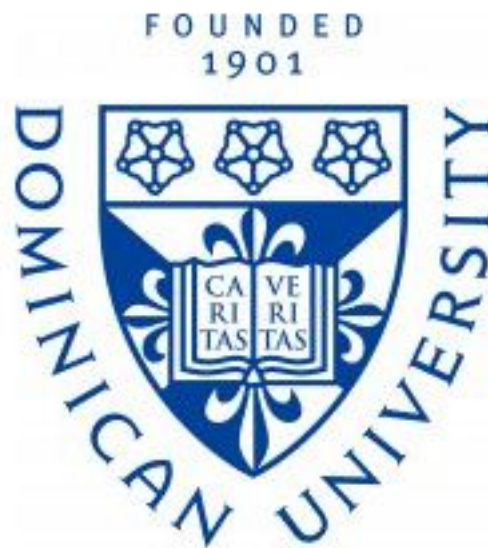


# Dominican University

## Undergraduate Bulletin

### 2014-2015



#### **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.*

## **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.

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# 2014 - 2015 Undergraduate Academic Calendar

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## Fall 2014

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August 25	First Day of Classes
September 1	Labor Day - No Classes
September 2	Last day to drop/add fall semester classes
September 9	Last day to declare satisfactory/fail grade option
September 23	Last day to declare course intensification option
September 23	Caritas and Veritas Day (class schedule suspended)
October 17-19	Long Weekend (no classes)
November 5	Last day to withdraw from fall semester courses
November 26-30	Thanksgiving Vacation
December 6	Last day of classes
December 8-13	Final Examination Week
December 16	Final Grades due at noon
TBA	Commencement

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## Spring 2015

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January 8	First day of classes
January 15	Last day to add/drop spring semester classes
January 19	Martin Luther King, Jr. Day - No Classes
January 22	Last day to declare satisfactory/fail grade option
February 5	Last day to declare course intensification option
March 2-8	Mid semester vacation
March 26	Last day to withdraw from spring semester classes
April 2-5	Easter Vacation
April 24	Last day of classes
April 25	Saturday and schedule conflict final exams
April 27-April 30	Final exams
May 1	Final grades due at noon for graduating students
TBA	Commencement
May 5	Final grades due at noon

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## Summer 2015

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May 11-June 22	<b>Summer Session I</b>
May 18	Last day to add/drop Summer I classes
May 18	Last day to declare satisfactory/fail grade option
May 25	Memorial Day - no classes
June 9	Last day to withdraw from Summer I classes
June 29-August 10	<b>Summer Session II</b>
July 3	July 4 holiday - no classes
July 7	Last day to add/drop Summer II classes
July 7	Last day to declare satisfactory/fail grade option
July 28	Last day to withdraw from Summer II classes



# General Information

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## 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 Professional 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; Fougères, 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 Professional 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 Arts in Legal Studies, a Master of Arts in Conflict Resolution, and 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, and a Gerontology Graduate Certificate. 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 Higher Learning Commission of 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. The School of Education is accredited by the National Council for Accreditation of Teacher 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, faculty, and staff have access to a collection of more than 230,000 volumes and subscriptions to over 100 online databases with access to more than 30,000 unique full-text periodicals. Materials have been chosen largely by the faculty to support the curriculum, and consist of books, reference materials, newspapers, journals, and audiovisual materials. Electronic resources are accessible on and off campus to all enrolled students, faculty, and staff. The library also has several digital collections accessible through the library catalog as well as a digital repository for scholarly works known as Constellation.

The media center and university archives are also housed within the library. The media center houses films, 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 Butler Children's Literature Center is located on the second floor of the library. The Butler Center serves as an examination center for children's and young adult books.

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. Wireless capability is available throughout the building. 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. Students are able to grab a bite to eat, or a coffee to go in the Cyber Café, located in the lower level of the library.

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 Microsoft Office 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 throughout campus, including the Residence Halls.

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. In addition, all students are assigned a DU email account which includes cloud storage capabilities.

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.
- Alpha Chi, a national college honor society that admits students from all academic disciplines. Membership is limited to juniors and seniors in the Mazzuchelli Scholars Honors Program. Kappa chapter installed April 17, 2012.
- 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.

# Admission and Financial Aid

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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, standardized test scores, and class rank. Transfer students are primarily evaluated on the basis of course work completed at previous colleges and universities; in some cases, the high school record is considered. 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 with an admission counselor can be arranged, along with a campus tour. 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.

## 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, with special attention to grades in college preparatory courses; ACT or SAT scores at or above the national average; rank in the upper half of the high school graduating class; and completion of 16 units of college preparatory work, including 14 in a combination of English, mathematics, social sciences, 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, which can be accessed from the website: [www.dom.edu](http://www.dom.edu);
2. An official high school transcript;
3. ACT or SAT scores. 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; and
4. A \$25 application fee is required.

