REFORMATION TO THE PRESENT (3)

A survey of major figures, events, movements, and theological developments since the “breakdown of the medieval synthesis.” Topics include the Protestant and Catholic Reformations, the expansion of Christianity into the New World, the encounter with Enlightenment thought, and the First and Second Vatican Councils. Completion of Theology 250 is not a prerequisite for this course.

This course will satisfy the theology core area requirement.

252 SACRAMENTS IN THE CATHOLIC TRADITION (3)

An in-depth consideration of the history and theology of the Catholic sacramental system. Special emphasis on how and why the sacraments developed, how they assumed their contemporary form, and their relation to Catholic life and thought. Attention is also given to the general concepts of sacramentality, ritual, and symbol.

This course will satisfy the theology core area requirement.

255 THE MYSTERY OF DEATH (3)

Why do we die? What is death? How should we respond to death? This course considers such questions from various theological perspectives. Special attention is given to ethical issues surrounding death, as well as such topics as grief and concepts of an afterlife.

This course will satisfy the theology core area requirement.

310 JESUS THE CHRIST (3)

This course explores what Christians mean when they call Jesus “the Christ.” Through scriptural, historical, and theological perspectives, students will gain an understanding of the current research on the historical Jesus, Christian reflection on Jesus’ person and work, and contemporary Christological models of Jesus (e.g., liberation, feminist).

Prerequisite: Sophomore standing or consent of the instructor

This course will satisfy the theology core area requirement.

330 THE MYSTERY OF GOD (3)

Study of the doctrine of God in the Hebrew Scriptures, the New Testament, and the history of Christian theology, with special attention to the issues of trinitarian doctrine, creation, providence, evil and revelation, and theological perspectives on the understanding of God in the modern world.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

354 GREAT CHRISTIAN THINKERS (3)

This course provides an opportunity to reach up to and engage the minds of outstanding figures in the Christian tradition. The focus may be the writings of a single figure (e.g. Origen, Augustine, Thomas Aquinas, Catherine of Siena, Karl Barth, Karl Rahner, or Gustavo Gutierrez) or the engagement of two or more theologians in dialogue, often on a single problem or theme (e.g. sin and grace, eschatology, revelation, ethics, biblical interpretation, or religious pluralism).

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

386 SPECIAL TOPICS IN HISTORY AND DOCTRINE (3)

Prerequisite: Sophomore standing or consent of instructor.

AREA IV: CHRISTIAN ETHICS AND SPIRITUALITY

160 UNDERSTANDING THE CHRISTIAN LIFE (3)

What does it mean to live as a Christian in a complex and pluralistic society? This course explores this question in a critical manner, focusing on the moral and spiritual dimensions of Christian living. Topics to be considered include sources of Christian wisdom, such as the Bible and the writings of theologians and spiritual masters; themes such as discipleship, happiness, and Christian virtue; and particular challenges in areas such as sexuality, civic involvement, and economic life.

This course will satisfy the theology core area requirement.

256 MARRIAGE AND FAMILY LIFE (3)

Everyone, in some way, has been formed by marriage and family life. Using texts, articles, movies, and projects, we will integrate the tradition of the Catholic Church, the culture, and the students’ lived experience to think critically about marriage and family life. The theology of marriage, rooted in scripture, will provide a starting point for exploration. We will look at communication and conflict resolution, faith development,

and ritual within this most critical sphere of life.

This course will satisfy the theology core area requirement.

261 CATHOLIC SOCIAL TEACHING AND MOVEMENTS (3)

This course seeks to reveal Catholicism's "best kept secret" the long and still developing tradition of social teaching, as it is found in various Church documents, prominent writers, and social movements.

This course will satisfy the theology core area requirement.

267 OWNING AND OWING: PROPERTY DEBT (3)

Beginning with Shakespeare's *The Merchant of Venice*, this course explores the theological and moral dimensions of economic relations. For millennia, questions of "owning and owing" have been prominent in Judaism, Christianity, and Islam, especially in relation to the "divine economy" of sin, grace, and reconciliation. Thomas Aquinas and Martin Luther both condemned "usury" (the maligned Shylock's trade), but for different theological reasons, and Muslims' observation of proscriptions against lending with interest while participating in modern economies illustrates the challenge of applying the wisdom of the past to an age of subprime loans and global banking. Questions regarding property (e.g., land, air, water, ideas, stocks and bonds, debt—even human beings) are equally vexing. But here, too, Christianity and other traditions have theologically profound, challenging, and often diverse or contradictory things to say. This course begins to tap religious wisdom about owning and owing in economically challenging and even perilous times.

This course will satisfy the theology core area requirement.

273 GREAT WOMEN MYSTICS (3)

This course explores the lives, activity, and writings of seven outstanding women whose reforming impact on the Church continues to inspire and guide Christians and non-Christians today. Although primary concern will focus on Hildegard of Bingen, Mechthild of Magdeburg, Gertrude the Great, Catherine of Siena, Julian of Norwich, Joan of Arc, and Teresa of Avila, other important figures will be considered as well, including artists, writers, and political figures.

This course will satisfy the theology core area requirement.

281 DOMINICAN SAINTS AND MYSTICS (3)

From the beginning, Dominican spirituality has ranged characteristically and widely between the poles of contemplative prayer and prophetic action. Inspired by a visionary love of Truth, the friar and sister preachers employed the liberal and fine arts, the sciences, law,

politics, and nursing, as well as direct evangelization to proclaim and manifest the Word. This course will explore the major paths and personalities that continue to fund Dominican prayer and work today in the light of the social, natural, and spiritual challenges facing the order and the Church of tomorrow.

This course will satisfy the theology core area requirement.

320 THEOLOGICAL ETHICS (3)

How ought one live? The Catholic tradition has a particularly rich and often controversial legacy of reflection on moral matters. This course will introduce the student to the theological sources and methods of that tradition in dialogue with other traditions and currents of thought. Topics include biblical roots of moral reflection and action, discipleship, moral norms, conscience, the virtues, natural law, and the role of ecclesia authority in changing the life of the individual and community.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

321 SEXUAL ETHICS (3)

Perspective on the questions of meaning and morality concerning human sexuality and marriage, including love, nonmarital sex, divorce, parenthood, and gender roles. These will be considered in light of human experience, Christian tradition, Catholic Church teaching, and contemporary theological discussion.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

368 BIOMEDICAL AND HEALTH CARE ETHICS (3)

This course takes up a number of key ethical issues that emerge from contemporary developments in both biomedicine and health care. The theological dimensions, particularly the Catholic ethical approach to these issues, will receive special attention.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

369 CELTIC SPIRITUALITY (3)

This course will explore 1) the formative period of Celtic spirituality in Britain, Ireland, Scotland and the European mainland, especially in the lives of the saints, 2) the impact of Celtic Christianity on both Roman Catholic and Protestant churches before, during, and after the Reformation, and 3) the influences on and potential of Celtic spirituality in the modern period and today, particularly in regard

to issues of social justice, the role of women in the church, and environmental redemption.

Prerequisite: Sophomore standing or consent of instructor

373 CHRISTIAN SPIRITUALITY (3)

This course considers Christian spirituality holistically, with attention to its biblical foundations, major traditions, and schools. Students will explore elements of religious experience, stages of spiritual development, and the role of prayer and meditation in human life. Contemporary issues and applications will be emphasized, including the priority of the body, social action, lay spirituality, and spiritual guidance.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

385 SPECIAL TOPICS IN ETHICS AND SPIRITUALITY (3)

Prerequisite: Sophomore standing or consent of instructor.

AREA V: THEOLOGY, RELIGION, AND CULTURE

239 LATINO/A AMERICAN RELIGIOUS EXPERIENCE AND THEOLOGY (3)

This course will satisfy the theology core area requirement and the multicultural core requirement.

242 THE MYSTERY OF EVIL IN RELIGION AND LITERATURE (3)

The enigma (mystery, problem) of suffering and evil has been expressed historically through various mythologies: tragedy, original sin, alienation, etc. This course will take an in-depth look at these several themes from the perspective both of religion and of literature.

This course will satisfy the theology core area requirement.

257 WOMEN AND RELIGION (3)

In this course, we will focus our attention on Christian, Jewish, and Muslim women in the United States. More specifically, we will look at how the religious experiences and imaginations of these women have been shaped by the cultures, theologies, and practices of their various religious traditions within the socio-historical context of American life. Conversely, we will look at how particular individuals and groups of women in the United States have contributed to the development and transformation of religious, social, and cultural life, beliefs, and practices both within and beyond their particular religious institutions.

Listed also as Study of Women and Gender 257.

This course will satisfy the theology core area requirement.

264 THE WAYS OF WAR AND PEACE IN CHRISTIANITY AND ISLAM (3)

It is sometimes said that the way we think about war tests all our thinking. With attention to the past, and mindful of momentous challenges today, this course examines the various and often conflicting ways in which Christians and Muslims have regarded theologically not only war but also peace. Topics to be explored include sources for theologies of war and peace (the Bible, the Qur'an, and other key texts), "holy war" Jihad, "just war," and approaches to nonviolence within the two traditions.

This course will satisfy the theology core area and multicultural core requirements.

270 CHRISTIANITY AMONG THE WORLD'S RELIGIONS (3)

While some attention will be paid to diversity within the Christian tradition, the major focus of this course will be on Christianity's response to and interaction with the other religions. Christianity's evangelical world mission will be explored, in terms of its emergence, historical development and evolving rationale. Christianity's more recent emphasis on interreligious dialogue and cooperative action will also be explored, again in terms of both theoretical foundations and practical implementations. Are these twin concerns—mission and dialogue—contradictory or complementary? What does the future hold for Christian identity amid religious diversity?

This course will satisfy the theology core area requirement.

272 MYSTICAL TRADITIONS IN WORLD RELIGIONS (3)

A study of the tradition of mysticism in the major world religions. Using the Catholic mystical traditions as a paradigm, we will compare parallel mystical paths in Judaism, Islam, Hinduism, and Buddhism. Similarities and differences among these several mystical "paths" will provide the basis for our analysis of these traditions.

This course will satisfy the theology core area requirement.

277 AFRICAN-AMERICAN RELIGIOUS EXPERIENCE AND THEOLOGY (3)

Beginning with African roots and attentive to historical and cultural factors, this course examines the varieties of religious experience and theology distinctive of the African-American community.

Listed also as Black World Studies 277.

This course will satisfy the theology core area and multicultural core requirements.

278 RELIGIONS OF THE BOOK: JUDAISM, CHRISTIANITY, ISLAM (3)

This course explores the three great monotheistic religions that claim descent from Abraham. Sharing many of the same beliefs and traditions, Jews, Christians, and Muslims also differ theologically and politically. What are the common bonds that tie them together and the forces that create conflict and mistrust both within and among these faiths?

This course will satisfy the theology core area requirement.

279 ART, BEAUTY, AND CONTEMPLATION: AN INTRODUCTION TO THEOLOGICAL AESTHETICS (3)

This course explores the intersection of art and theology through a consideration of the major themes and issues that inform a theological aesthetics. The focus of our investigation will be on the nature of symbolic seeing that permits one to go beyond mere appearances so as to discern God's presence in works of art and in all creation. Students will investigate the spiritual dimension of art with particular reference to the meaning of beauty, light, space, time, and creativity, and their relation to nature, the senses, the imagination, and contemplation.

This course will satisfy the theology core area requirement.

280 NATIVE AMERICAN CULTURE AND SPIRITUALITY (3)

This course explores the history, culture, and spirituality of the Native people of the Woodlands and the Plains. Native speakers will share ritual and story to enhance the study. Students taking this course are required to develop a project in collaboration with the reservations they will visit. The project and the service learning trip are required for the course. This camping trip usually begins during early May and lasts approximately two weeks.

Listed also as Sociology 281.

This course will satisfy the multicultural core requirement.

282 SCIENCE, RELIGION, AND THEOLOGY (3)

Controversies concerning the existence of God, the place of religion, cosmic and human evolution, and the pursuit of truth continue to pit many scientists against religious leaders, theologians, and ordinary believers. This course explores the lively tension between scientific and theological approaches to understanding the origin and destiny of the universe, the phenomenon of life, the role of human existence, culture, and society, the challenge of evil, and the task of living meaningfully and purposefully in today's changing world.

This course will satisfy the theology core area requirement.

343 FREUD, JUNG, AND RELIGION (3)

What have psychologists discovered about religion? Is it a crutch, the "obsessional neurosis of humanity?" Is God an illusion of the weak? Or is religion good for us, and location in the presence of the divine essential for human well being? This course will focus on the psychologies of religion espoused by Sigmund Freud and C.G. Jung, and will consider some of the challenges that their theories present to Christian theology.

Prerequisite: Sophomore standing or consent of instructor.

360 RELIGION AND POLITICS (3)

Whether the context has been the fall of the Roman Empire, European expansion into the 'New World,' the rise of Nazism, or recent responses to terrorism, the Christian theological tradition has included diverse and often conflicting views. This course explores theologically such topics as understandings of social order, politics and eschatology, the uses of coercion, and the quest to identify a people's "common good."

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

362 THEOLOGY AND ECOLOGY (3)

Global warming, habitat destruction, species extinction, and attempts to respond to these and other ecological crises raise profound theological and ethical issues. This course explores the religious understanding of nature as "creation," the biblical tradition of "covenant" and "stewardship" as ecological partnership, theological interpretations of human interaction with nature, and the rise of environmental ethics and activism.

Listed also as Environmental Science 362.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

376 ASIAN RELIGIONS (3)

This course examines the central beliefs and distinctive practices of the major religious traditions of India, China, Japan, and Thailand. Hinduism, Jainism, Buddhism, Taoism, and Shinto receive extended attention. Other traditions (i.e., Zoroastrianism, Sikhism, new religious movements) will receive consideration as interest and time permit. Students will explore aspects of interreligious dialogue and conflict among Asian traditions and also with Western faiths.

Prerequisite: Sophomore standing or consent of the instructor

This course will satisfy the multicultural core requirement.

379 NATIVE AMERICAN CEREMONY AND RITUAL (3)

The study of any aspect of Native American spirituality is a highly holistic and interdisciplinary topic and draws together materials from disciplines such as history, anthropology, literature, law, and religious studies as well as the oral histories and traditions of the people we will meet. This course examines Native American ceremonies and rituals. The course is a survey of native religious traditions, exploring the breadth and depth of spiritual expression among native people in North America. Assigned readings and class discussions cover a variety of important themes including sacred landscapes, mythic narratives, oral histories, communal identities, tribal values, elder teachings, visionary experiences, ceremonial practices, prayer traditions, and trickster wisdom.

Prerequisite: Sophomore standing or consent of the instructor

This course will satisfy the multicultural core requirement.

382 SPECIAL TOPICS IN RELIGION AND CULTURE (3)

Prerequisite: Sophomore standing or consent of instructor

AREA VI: ADVANCED STUDY IN THEOLOGY**299 SERVICE LEARNING (1)**

Prerequisite: Consent of the instructor

450 INDEPENDENT STUDY (2-4)

This course is intended for advanced students working in consultation with an instructor on a topic not covered in available courses.

This course may not be used to satisfy the theology core area requirement.

455 INTERNSHIP (1-8)**485 THEOLOGY SENIOR INTEGRATING SEMINAR (3)**

In order to help students synthesize and advance what they have learned in the course of their studies, all graduating seniors who major in theology are required to complete the senior Integrating Seminar. There are three components to this seminar: The seminar itself, in which students will meet both with other students who are undertaking their Senior projects and with a seminar instructor assigned from the department of theology; the written project, either (a) a research paper or (b) a portfolio; and a formal presentation of their research or of their portfolio to the Department of Theology.

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty

mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

WASHINGTON INTERNSHIP INSTITUTE

The Washington Internship Institute provides students with internships, courses, and opportunities to experience and be a part of the wide variety of Washington, DC, domestic and international institutions, public and private organizations, and offices of political leaders and policy makers. Students may attend the Washington Internship Institute in the fall or spring semesters or during the summer.

WASHINGTON INTERNSHIP INSTITUTE COURSES (WII)

350 INSIDE WASHINGTON: PLAYERS, POLITICS, AND POLICY (3)

A part of the Capital Experience Internship program, this course is designed to maximize the student's knowledge about American politics in general and what actually goes on inside Washington in particular. It is seminar-centered, supplemented with onsite working visits, and covers substantive institutions of American politics like Congress, the presidency, and the courts. The constitutional framework of America's democracy is also analyzed with particular focus on the roles and interactions of America's democratic institutions and its political players within the Washington political theater. In addition, the seminar discusses the roles of political parties, interest groups, and issues such as civil rights and civil liberties within the context of the war on terrorism and the constitutionality of the powers of federal government agencies.

351 INTERNATIONAL RELATIONS: U.S. FOREIGN POLICY AND PRACTICE IN THE AGE OF GLOBALIZATION, TERRORISM, AND AMERICAN PREEMINENCE (3)

This course is designed to help prepare the student in the Embassy and Diplomatic Scholars Internship program for professional leadership in American foreign affairs through experience and knowledge of both the American and international policy-making system/process and its intellectual foundation. The "policy" element of this course will focus on the fact that the United States is in a uniquely strong and in many ways dominant position in world politics, economics, and defense/military prowess today. Thus, while it is important to understand other regions, this course will emphasize U.S. policy, including what it is and discussion of what it should be, i.e., how the United States should utilize this level of national power never before seen in human history. The "practice" element of the course will focus on how U.S. foreign policy is made, implemented, and

influenced, and how the neophyte in the field can enter it and move toward ultimate leadership.

352 ENVIRONMENTAL POLICY: GO GREEN (3)

In this course, students in the Go Green! Internship program will examine a number of the major complex environmental issues of our times. Students will be given an introduction to the policies, the players, and the institutions that shape federal environmental decision making. This class will examine how U.S. environmental policy is really made, who and what influences policy, and the scope and breadth of some of the policies. International community and global concerns will also be examined.

355 INTERNSHIP SEMINAR: BRIDGING THEORY AND PRACTICE (3)

This course is designed to help WII students reflect on and examine the role of the individual in complex organizations by applying theories of experiential education, cognitive and social development, and organizational development to the experiences gained in their Washington internships. Students reflect critically on their working environment through an analysis of social relationships and the dynamics of working in a professional setting. Field-based exercises are combined with lectures, discussions, readings, and written assignments in which students analyze the internship experience.

357 THE CAPITAL EXPERIENCE INTERNSHIP (6-8)

The Capital Experience Internship program welcomes all majors and allows students the greatest variety in choosing the internship that best fits their interests. Internships focus mainly on United States organizations and institutions in media, advocacy organizations, government agencies, and the elective branches of the federal government.

358 EMBASSY AND DIPLOMATIC SCHOLARS INTERNSHIP (6-8)

The Embassy and Diplomatic Scholars Internship program gives students the opportunity to intern and do substantive work at a host of international organizations, including foreign embassies, nongovernmental organizations, or the U.S. Department of State.

359 GO GREEN INTERNSHIP (6-8)

The Go Green! Internship program is geared toward students from environmental policy and studies backgrounds. Students intern with public and private environmental organizations.

COURSES OF INSTRUCTION



BRENNAN SCHOOL OF BUSINESS

BRENNAN SCHOOL OF BUSINESS

MISSION

The Brennan School of Business provides ethics-centered management education for students who are either entering the business professions or continuing their professional development. The curriculum provides students with an enduring foundation in business and leadership skills and an understanding of the best in current business practices resonant with the university's core values of Caritas et Veritas.

CORE VALUES OF THE BRENNAN SCHOOL OF BUSINESS:

- Ethical business behavior
- Compassionate leadership
- Global perspective
- Entrepreneurial mindset

GOALS

The Brennan School of Business was created to fulfill the mission of Dominican University by providing value-centered intellectual development and professional preparation in the business disciplines for motivated students. The purpose of the business program, like that of the university, is to foster the personal, social, and professional development of its students through excellent teaching, careful mentoring, and rigorous programs of study.

The Brennan School of Business has six specific goals that flow from its mission:

- To expose students to the theories, concepts, and scholarly literature of business.
- To assist students in developing value-centered, ethical perspectives.
- To enable students to acquire an understanding of current management thought, technology, and methods through in-depth study of the business disciplines, particularly as they apply to entrepreneurial and global organizations.
- To enable students to demonstrate and apply their knowledge and understanding in solving business problems, particularly through the use of case study analyses and information systems technology.
- To instill in the students confidence in their own abilities and decision-making skills and the ability to work effectively as part of a team.
- To advance theory and knowledge in the field of management through faculty and student scholarship and research.

Taught by a faculty of well-prepared academicians and distinguished practitioners, the curriculum takes

a broad interdisciplinary approach to business education. The undergraduate program enables students to choose from among four business majors and three separate concentrations. The programs offered by the Brennan School of Business all reflect the university's commitment to liberal and professional learning. The business school is dedicated to providing students with academic instruction that not only is grounded in liberal education but also distinguished by its rigor and challenge. A primary purpose of the business program is to prepare graduates who have an understanding of ethical precepts and a commitment to promoting socially responsible behavior and demonstrating it in their own lives. Through its international business curriculum and programs, the Brennan School of Business also supports and extends the university's dedication to cultural and ethnic diversity. Finally, the Brennan School of Business supports the university's goal of graduating intellectually curious and engaged students who will carry with them an enthusiasm for lifelong learning as cultural traditions and the professional environment constantly change and evolve.

ACADEMIC GOALS AND OUTCOMES

The business curricula provide the opportunity for students to learn the tools and methods for managing companies and organizations and to apply ethically those tools and methods for the benefit of all stakeholders.

Goal 1: Students will appreciate the ethical foundation of effective long-run business decisions and promote social responsibility and ethical leadership in managerial decision making

- Objective: Successful students will demonstrate an understanding of fundamental approaches to moral reasoning, including knowledge of contemporary ethical issues in global settings.
- Objective: Successful students will demonstrate an understanding of the role and appropriateness of social responsibility within the business environment.

Goal 2: Students will communicate effectively in written and verbal formats

- Objective: Successful students will effectively prepare and deliver class presentations.
- Objective: Successful students will demonstrate an ability to write analytical papers.

Goal 3: Students will utilize technology and electronic learning to address business applications

- Objective: Successful students will demonstrate competency in the use of and/or ability to develop software packages that focus on business applications.
- Objective: Successful students will demonstrate competency in applying models to systematically collect, store, and disseminate information.

Goal 4: Students will utilize quantitative and analytical methods as well as critical-thinking skills in business applications

- Objective: Successful students will demonstrate competency in developing a hypothesis (thesis, topic) and in effectively researching information that will lead to appropriate conclusions.
- Objective: Successful students will demonstrate the ability to interpret graphical and empirical data, utilize software to analyze data, and/or develop various system solutions that focus on business applications.

Goal 5: Students will utilize a global perspective in the evaluation of contemporary business issues

- Objective: Successful students will demonstrate an understanding of the economics, financial, managerial, and/or technological implications of a firm operating internationally and/or domestically.
- Objective: Successful students will demonstrate an understanding of the role of small businesses, entrepreneurs, and technology in the economy and the potential problems they may experience.

The faculty's work in defining these academic goals and objectives enables the students in the Brennan School of Business to benefit from a coherent system of management education. This educational system is not only designed to help them learn business concepts but also to prepare them for success throughout the course of their professional management careers.

UNDERGRADUATE ADMISSION PROCESS

Students who wish to complete an academic major must be admitted to the Brennan School of Business, but all students are welcome to enroll in accounting, business, international business, and economics courses on an elective basis or to complete an academic minor. However, students are limited to taking a maximum of eight Brennan School of Business courses (in the disciplines of accounting, business administration, and/or economics) without declaring a major within the Brennan School.

Admission to the Brennan School of Business is open to students who have attained sophomore standing. Attaining sophomore status is based on the student having completed 28 credit hours. Students must complete an application form, which is available in the Brennan School of Business Office. To be accepted into the Brennan School, students must:

- be in good academic standing at the university,
- have completed at least two 100- or 200-level BSB courses.

In the cases of students transferring into the Brennan School, a probationary semester may be granted while the student completes the course requirements for admission.

BA/MBA or BS/MBA Joint Degree Program

Qualified students may be able to complete the bachelor's degree and the Master of Business Administration degree in a total of five calendar years. During the undergraduate program, the equivalent of the six MBA foundation courses may be taken. Students are encouraged to apply to the BA/MBA or BS/MBA before the end of their junior year. Accepted students may enroll in two MBA courses during their senior year, one course each semester, and credit will be given toward the undergraduate degree. The remaining 10 graduate business courses may be taken upon completion of the undergraduate degree.

For more information on these programs, please contact the Brennan School of Business at business.dom.edu or (708) 524-6810.

COMMITMENT TO ETHICS AND INTEGRITY

Since its founding, the Brennan School of Business has insured that all its academic programs provide students with an understanding of the concepts and theories of ethical decision making as well as numerous opportunities to practice and apply those concepts during their study. This is done through a variety of curricular and co-curricular programs, ranging from case study analyses and service learning courses to student-sponsored lectures and off-campus volunteer programs. The first endowed chair in the Brennan School of Business was designated by its donors to be the Christopher Chair in Business Ethics. This chair has enabled the business program to place an ever-increasing focus on ethical business practices, through annual lectures, workshops, and other faculty and student initiatives that ensure that ethics are taught and practiced in every part of the curriculum.

Realizing that students who matriculate in the Brennan School of Business must conduct themselves in accordance with the highest standards of academic integrity during their course of study, the following academic integrity policy has been developed to guide their actions.

ACADEMIC INTEGRITY

Whatever the assignment, students are encouraged to engage in critical thinking and to use quoted or paraphrased material in ways that appropriately support their own ideas. In written or oral work, a student may make fair use of quotations, ideas, images, etc.,

that appear in others' work only if the student gives appropriate credit to the original authors, thinkers, owners, or creators of that work. This includes material found on the internet and in electronic databases. Student plagiarism is the deliberate presentation of the writing or thinking of another as the student's own. Failure to maintain academic integrity will not be tolerated.

The following definitions are provided for understanding and clarity:

Inappropriate attribution of sources.

Use of quotation marks, but failure to provide a citation for the material.

Providing a citation for material, but failure to use quotation marks for material that appears in others' work. Please note, quotation marks are used when three or more consecutive words are taken directly from others' work. Exceptions are made for commonly used phrases such as "triple bottom line" or "corporate social responsibility." When in doubt, be safe and use quotation marks.

Paraphrasing others' work without providing a citation to that work.

Paraphrasing is presenting others' ideas or thoughts but doing so entirely in one's own words. Attribution must always be given in a citation at the end of the paragraph, even if the name of the author/s is included in the body of the text.

Direct plagiarism.

This entails using others' material word-for-word and presenting it as one's own work without any indication that the words are those of another.

Simply changing one or two words or phrases does not materially change the character of this form of plagiarism, which is the most serious.

Whatever the assignment, it must be clear that the student is using the quoted or paraphrased material in support of his or her own ideas, and not taking credit for the quoted/paraphrased material.

Cheating entails the use of unauthorized or prohibited aids in accomplishing assigned academic tasks. Obtaining unauthorized help on examinations, using prohibited notes on closed-note examinations, and depending on others for the writing of essays or the creation of other assigned work are all forms of cheating. A student who assists another in cheating will be held to the same standard.

Academic dishonesty may also include other acts intended to misrepresent the authorship of academic work or to undermine the integrity of the classroom or of grades assigned for academic work. Deliberate acts threatening the integrity of library materials or the smooth operation of laboratories are among possible acts of academic dishonesty.

ACCOUNTING

Bachelor of Science

Major/Minor

The accounting major provides a series of courses to prepare the student for a career in the field of accounting.

Major Requirements

- Accounting 101, 102, 210, 310, 315, 320, 420, 424, 430;
- Business Administration 240, 250, 335, 345, 350, 490;
- Economics 190, 191, 260.
- It is strongly recommended that accounting majors take Accounting 325, Mathematics 170, and English 336.

The satisfactory/fail grade option may be used for only one repeated course required for the major.

A minimum of one-half of the courses in the major field must be completed at Dominican. The State of Illinois requires that an individual must have 150 semester hours of college credit to sit for the Certified Public Accounting examination. Any student planning to sit for the CPA exam may want to consider enrolling in the combined BS/MBA program to meet the 150-semester-hour requirement. Students who major in accounting will earn the Bachelor of Science degree.

Minor Requirements

Four courses in accounting selected from those required for the accounting major and two additional courses from business administration and/or economics selected from those listed under major requirements. The satisfactory/fail grade option may be used in only one repeated course required for the minor. A minimum of one-half of the courses in the minor field must be completed at Dominican.

ACCOUNTING COURSES (ACCT)

101 PRINCIPLES OF ACCOUNTING I (3)

Introduction to financial accounting concepts and problems with emphasis on the accounting cycle; current assets; property, plant, and equipment; intangibles; and current liabilities.

Prerequisite: Completion of the math foundation requirement.

102 PRINCIPLES OF ACCOUNTING II (3)

Continuation of Accounting 101. Completion of the introduction into the area of financial accounting. Introduction to managerial accounting concepts and problems.

Prerequisite: Accounting 101

210 COST ACCOUNTING (3)

Basic fundamentals in the area of cost. Use and measurement of accounting costs in managerial decision making.

Prerequisites: Accounting 102, Computer Information Systems 120, Economics 260

310 INTERMEDIATE ACCOUNTING I (3)

A study of accounting principles as they relate to cash, receivables inventory, property, plant and equipment, intangibles, current liabilities, long-term liabilities, and stockholders' equity.

Prerequisites: Accounting 102, Computer Information Systems 120

315 INTERMEDIATE ACCOUNTING II (3)

A continuation of the study of accounting principles begun in Accounting 310 as they relate to earnings per share, investments, revenue recognition, income taxes, pensions, leases, accounting changes, statement of cash flows, interim reporting, and segmental reporting.

Prerequisite: Accounting 310

320 TAXES I (3)

A study of the basic provisions of federal income tax legislation as they relate to the taxation of individuals. Topics include gross income, exclusions, deductions, exemptions, credits, and property transactions.

Prerequisite: Accounting 101

325 TAXES II (3)

A study of the basic provisions of federal income tax legislation as they relate to the formation, operations, and distributions of corporations and partnerships, to specially taxed corporations, to the gift and estate tax, and to the taxation of estates and trusts.

Prerequisite: Accounting 320

420 ADVANCED ACCOUNTING (3)

A study of accounting principles as they relate to consolidations, foreign currency translation, partnerships, state and local governments, and nonprofit organizations.

Prerequisite: Accounting 315

424 ACCOUNTING INFORMATION SYSTEMS (3)

This course provides an in-depth study of the application of information systems knowledge to the accounting environment and introduces students to the systems that underlie bookkeeping, accounting, financial reporting, tax reporting, and auditing in all business firms. Such systems are increasingly

complex and in a continual state of flux due to rapidly changing technologies and security risks. Emphasis is upon developing students' abilities to understand the processing of accounting data (with an emphasis on the computer environment) and the controls that are necessary to assure accuracy and reliability of the data processed by the accounting system.

Prerequisite: Accounting 310

430 AUDITING (3)

A study of financial audits by public accountants and the resulting audit reports. Emphasis on auditing standards and procedures, sampling techniques, professional ethics, and the legal environment.

Prerequisite: Accounting 315

450 INDEPENDENT STUDY (1-8)

Prerequisite: Open to juniors and seniors majoring in accounting.

455 INTERNSHIP (1-8)

Training in a business organization for a designated number of hours a week under the supervision of a college faculty member and the manager of the business. Exposure to various aspects of business, finance, and accounting. Open to junior and senior majors.

BUSINESS ADMINISTRATION

Bachelor of Arts/Bachelor of Science

Major/Minor

The business administration major provides knowledge of the functional areas of business and the quantitative tools and economic theory necessary to analyze business problems. Course work provides an understanding of the effect of legal, behavioral, and financial considerations in business decision making and the social and ethical ramifications of those decisions. Instructional emphasis is placed on global business issues, entrepreneurship, and emerging business technologies.

Major Requirements

- Business Administration 240, 250, 255, 335, 345, 350, 380, 490;
- Accounting 101, 102;
- Economics 190, 191, 260.

Students must also complete 15 credit hours in one of the following concentrations:

Concentration in Finance (Bachelor of Science degree)

- Required: Economics 367
- Four courses chosen from Business Administration 365, 370, 375, 491, Economics 376, or Brennan School of Business (GSB) 625, 732, 733, 734, 736 (GSB courses require acceptance to the Master of Business Administration program)

Concentration in Management (Bachelor of Arts degree)

- Required: Business Administration 245, 275
- Three courses chosen from Accounting 210, Business Administration 492, Communication Arts and Sciences 320, Economics 367, Psychology 360, or Brennan School of Business (GSB) 624, 723, 754, 782 (GSB courses require acceptance to the Master of Business Administration program)

Concentration in Marketing (Bachelor of Arts degree)

- Required: Business Administration 351
- Four courses chosen from Business Administration 275, 365, 493, Communication Arts and Sciences 274, 275, Brennan School of Business (GSB) 626, 764, 771, 772, 774 (GSB courses require acceptance to the Master of Business Administration program)

The satisfactory/fail grade option may be used in only one repeated course required for the major.

A minimum of one-half the courses in the major field must be completed at Dominican.

Students who major in business administration will earn the Bachelor of Science degree with a concentration in finance or the Bachelor of Arts degree with a concentration in marketing or management.

Minor Requirements

Students must complete 18 credit hours for the minor.

Required: Accounting 101 and Economics 190

Four Courses chosen from Accounting 102, Business Administration 240, 250, 345, 350, or Economics 191, 260.

The satisfactory/fail grade option may be used in only one repeated course required for the minor.

A minimum of one-half the courses in the minor field must be completed at Dominican.

BUSINESS ADMINISTRATION COURSES (BAD)

240 BUSINESS LAW (3)

Analysis of business and its relation to society and law; legal procedures for resolving conflicts, contracts, agency, property, administrative law, criminal law, and torts; corporate law and partnerships; negotiable instruments and secured transactions; bankruptcy; and estates.

245 HUMAN RESOURCE MANAGEMENT (3)

Principles, theories, processes, and practices relating to the management of personnel.

Listed also as Communication Arts and Sciences 306.

250 MARKETING (3)

Introduction to the marketing concept, its historical development, and its importance to business, institutions, and consumers in contemporary society.

Prerequisite: Economics 190

255 INTERNATIONAL BUSINESS (3)

Survey and analysis of economic, managerial, and financial aspects of United States' firms operating abroad. Impact of United States and foreign government political, economic, and social policies upon management of the multinational firm.

Prerequisites: Economics 190, 191

275 ENTREPRENEURSHIP (3)

This course considers the problems and policies that are unique to a small business. The course provides information on business startups, funding sources, issues related to growth, and the role of the small business in the economy.

Prerequisite: Accounting 101 is recommended

335 BUSINESS ETHICS (3)

This course is a study of the social and ethical issues facing business. Approaches to processes that foster ethical decision making in today's complex global business environment are examined from a managerial perspective. A variety of means, including case studies, are used to examine such topics as corporate social responsibility, ethical corporate culture, employment issues, working conditions, environmental impact issues, and codes of conduct.

Prerequisite: Junior standing or consent of instructor; Business Administration 345 is recommended

345 MANAGEMENT (3)

An examination of basic organizational theory. Various organizational models and methods of reaching organizational goals are studied through analysis of current management practices.

Prerequisite: Economics 190, junior standing, or consent of the instructor

350 MANAGERIAL FINANCE (3)

Examination of the functions of financial management. Topics covered include financial analysis of operations, performance and profitability; financial planning using cash budgets and pro forma statements; management of working capital; analysis of alternative short-term financing; time value of money and capital budgeting techniques.

Prerequisite: Accounting 101; Economics 260 is recommended

351 INTERNATIONAL MARKETING (3)

This course is designed to acquaint the student with the complexities of marketing products and services in international markets. Through lectures, discussions, and case studies, the course will explore the elements of the marketing mix in an international marketing context. Topics will include the importance of international marketing to American producers, appraisals of the international marketing environment, and the recognition of cultural differences in various foreign countries.

Prerequisites: Business Administration 250, 255

365 APPLIED RESEARCH METHODS (3)

A study of the application of statistical research to the definition and resolution of financial marketing and economic business problems. The course will cover research design, sampling theory, methods of data collection, the use of statistical techniques in the data analysis, and will introduce forecasting models.

Listed also as Economics 365.

Prerequisites: Economics 260 and Computer Information Systems 120

370 INVESTMENTS (3)

An advanced finance course examining investment theory, financial markets, and financial instruments. The course will also discuss topics such as financial analysis, futures markets, and options.

Prerequisite: Business Administration 350

375 INTERNATIONAL FINANCE (3)

The structure and operation of foreign exchange markets: spot, forward, futures, and options; factors determining spot and forward exchange rates. Measurement and management of foreign exchange exposure risk. Financing international transactions. Working capital policies in an international context. Operations of the international money and capital markets.

Prerequisites: Economics 190, 191, and Business Administration 350

380 OPERATIONS MANAGEMENT (3)

Analysis of the role of operations management in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control, and just-in-time systems.

Prerequisite: Economics 260

450 INDEPENDENT STUDY (1-8)

Prerequisite: Open to juniors and seniors majoring in business administration.

455 INTERNSHIP (1-8)

Training in a business organization for a designated number of hours a week under the supervision of a faculty member and the manager of the business. Exposure to various aspects of business, finance, marketing, or management.

Prerequisite: Open to junior and senior majors

490 BUSINESS POLICIES (3)

An integrating course for business administration majors, presenting strategic planning and problem-solving strategies. This course builds upon the core subjects in the business administration curriculum to improve students' management skills. The course includes a comprehensive business administration examination.

Prerequisites: Business Administration 250, 255, 345, 350, Economics 260

491 SPECIAL TOPICS IN FINANCE (3)

This course will cover special topics in the area of finance. Topics covered will be based on the research interests of the course instructor.

Prerequisite: Business Administration 350

492 SPECIAL TOPICS IN MANAGEMENT (3)

This course will cover special topics in the area of management. Topics covered will be based on the research interests of the course instructor.

Prerequisite: Business Administration 345

493 SPECIAL TOPICS IN MARKETING (3)

This course will cover special topics in the area of marketing. Topics covered will be based on the research interests of the course instructor.

Prerequisites: Business Administration 250 and consent of the instructor

499 INTERNATIONAL BUSINESS SEMINAR (3)

A research seminar for international business majors. (This course cannot be taken during the last semester of the senior year.) The student will develop a research paper on a topic related to the economy or business environment of the country whose language is being studied, using both English and foreign language sources. Topics, outlines, and completed papers will be presented to and discussed by seminar participants. A translation sample will be submitted to the Department of Modern Foreign Languages for approval along with a "writing sample" of a business letter.

Prerequisite: Business Administration 255, 375, Economics 376, or consent of instructor

INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article, or other creative/scholarly project.

Prerequisite: Consent of instructor

ECONOMICS

Bachelor of Arts Major/Minor

The economics major emphasizes basic economic theory and its applicability to the analysis of problems in the economy and society. Students who major in economics earn the Bachelor of Arts degree.

Major Requirements

- Economics 190, 191, 260, 370, 371, 376;
- Five courses from the following: Business Administration 370, 375, 491; Economics 365, 366, 367, 462, 495; Mathematics 230, 261, 262, 270; Political science courses at the 200-level or above; Psychology courses at the 200-level or above; Sociology courses at the 200-level or above.

Students intending to pursue graduate study in economics are strongly recommended to complete Mathematics 230, 261, 262, 270, and Economics 365.

Students intending to pursue a career in financial economics or finance are strongly recommended to complete Business Administration 370, 375, 491, Economics 365, and 367.

Students intending to pursue a career in the social sciences are strongly recommended to complete Economics 366 and 462 and courses in Political Science, Psychology, or Sociology.

The satisfactory/fail grade option may be used in only one repeated course required for the major.

A minimum of one-half of the courses in the major field must be completed at Dominican.

Minor Requirements

- Six economics courses are required for completion of the minor.

The satisfactory/fail grade option may be used in only one repeated course required for the minor.

A minimum of one-half of the courses in the minor field must be completed at Dominican.

ECONOMICS COURSES (ECON)

190 PRINCIPLES OF MICROECONOMICS (3)

An introduction to economic theory and economic analysis of the American economy with emphasis on microeconomics—the price system, product, and input market analysis.

This course will satisfy the social sciences core area requirement.

191 PRINCIPLES OF MACROECONOMICS (3)

An introduction to economic theory and economic analysis of the American economy with emphasis on

macroeconomics—national income analysis, fiscal and monetary policy.

This course will satisfy the social sciences core area requirement.

260 STATISTICS FOR BUSINESS AND ECONOMICS (3)

An introduction to basic concepts and procedures including measure of central tendency and variability, probability, sampling distributions, hypothesis testing, correlation and regression, and nonparametric methods.

Prerequisite: Computer Information Systems 120; Mathematics 170 or equivalent is recommended

299 SERVICE LEARNING (1)

365 APPLIED RESEARCH METHODS (3)

A study of the application of statistical research to the definition and resolution of financial marketing and economic business problems. The course will cover research design, sampling theory, methods of data collection, the use of statistical techniques in the data analysis, and will introduce forecasting models.

Listed also as Business Administration 365.

Prerequisites: Economics 260 and Computer Information Systems 120

366 AMERICAN ECONOMIC HISTORY (3)

The market and non-market forces and personalities shaping the development of the American economy from the colonial period through the early 1950s.

Listed also as American Studies 366.

Prerequisites: Economics 190 and 191

367 FINANCIAL MARKETS AND INSTITUTIONS (3)

This course examines money and capital markets, the instruments traded in these markets, and the major financial institutions and regulation of these markets. The first part of the course explores market forces, determining the level and structure of interest rates. In the second part, the money, stock, and bond markets as well as the foreign exchange markets and financial derivatives markets are analyzed. The last part of the course examines the changing structure, management, and regulation of depository institutions and investment companies. Throughout the course, the emphasis will be on the application of the concepts being learned.

Prerequisites: Economics 190 and 191

370 INTERMEDIATE PRICE THEORY:**MICROECONOMICS (3)**

The mechanism of a free market economy. The theory of price and output as determined under conditions of perfect competition, monopoly, and monopolistic competition.

Prerequisite: Economics 190

371 INTERMEDIATE INCOME THEORY:**MACROECONOMICS (3)**

Theoretical study of questions concerning the economy as a whole: national income, consumption, investment, the role of government, monetary flows, and national economic growth.

Prerequisite: Economics 190 and 191

376 INTERNATIONAL ECONOMICS (3)

The course examines why nations trade, what determines the basis and direction of trade, who gains or loses from trade, and the dynamic nature of comparative advantage. It analyzes how countries try to change their comparative advantage in trade through subsidies, industrial and regulatory policies, and tariff and non-tariff barriers. Multilateral and bilateral trade arrangements and the impact of these arrangements are examined. Study of the strengths and weaknesses of fixed and floating rate systems and the factors that affect exchange rates are explored.

Prerequisites: Economics 190 and 191

450 INDEPENDENT STUDY (1-3)

Prerequisite: Open to juniors and seniors majoring in economics

455 INTERNSHIP (1-8)

Training in a business organization for a designated number of hours a week under the supervision of a faculty member and the manager of the business. Exposure to various aspects of business, finance, or accounting.

Prerequisite: Open to juniors and seniors majoring in economics

462 HISTORY OF CONTEMPORARY ECONOMIC THOUGHT (3)

This course offers an examination of the development of economic theory in the 20th century. New classical economics, rational expectations, and the natural rate of unemployment are covered. Assessment is made of real business cycle theory, Keynesian, New Keynesian, and Post- Keynesian macroeconomic theories, as well as imperfect competition and game theory, the economics of information, and human capital theory.

Prerequisite: Economics 190 and 191

495 SPECIAL TOPICS IN ECONOMICS (3)

This course will cover special topics in the area of economics. Topics covered will be based on the research interests of the course instructor.

Prerequisites: Economics 190 and 191

INTERNATIONAL BUSINESS

Bachelor of Arts Major

The international business major provides preparation for a career in all fields of business management across cultures and international borders. All students selecting the international business major are strongly urged to participate in the study abroad programs offered through Dominican University.

Course work completed during a student's study abroad program may be substituted for the major courses, if approved by the international business advisor.

Students who major in international business will earn the Bachelor of Arts degree.

Major Requirements

- Economics 190, 191, 260, 376;
- Business Administration 250, 255, 345, 350, 351, 375, 499;
- Accounting 101;
- Five courses from one of the following concentrations:

Language Concentration

Students must complete five courses beyond 102 in French, Italian or Spanish offered at Dominican University. Language courses taught in English do not meet this requirement.

Upon selecting this concentration, the student must meet with the international business advisor, who will coordinate the international business and language requirements. Selection of the modern foreign language courses must be approved by a faculty member from the Department of Modern Foreign Languages. International business students who wish to prepare for the examinations leading to the certificates offered by the Chamber of Commerce of Madrid or the Chamber of Commerce of Paris must take additional language course work. See the appropriate language faculty for specific information.

Students educated outside the United States may not choose their native language to fulfill the language component of the international business major.

Students may also choose five courses in another language not offered at Dominican University. Such course work must be approved by the director of the International Business program to be accepted in transfer in partial completion of the major.

Students whose first language is not English and who have completed their secondary school education in a non-English-speaking country may select the international business major with English

as the language component, with the approval of a designated faculty member from the English department. The English component requires five courses in English and in American history, including English 333 or 336; two courses chosen from English 342, 343, 344; and History 143 and 144.

Other courses may be substituted based on the student's background and with permission of the international business and English advisors.

International Studies Concentration

Students must complete five courses including:

- Communication Arts and Sciences 321;
- International Studies 200;
- English 336 or Political Science 250;
- Two courses chosen from International Studies 204, 250, 255, 260, 263, 264, 265, 269, 302, or 343.

The satisfactory/fail option may be used for only one repeated course required for the major. A minimum of 15 hours in the major field must be completed at Dominican.

Internships

This program provides opportunities for the well-prepared student to work in the area of international business. An internship is done as required course work or as independent study. The experience of on-the-job training gives the student a realistic view of the major field and often widens the horizon of job choice.

COURSES OF INSTRUCTION



SCHOOL OF EDUCATION

THE SCHOOL OF EDUCATION

MISSION STATEMENT

The School of Education, rooted in the Catholic Dominican tradition of excellence, prepares educators to make a difference by their commitment to fostering the values of scholarship, leadership, and service within themselves and their students.

GOALS

To pursue our mission, the School of Education and its faculty are committed to these goals:

- Align programs with standards of specialized professional associations and standards of the State of Illinois. (scholarship)
- Model research-based teaching practices. (scholarship, service)
- Promote and model respect and appreciation for diversity of all kinds. (leadership, service)
- Integrate technology as a source of knowledge, a tool for teaching, and an avenue for collaboration. (leadership, service)
- Foster candidate understanding and application of the connection between theory and practice. (scholarship, service)
- Prepare candidates to demonstrate competence in their respective content area. (scholarship)
- Collaborate with the Rosary College of Arts and Sciences in preparation of candidates. (scholarship)
- Challenge candidates to reflect on their teaching and learning experiences. (scholarship, leadership)
- Provide field and clinical practice experiences that engage candidates in diverse school settings through partnerships and collaboration with K-12 schools. (service)
- Develop partnerships with elementary and secondary school teachers and administrators who serve on the unit's advisory groups. (leadership)
- Seek out and provide service opportunities for candidates within and beyond school communities. (service, leadership)

TEACHER CANDIDATE PROFICIENCIES

The faculty of the School of Education, informed by specialized professional association standards and the Illinois State Board of Education standards, has identified candidate proficiencies that are shared across all of the programs it offers. The proficiencies are linked to the three critical conceptual framework elements of scholarship, leadership, and service. Through courses, field experiences, and clinical practice, candidates develop and demonstrate mastery of these

proficiencies. The proficiencies are detailed below:

- Demonstrate competence in their respective content area and/or area of certification in combination with competence in liberal arts and sciences. (scholarship)
- Engage in reflective practice in their course work and experiences in the field. (scholarship)
- Demonstrate the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the educational setting. (scholarship)
- Demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of effective instructional methodologies. (scholarship, leadership, service)
- In acknowledgement of the impact of diversity on student learning and behavior, address sociocultural differences, differentiate and create modifications appropriate for the academic, motivational, behavioral, and interest needs of students. (leadership, service)
- Demonstrate the ability to use technology for administrative and instructional tasks. (leadership, service)
- Demonstrate the ability to plan effective instruction, learning experiences and school and classroom environments that allow all students to achieve. (scholarship, service)
- Demonstrate leadership in collaborating with colleagues, families, and students in responding to real-life problems in a multicultural society. (leadership, service)

TEACHER CANDIDATE DISPOSITIONS

It is expected that through participation in professional education courses and field experiences, teacher candidates will demonstrate the following dispositions that have been identified by the School of Education as consistent with the core values of scholarship, leadership, and service: critical thinking, ethical behavior, commitment to social justice, respect for diversity, acceptance of responsibility, value of community, flexibility, collaboration, reflection, generosity, and professional behavior.

EDUCATION

The School of Education offers a major in early childhood education and undergraduate certification programs in elementary education, secondary education, and kindergarten to 12th grade. The school also offers a five-and-a-half- to six-year combined bachelor's and master's program in special education or early childhood education.

These programs are grounded in the values of scholarship, leadership, and service. University courses and early field experiences at school sites provide opportunities designed to enable the undergraduate candidate to acquire the requisite knowledge, skills, and dispositions necessary for effective teaching in today's diverse classrooms.

All undergraduate programs meet the certification requirements of the Illinois State Board of Education. Candidates who plan to teach in other states should consult the certification requirements for those states and should elect courses within their undergraduate program that meet the special requirements of those states.

Requirements, regulations, and procedures outlined in this bulletin govern teacher certification programs at Dominican University. Candidates wishing to work toward teacher certification should study this bulletin and consult with advisors from the School of Education early in their college careers.

The early childhood teacher education program has three basic elements: 1) general education competency studies ensuring that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge; 2) professional and pedagogical studies ensuring that candidates acquire and apply the professional and pedagogical knowledge and skills to become competent to work with all students; 3) clinical and field experience ensuring that candidates learn to integrate general knowledge, academic content, and professional knowledge to create excellent learning experiences for all children.

The undergraduate elementary, secondary, and kindergarten to 12th grade teacher education programs have four basic elements: 1) general education competency studies ensuring that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge; 2) an academic major selected from one of the university's departments ensuring that candidates attain competence in the academic content

that they plan to teach; 3) professional and pedagogical studies ensuring that candidates acquire and apply the professional and pedagogical knowledge and skills to become competent to work with all students; 4) clinical and field experiences ensuring that candidates learn to integrate general knowledge, academic content and professional knowledge to create excellent learning experiences for all children and young people.

ADMISSION TO TEACHER EDUCATION

The student's first step toward pursuing teacher certification at Dominican is to enroll in Education 200. Upon completion of Education/Early Childhood Education 200 and after meeting the criteria listed below, students should apply to the Teacher Education program. Students may enroll in one professional education course the semester following Education 200 without having been accepted into the Teacher Education program. Students must be formally accepted into the Teacher Education program in order to enroll in further education courses.

The following criteria must be met for acceptance into the Teacher Education program:

- A grade of C or higher in Education/Early Childhood Education 200.
- A passing score on the Illinois Certification System's Basic Skills test
- An overall grade point average of 2.75 (Note: Candidates whose GPA is below 2.75 but above 2.50 may be accepted conditionally into the program.)
- Signed disposition commitment form
- A completed application, a personal statement of intent, and a signed felony statement (21-1 form).

Students must file a formal application seeking acceptance into the teacher education program with the appropriate education advisor after the above criteria have been met. The deadlines for application are Sept. 15, January 15, and May 15. The Teacher Education Program Committee will review student applications and make decisions about acceptance. Students are notified about the status of their applications by their Education advisors. Once accepted, students become candidates for certification. They should meet regularly with their education advisors to plan the remainder of their programs.

Note: Some students may need an extra semester to complete all requirements.

TRANSFER STUDENTS

Undergraduate students may enter the certification

programs by transferring specific credits from a two-year or four-year approved institution. Each program specifies courses that must be taken at Dominican. See the program descriptions below for more information. Transfer students are urged to pass the Illinois Certification System's Basic Skills test prior to coming to Dominican. Transfer students are also encouraged to meet with an education advisor prior to their first registration at Dominican to review program and course requirements.

CONTINUATION IN THE TEACHER EDUCATION PROGRAM

The following criteria are required in order to continue as a candidate in the Teacher Education program.

- A cumulative GPA of 2.75, as well as a GPA of 2.75 in professional education courses and in courses presented for the major
- A minimum grade of C in courses presented for the major
- A minimum grade of C in all professional education courses
- Acceptable dispositions ratings
- A portfolio summary evaluation of at least Acceptable

A candidate who does not meet the above requirements is subject to the School of Education's candidate intervention/remediation process. As part of that process, candidates and their advisors will develop an intervention/remediation plan for the candidate. The plan is designed to support candidates in addressing the criterion above that is not satisfied. If the plan is not successfully met, the candidate may be withdrawn from the program.

ADMISSION TO CLINICAL PRACTICE

Clinical practice is the culminating experience of the certification program. Candidates must apply to the School of Education and be formally accepted for clinical practice. Acceptance into clinical practice is determined on the basis of the candidate's written application and the criteria listed below. The clinical practice application review committee reviews application materials and makes decisions regarding acceptance into clinical practice.

The criteria for acceptance are:

- Evidence that all education courses up to clinical practice will be completed prior to the beginning of the clinical practice semester
- Evidence of a passing score on the appropriate content test by the time of application
- Documentation that 100 clock hours of field experience will be completed no later than the semester prior to clinical practice
- Cumulative education and major GPA of 2.75

- Approval of the candidate's academic advisor and education advisor
- Dominican University background check
- Evaluation of acceptable on portfolio gateway 3

POLICY ON BACKGROUND INVESTIGATIONS

The School of Education at Dominican University is committed to the protection of all children and young people. To that end, it seeks to work with school districts and civic communities to make schools a safe environment for the student body. Teacher education, administration, and media specialist candidates are required to submit to a national, state, and local criminal background investigation. Students and candidates may not participate in field experience until a background investigation is on file in the Field Experience Office.

Illinois Certification Testing System Requirement

Candidates seeking certification in the State of Illinois must pass a series of tests administered by the Illinois Certification Testing System. The first test required for acceptance into the Teacher Education program is the Illinois Certification System's Basic Skills test. For acceptance into clinical practice, candidates must pass the content area test in which they seek certification. Candidates must also pass the Assessment of Professional Teaching (APT) test appropriate to their program of study before applying for certification. This is usually taken during or immediately following clinical practice.

Tests are administered six times a year at locations throughout the state. All tests are administered on Saturdays. Special arrangements will be made to accommodate persons whose religious convictions prohibit their taking tests on the regularly scheduled test administration date.

Registration information, study materials, and information about the tests, including information for persons with disabilities requesting accommodations, are available on the Illinois Certification Testing System's website, www.icts.nesinc.com

EARLY CHILDHOOD EDUCATION

Bachelor of Arts

Major

The Bachelor of Arts degree in early childhood education is designed to prepare candidates for teaching careers in birth-through-third-grade classrooms, with state certification in early childhood education (Type 04).

General Education Competencies

Candidates seeking early childhood state certification are required to complete Dominican University's core curriculum, as well as to demonstrate competency in physical science.

Professional Education Requirements

Dominican University requires early field experiences equivalent to 100 clock hours. These experiences must be completed in an early childhood setting (birth through third grade) that includes students of diverse ethnic, racial, and cultural backgrounds, as well as students with exceptionalities.

Required Courses

Early Childhood Education 200, 300, 301, 303, 381, 382, 384, 386, 430, 494, 495, and Special Education 322 and 356. Courses taken prior to 2001 are accepted only with special permission from the faculty of the School of Education.

In addition, a field of study consisting of 18 semester hours in art, English, fine arts, foreign language, history, humanities, mathematics, psychology, science, social science, sociology, or theatre arts is required. All of these requirements must be completed with a minimum grade of C.

EARLY CHILDHOOD EDUCATION COURSES (ECED)

200 FOUNDATIONS OF EDUCATION (3)

This course introduces candidates to the world of professional education. Candidates come away with an initial understanding of the foundations of education: sociological, economic, legal, governance, and financial, and their influence on teaching today. This general survey course is designed to help them make an informed decision about whether to continue in teacher preparation. Ten field experience hours are required.

300 CHILD GROWTH AND DEVELOPMENT (3)

The purpose of the course is to serve as a comprehensive introduction to the principles and basic concepts of typical and atypical child growth and development. The course integrates the physical, cognitive, and

social dimensions of a child's life from prenatal development through pubescence. Special emphasis is given to the growth and development of young children aged birth through eight years. Candidates apply theory to practice through 20 field experience hours.

Prerequisites: Education 200 and admission to the Teacher Education program

301 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION (3)

In this course, candidates focus on the historical and philosophical aspects of early childhood education and special education as related to contemporary society. Candidates study key individuals, movements, and curricula, and apply a multicultural and inclusive approach to the study of both formal and informal education of all young children. Candidates apply theory to practice through 10 clinical hours.

Prerequisites: Education 200 and admission to the Teacher Education program

303 CHILD, FAMILY, AND COMMUNITY RELATIONS (3)

The purpose of this course is to assist candidates in developing the necessary skills to work cooperatively with families and community members. This starts with the understanding that all young children are fully functioning members of a diverse and multicultural school, family, and community. In this case, candidates gain insight into family perspectives and experiences by examining the social, economic, legislative, and technological impacts on children and families, including families with special needs children. They evaluate existing support services and service delivery models in the school and community with respect to diversity, exceptionality, and family health and well-being, with a particular emphasis on strategies to promote and ensure effective communication, collaboration, and consultation between home, school, and community.

Prerequisite: Education 200 and admission to the Teacher Education program

381 METHODS OF TEACHING READING FOR THE YOUNG CHILD (3)

In this course, candidates focus on the developmentally appropriate instructional methods and materials for promoting and teaching reading and literacy in diverse and inclusive early childhood settings. Recent research, philosophical and theoretical views

and issues related to emergent literacy, and quality children's literature are explored. Candidates examine procedures for planning, organizing, and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation of curricular modifications for exceptional children are covered. Candidates apply theory to practice through 20 clinical hours.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the Teacher Education program.

382 INSTRUCTIONAL METHODS OF CURRICULUM AND ORGANIZATION IN THE EARLY CHILDHOOD CLASSROOM (3)

In this course, candidates focus on the developmentally appropriate instructional methods and materials for teaching the creative and expressive arts in diverse and inclusive early childhood settings. Areas such as music, movement, storytelling, creative writing, poetry, and art are considered. Candidates examine procedures for planning, organizing, and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation of curricular modifications for exceptional children are covered.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the Teacher Education program

384 TECHNIQUES AND METHODOLOGIES IN THE EARLY CHILDHOOD EDUCATION CLASSROOM (3)

In this course, candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics, science, and social studies in diverse and inclusive early childhood settings. Candidates examine procedures for planning, organizing, and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation for curricular modifications for exceptional children are covered. Candidates apply theory to practice through 20 clinical hours.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the Teacher Education program

386 EARLY CHILDHOOD SPEECH AND LANGUAGE (3)

In this course, candidates study various theories and stages of typical and atypical speech and language development at the early childhood level. As a result of demonstrations and observations, candidates familiarize themselves with speech and language screening and diagnostic processes for young children. They

also explore a variety of direct and indirect language stimulation techniques and learn how to create an environment that supports language acquisition for all young children.

Prerequisites: Education 200 and admission to the Teacher Education program

430 EARLY CHILDHOOD EDUCATION ASSESSMENT (3)

In this course, candidates address specific assessment techniques for use with all young children from birth through third grade, including young children with disabilities. The course emphasizes formal and informal techniques and strategies needed for making decisions regarding individual and group development, diagnosis and placement, learning, curricula, and instructional approaches and modifications appropriate for all young children and their families. Candidates examine specific formal, diagnostic instruments and interpret data from case studies, as well as explore considerations unique to the assessment of young children.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the Teacher Education program

494 CLINICAL PRACTICE IN EARLY CHILDHOOD EDUCATION (10)

The purpose of this clinical experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and multicultural early childhood classroom. During clinical practice candidates engage in a guided, full-time teaching experience in an early childhood classroom, with the cooperation and supervision of a mentor teacher and a university field supervisor. Clinical practice consists of the candidate observing the students, the environment, and the cooperating teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups, and as a whole class. Candidates in this course are concurrently enrolled in the early childhood clinical practice seminar.

Prerequisite: Admission to clinical practice

495 CLINICAL PRACTICE SEMINAR IN EARLY CHILDHOOD EDUCATION (2)

The purpose of this weekly seminar is to encourage candidates to collegially discuss the demands, challenges, and rewards of clinical experience in early childhood education. Candidates discuss experiences and explore ways to continue meeting student needs. This seminar also serves as a platform for bridging the candidate's university experience to the early childhood profession. Candidates explore job search and employment, continued professional development, promoting positive change in educational contexts, professional

organizations, and professional advocacy. To demonstrate this bridging, candidates complete their professional portfolios, which align with Illinois State Standards. Candidates in this course are concurrently enrolled in the early childhood clinical practice.

Prerequisite: Admission to clinical practice

ELEMENTARY, SECONDARY, K-12 EDUCATION PROGRAMS

ELEMENTARY EDUCATION PROGRAM

A student pursuing elementary education certification may elect one of the following majors: american studies, biology, chemistry, economics, English, French, history, Italian, mathematics, natural science, political science, psychology, Spanish, sociology, or theatre arts.

Candidates seeking elementary certification should consider the impact of their choice of major on the options for a middle school endorsement. To be sure that their major provides them with the options for the middle school endorsement they might be seeking, candidates should consult with their education advisors.

General Education Competencies

Candidates for elementary certification must meet the Dominican University core curriculum requirements. In addition, candidates must take a second science course. One of the science courses must include a lab. All of these requirements must be completed with a minimum grade of C. This course work will address the Illinois State Board of Education general education competencies.

General Education Courses

- English Composition: one three- or four-credit course
- Mathematics: one three- or four-credit course (Mathematics 130 or above)
- History: One three- or four-credit course or related seminar
- Philosophy: One three- or four-credit course or related seminar
- Social Science: One three- or four- credit course or related seminar
- Science: One three- or four- credit course in each biological and physical science (one must include a lab)
- Humanities: One three- or four-credit course or related seminar
- Multicultural /Global: One three- or four-credit course or perspectives-related seminar (Education 386 is accepted for this area)

Content Studies

Candidates complete a major in one of the academic disciplines listed above.

Pedagogical and Professional Studies

A series of professional education courses that focus on the development of pedagogical and professional

knowledge to prepare candidates to teach in elementary and middle schools.

Field Experiences and Clinical Practice

Dominican requires early field experiences equivalent to 100 clock hours. These experiences must be completed in a variety of school settings providing the candidate with an exposure to different grade levels, teaching styles, and subject areas, as well as to students of diverse ethnic, racial, and cultural backgrounds and students with exceptionalities. At the end of their program of study, candidates participate in a semester-long clinical practice experience.

Required Courses

- Education 200, 310, 320, 353, 360, 369, 386, 461, 490, 495, Special Education 322, and 356.
- Education 310, 353, 360, 369, 386, 461, 490, 495, and Special Education 322 and 356 must be taken at Dominican.

Courses taken prior to 2003 are accepted only with special permission from the faculty of the School of Education. All professional education requirements must be fulfilled prior to clinical practice. The grading scale for all courses is A-F. Clinical Practice: Elementary is graded on a satisfactory/fail scale.

Courses for elementary certification must be completed in a pre-specified sequence that is determined by the candidate's major. Candidates should meet with their education advisor and their major advisor early in their college career to plan their course of study.

SECONDARY EDUCATION PROGRAM

Dominican has Illinois state-approved teacher preparation programs in the following areas: biology, chemistry, English, history, and mathematics.

Teacher preparation for secondary certification requires course work in four specific areas.

1. General Education Competencies

The foundation requirements and core curriculum requirements of the university meet this requirement. All of these requirements must be completed with a minimum grade of C.

2. Content Studies

A major in one of the academic disciplines named above.

3. Pedagogical and Professional Studies

A series of professional education courses that focus on the development of pedagogical and professional

knowledge to prepare candidates to teach in middle and secondary schools.

4. **Field Experiences and Clinical Practice**

Dominican requires early field experiences equivalent to 100 clock hours. These experiences must be completed in a variety of school settings providing the candidate with an exposure to different grade levels and teaching styles, as well as to students of diverse ethnic, racial, and cultural backgrounds and students with exceptionalities. At the end of their program of study, candidates participate in a semester-long clinical practice experience.

Professional Education Requirements

Dominican requires early field experiences equivalent to 100 clock hours. These experiences must be completed in a variety of school settings, providing the candidate with an exposure to different grade levels, teaching styles, and subject areas, as well as to students of diverse ethnic, racial, and cultural backgrounds and students with exceptionalities.

Required Courses

- Education 200, 310, 315, 320, 353, 386, 400–406 (depending on area of certification), 491, 496, Special Education 322, and 356.
- Courses taken prior to 2003 are accepted only with special permission from the faculty of the School of Education. All professional education requirements must be fulfilled prior to clinical practice. The grading scale for all courses is A-F. Clinical Practice: Secondary is graded on a satisfactory/fail scale.

Courses for secondary certification must be completed in a pre-specified sequence that is determined by the candidate's major. Candidates should meet with their education advisor and their major advisor early in their college careers to plan their course of study.

Major Requirements and Endorsements

The State of Illinois requires 32 semester hours in a given field to teach a content area at the secondary level. Endorsements/approvals are required to teach additional subjects. Information regarding adding endorsements or approvals to a candidate's certificate may be obtained from his or her education advisor or from the certification officer.

SPECIAL CERTIFICATE (GRADES K-12)

Programs for Special Certificates (grades K-12) are available for visual arts and language majors (French, Italian, Spanish). Instructional strategies and clinical practice on both the elementary and secondary levels are required for this certificate. Otherwise, all requirements are the same as those listed under secondary education.

Courses for K-12 certification must be completed in

a pre-specified sequence, which is determined by the candidate's major. Candidates should meet with their education advisor and their major advisor early in their college careers to plan their course of study.

COMBINED PROGRAMS

BA/MSED OR BS/MSED

(EARLY CHILDHOOD EDUCATION)

Undergraduate students interested in becoming certified early childhood teachers have the option of applying for the combined BA/MSEd or BS/MSEd. This program allows candidates to obtain a Bachelor of Arts or Bachelor of Science degree and a Master of Science in Education degree with Type 04 (Early Childhood) certification in approximately five years. Candidates complete a BA or a BS program in a state-approved undergraduate major and begin the graduate program in early childhood education the semester after graduation from the undergraduate program.

As undergraduates, candidates must complete Education 200 or be accepted into the undergraduate teacher education program. Candidates must also take Early Childhood Education 300, 301, and 386 as part of their undergraduate program. Candidates apply for the combined BA/MSEd or BS/MSEd program no later than the second semester of their junior year. Once accepted into the combined program, candidates are eligible to take two graduate-level courses in the MSEd early childhood program during their senior year. The remainder of the program is completed following graduation from the undergraduate college.

For more information on this program, contact the director of the graduate and undergraduate Early Childhood Education programs.

BA/MS SPED OR BS/MS SPED PROGRAM WITH SPECIAL EDUCATION CERTIFICATION

Learning Behavior Specialist I

Undergraduate students interested in becoming certified special education teachers have the opportunity to apply for the combined BA/MS SPED or BS/MS SPED program. This program allows candidates to obtain a Bachelor of Arts or a Bachelor of Science degree and a Master of Science in Special Education with Type 10 Learning Behavior Specialist I certification in special education in approximately five-and-one-half to six years. Qualified candidates complete their Bachelor of Arts or Bachelor of Science degree program with an undergraduate major and begin the graduate program in the semester following their graduation from the undergraduate program. Students interested in the combined BA/MS SPED or BS/MS SPED program may also choose to seek certification in elementary or secondary education at the undergraduate level or choose to work only toward certification in special education (completed at the graduate level).

During their undergraduate program, candidates take Education 200, apply for acceptance into the teacher education program, and, if accepted, take the foundation courses in education. They then apply for the combined BA/MS SPED or BS/MS SPED program in their junior year. If accepted, they may enroll in one graduate special education program course each semester of their senior year. The remaining graduate course work is taken in the semesters following their undergraduate graduation. For more information on this program, contact the director of the graduate program in special education.

BA/MAT or BS/MAT

This program is designed for Dominican undergraduate students who wish to complete courses for elementary or secondary certification as part of the Master of Arts in Teaching program. The program is designed to be completed in five and one-half to six years. During the undergraduate program, the candidate completes all course work required for the undergraduate degree and then takes graduate education courses toward certification. In some cases, candidates may begin to take graduate education courses during their senior year of undergraduate studies. Students who wish to select this program must apply for their program in their junior year of undergraduate studies.

ELEMENTARY, SECONDARY, K-12 COURSES (EDUC)

200 FOUNDATIONS OF EDUCATION (3)

This course introduces candidates to the world of professional education. Students come away with an initial understanding of the foundations of education: sociological, economic, legal, governance, and financial, and their influence on teaching today. This general survey course is designed to help them make an informed decision about whether to continue in teacher preparation. Fifteen field experience hours are required.

310 HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION (3)

In this course, candidates study the historical and philosophical aspects of American education as a basis for understanding the contemporary importance of schools in the national and community life of a diverse society.

Listed also as American Studies 311.

Prerequisite: Education 200

315 CLASSROOM ASSESSMENT (3)

This course focuses on assessment as a means of supporting the continuous development of all students in 6-12 classrooms. Assessment strategies will be examined as they relate to the instructional process.

Prerequisites: Education 200, 310, 320, and

acceptance into the Teacher Education program

320 EDUCATIONAL PSYCHOLOGY (3)

In this course candidates explore the theoretical basis for teaching and learning in kindergarten through 12th grade classrooms. While the course is theoretical in nature, candidates also explore the application of theory to classroom practice. Topics addressed include theories of learning; cognitive, social, emotional, and moral development; motivation; classroom management; and individual differences and diversity in learning. A particular focus is placed on the developmental characteristics and the nature and needs of elementary, middle/early adolescent, and secondary learners.

Prerequisites: Education 200, 310, and acceptance into the Teacher Education program.

353 INTEGRATING TECHNOLOGY INTO THE CURRICULUM (3)

This course uses a hands-on approach to integrating technology into educational settings. Candidates create instructional tools for meeting the needs of diverse learners and administrative tools for communications and managing classroom responsibilities. Candidates also explore techniques for enabling K-12 students to use technology for academic purposes. This course also includes evaluation of instructional software and web-based resources, and the effective integration of technology into instructional units. Students develop websites and WebQuests.

Prerequisites: Education 200, 310, Computer Information Systems 120, and acceptance into the Teacher Education program

360 READING AND OTHER LANGUAGE ARTS (3)

This course includes a study of K-8 instructional strategies and techniques in literacy development that includes word recognition and vocabulary, reading comprehension, writing, and fluency for K-8 students. It draws upon a research base with an emphasis on application in the classroom. Standards-based lessons, children's literature, use of media and technology, classroom organization for reading, and consideration of diverse student populations are included. Twenty field experience hours are required.

Prerequisites: Education 200, 310, and acceptance into the Teacher Education program

369 MATHEMATICS AND SCIENCE FOR THE ELEMENTARY AND MIDDLE SCHOOL TEACHER (3)

This course provides candidates with a vision and understanding of elementary and middle school mathematics and science curricula through requirements including writing lesson plans, designing level-appropriate math/science units, strategies and techniques for meeting the needs of diverse learners in a multicultural society, and differentiated instructional

approaches in classrooms to accommodate the needs of students with exceptionalities. The curricula reflect the standards of the National Council for Teachers of Mathematics, the National Science Teachers Association, and the Illinois Learning Standards. Fifteen field experience hours are required.

Prerequisites: Education 200, 310, 320, and acceptance into the Teacher Education program

386 EDUCATION IN A DIVERSE SOCIETY (3)

This course asks candidates to examine the challenges and opportunities of teaching in a diverse society. The central aspects of diversity are examined as they affect students in grades K-12. Candidates create instructional teaching units adapted to diverse learners. Fifteen field experience hours are required.

Prerequisites: Education 200, 310, 320, and acceptance into the Teacher Education program

This course will satisfy the multicultural core requirement.

400 INSTRUCTIONAL STRATEGIES FOR TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces candidates to teaching methodologies, safety issues, assessment techniques, and curricular issues as they pertain to the teaching of science for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

401 INSTRUCTIONAL STRATEGIES FOR TEACHING ENGLISH IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of English and language arts for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Education 315 and 386

402 INSTRUCTIONAL STRATEGIES FOR TEACHING ART IN THE K-12 CLASSROOM (3)

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of art for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Education 315 and 386

403 INSTRUCTIONAL STRATEGIES FOR TEACHING MATHEMATICS IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of mathematics for students preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Education 315 and 386

404 INSTRUCTIONAL STRATEGIES FOR TEACHING MODERN FOREIGN LANGUAGE IN THE K-12 CLASSROOM (3)

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of modern foreign language for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

406 INSTRUCTIONAL STRATEGIES FOR TEACHING SOCIAL STUDIES IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of social science for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

455 INTERNSHIP READING INTERVENTION (1)

This internship aims to provide undergraduate students with experience in personalized instruction, cooperative groups, and theme-related experiences as they tutor children in the Hephzibah Reading Academy at Dominican University. Course work prepares undergraduate students to conduct individual assessments of the children at the beginning and end of the program. Under the guidance of Dominican faculty, veteran teachers, and academy administrators, they plan for individual tutoring. Finally, they prepare an evaluation on a child who they work with for the Hephzibah Children's Association.

Prerequisite: Permission of the instructor

461 CONTENT AREA READING, SOCIAL STUDIES, AND ASSESSMENT (3)

This course includes a study of instructional strategies and techniques for reading, writing, and research in the content areas. Candidates apply these techniques to social studies materials and develop lessons for teaching both content and literacy strategies. Content area trade books and assessment tools and techniques for diagnosis, instructional planning, and evaluation of achievement are investigated.

Prerequisites: Education 320, 360, and acceptance into the Teacher Education program

490 CLINICAL PRACTICE SEMINAR: ELEMENTARY AND MIDDLE (3)

This seminar meets in conjunction with clinical practice during the semester in which clinical practice is completed. The purpose of the seminar is to provide

candidates with an opportunity to examine and discuss the experiences of their clinical practice and to connect those experiences to the framework of their academic preparation. Issues relevant to the professional educator are topics of seminar meetings. Course work includes the completion of the professional portfolio.

Prerequisite: Acceptance into clinical practice

491 CLINICAL PRACTICE SEMINAR: MIDDLE AND SECONDARY (2)

This seminar meets in conjunction with clinical practice during the semester in which clinical practice is completed. The purpose of the seminar is to provide candidates with an opportunity to examine and discuss the experiences of their clinical practice and to connect those experiences to the framework of their academic preparation. Issues relevant to the professional educator are topics of seminar meetings. Course work includes the completion of the professional portfolio.

Prerequisite: Acceptance into clinical practice

492 CLINICAL PRACTICE: K-12 MODERN FOREIGN LANGUAGE (10)

This full-time guided experience takes place in assigned elementary, middle and/or secondary schools for one full semester. The candidate is placed in two different schools in order to gain experience teaching modern foreign language to students in grades K-12. Under the supervision of mentor teachers, the candidate engages in all aspects of teaching. This course is taken on a satisfactory/fail basis.

Prerequisite: Acceptance into clinical practice

495 CLINICAL PRACTICE: ELEMENTARY AND MIDDLE (10)

This full-time guided experience takes place in an assigned elementary or middle school for one full semester. Under the supervision of a mentor teacher, the candidate engages in all aspects of teaching. This course is taken on a satisfactory/fail basis.

Prerequisite: Acceptance into clinical practice

496 CLINICAL PRACTICE: MIDDLE AND SECONDARY (10)

This full-time guided experience takes place in an assigned middle or secondary school in the candidate's major field for one full semester. Under the supervision of a mentor teacher, the candidate engages in all aspects of teaching. This course is taken on a satisfactory/fail basis.

Prerequisite: Acceptance into clinical practice

497 CLINICAL PRACTICE: K-12 ART (10)

This full-time guided experience takes place in assigned elementary, middle and/or secondary schools for one full semester. The candidate is placed in two different schools in order to gain experience teaching

art to students in grades K-12. Under the supervision of mentor teachers, the candidate engages in all aspects of teaching. This course is taken on a satisfactory/fail basis.

Prerequisite: Acceptance into clinical practice

SPECIAL EDUCATION COURSES (SEDU)

322 EXCEPTIONAL STUDENTS: CHARACTERISTICS AND THE SPECIAL EDUCATION PROCESS (3)

In this course, candidates study the psychology and characteristics of exceptional students from preschool through high school. They learn how to assess services for such students in a variety of school settings. Candidates consider the impact of disabilities on development, learning, and communication processes. A major portion of this course focuses on the special education process including laws, rules, regulations, and procedural safeguards as well as the development of IEP's and behavior management plans. Candidates become familiar with their role in working with exceptional students, their families, and special education service providers. Twenty field experience hours are required.

Prerequisites: Education 200 and 320 or Early Childhood Education 200 and 300 and acceptance into the Teacher Education program

356 COLLABORATION AND ADAPTATION IN GENERAL EDUCATION SETTINGS (2)

In this course, candidates examine the importance and process of collaboration with family, classroom teachers, para-educators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments. Candidates study the process of examining the learning environment and classroom demands combined with the learning characteristics of the student for the purpose of selection of appropriate strategies and materials. Candidates investigate techniques for modifying instructional methods, curricular materials, and the environment, modification of state and local assessments, as well as use of behavior management plans. Specific attention is given to effective co-teaching practices including effective communication, collaboration, co-planning, and conflict resolution skills. Fostering positive interactions between students with and without disabilities is addressed. Candidates practice collaboration through involvement in collaborative exercises and projects within this course.

Prerequisites: Special Education 322 and acceptance into the Teacher Education program

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FACULTY

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DOMINICAN UNIVERSITY BULLETIN

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION (ACT OF OCTOBER 23, 1962; SECTION 439, TITLE 39, UNITED STATES CODE) DOMINICAN UNIVERSITY, AN ILLINOIS CORPORATION, DOMINICAN UNIVERSITY, 7900 WEST DIVISION STREET, RIVER FOREST, IL 60305. BONDHOLDERS—U.S. GOVERNMENT. EDITOR, MICHAEL MILLER.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes is inaccurate.

Students may ask the university to amend a record that they believe is inaccurate. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university

has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Dominican University to comply with the requirement of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Dominican University Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Dominican, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information from the student's education records. FERPA permits institutions to identify certain items of information as "directory information." This information may be released unless the student has indicated, in writing to the registrar that he or she does not wish this information released. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Dominican has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address (home, local, email)
- Telephone listings
- Weight and height of members of athletic teams
- Photograph/Video for university and other publications
- Degrees, honors, and awards received
- Date of birth
- Major field of study
- Dates of attendance
- Current enrollment status
- The most recent educational agency or institution attended
- Class level
- Anticipated graduation date

STATEMENT OF INSTITUTIONAL POLICY

Dominican University, as an institution of higher education, maintains information, data, evaluations, and other records, generally referred to as "education records," concerning its students. It is Dominican University's policy to preserve the confidentiality of such records by limiting access to education records and by permitting students to review their own records and to correct or delete any inaccurate, misleading, or otherwise inappropriate data. Directory information may be made public without the consent of the student unless the student has requested in writing that the university not release such information without the student's prior written consent. Information on what Dominican University has designated as directory information is available in the Dominican University Notice for Directory Information, available in this bulletin and on the university website.

Dominican University selects its students and administers all of its programs without discrimination as to race, creed, sex, age, marital status, sexual orientation, or national origin. In addition, Dominican University does not discriminate on the basis of disability, in accordance with section 504 of the Rehabilitation Act of 1973 (www.hhs.gov/ocr/504.html). Student organizations must be open to all students without regard to race, color, religion, age, sex, ability, sexual orientation, or national origin.

Rights Reserved—While no revision of the schedule of courses in this bulletin is contemplated and the courses will be held if the enrollment justifies, the president and the officers of Dominican University reserve the right to change the scheduling, credit, or content of the courses, the books used, the fees charged, and the requirements for admission as announced in this bulletin. The university also reserves the right to refuse to admit or readmit any student and to dismiss any student at any time should it be deemed necessary in the interest of the student or of the university.

Neither the university nor any of its officers shall be under any liability whatsoever in the exercise of its rights.

COMMUNICATIONS WITH THE UNIVERSITY

The post office address for Dominican University is 7900 West Division Street, River Forest, IL 60305.

The university telephone is (708) 366-2490.

Correspondence on matters listed here should be addressed as follows:

- General interests of the university: President
- Gifts and bequests: Vice President for University Advancement
- Academic affairs: Provost
- Requests for transcripts: Registrar
- Requests for catalogs, admission, and financial aid: Office of Admission and Financial Aid
- Student activities, general student welfare: Dean of Students
- Payment of bills: Student Accounts
- Alumnae/i activities: Director of Alumnae/i and Parent Relations

**DOMINICAN
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