## 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, Office of Undergraduate Admission.

## 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 Office of Academic Advising.

## 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 Office of Academic Advising.

Information about the College Level Examination Program can be secured from the Program Director, CLEP, Box 6600, Princeton, NJ 08541-6600 or online at [clep.collegeboard.org](http://clep.collegeboard.org).

## Admission to Honors Degree Program

Incoming full-time students of superior ability are selected to participate in the honors degree program. Normally, students with a 3.75 grade point average and high ACT/SAT scores, and who 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 Enrollment to Dominican University

Students wishing to begin college classes before receiving the 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 high school teacher;
2. Completion of not fewer than 14 units acceptable toward admission to Dominican University, 11 of which shall be in subjects prescribed for admission; and
3. On-campus interview with the appropriate admission counselor responsible for the applicant's high school.

## Students With Special Needs

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 obligations 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, which can be requested from the Office of the Dean of Students.

## 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. In cases where the Admission Committee believes that it is in the student's best interest, it may limit the number of hours a student can take in the first term of enrollment.

## 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;
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 4 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).

## 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.

## 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.

Transfer student admission requirements and procedures apply to second B.A. or B.S. candidates.

## Degree Completion Agreements

Dominican University, in partnership with area community colleges, 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, 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 and who have graduated from high school or earned a GED may be admitted as students-at-large. Students-at-large need to complete a special application and present official transcripts for high school and any previous college work. The college transcripts will serve to verify 1) whether specific prerequisite courses had been taken, and 2) that the student was in good standing at the most recent institution.

Students-at-large may register for up to 30 semester hours of credit before they must change to degree-seeking status. Credits earned as students-at-large at Dominican may then be applied to satisfy 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 or Commission on Accreditation for Dietetics Education (CADE) certification, or students 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 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 must submit official transcripts and will be asked to have official transcripts evaluated by Educational Credential Evaluators (ECE) or another approved agency at their own expense. This official evaluation, along with the official college/university transcript, must be submitted directly to the university.

International students should be advised that they must pay the first semester's tuition, fees, and room and board in full prior to beginning classes. International students are advised that limited financial aid is available to them from the university. The magnitude of educational and living costs should be clearly defined.

Information needed to complete the I-20 form will be collected for all international students, including information regarding financial support.

The International Student Advisor will issue the I-20 form to the student after the student has been accepted for admission and provided evidence of financial support. The International Student Advisor must notify SEVIS that an I-20 has been issued before a visa will be considered. Students with B-2 (tourist) visas and F-2 visas are no longer permitted to study in the United States with these visa statuses. They may apply for Change of Status, a process that can take many months, but may not attend school until the COS has been approved. In this case, international students should return to their home country and apply for an F-1 visa.

## 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. Both returning students and new students are encouraged to file their FAFSA as soon after January 1 as possible. Students who are Illinois residents must file their FAFSA by February 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 Rita M. Uznanski Bottei Endowed Scholarship  
The Ida Brechtel Scholarship in Memory of Sister Mary Alberic Runde, OP  
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 1959 Scholarship  
The Class of 1968 Scholarship for Study Abroad  
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 Robert C. and Lois Kern Dittus 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 Barbara McAllister Fielder Scholarship  
 The Kathleen Moonan Fitzgerald Scholarship  
 The Terry Gillespie Freund Scholarship  
 The Friends of Dominican University Scholarship  
 The Virginia Burke Gearen Scholarship  
 The Sister Cyrille Gill, OP Scholarship  
 The John S. and Estelle V. Phelan Gorman Scholarship  
 The Mary Estelle Gorman Scholarship  
 The Louis Ruppert Grobl Scholarship  
 The Halasz 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, OP 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 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, OP Scholarship  
 The Coletta Dunn Maddock and James Andrew Maddock Sr. Scholarship in Memory of Coletta Maddock Doherty '52  
 The John F. and Marie B. Mayer Scholarship  
 The Mazur-Tcachuk Scholarship  
 The Gerard J. Mikol Scholarship  
 The George and Loretta Morency Scholarship  
 The Alice and John Moretti Scholarship in Memory of Sister Jocelyn Garey, OP  
 The Vernile Murrin Morgan Scholarship  
 The Joseph C. Mugnolo Memorial Scholarship  
 The Marie Mulgrew Scholarship  
 The Dorothy Reiner Mulroy Scholarship  
 The Mother Evelyn Murphy, OP Scholarship  
 The Patricia and Vincent Murphy Scholarship  
 The Sister Jean Murray, OP Scholarship  
 The Charles and Colette Pollock Scholarship Fund  
 The Richard and Virginia Prendergast Scholarship  
 The Colleen Anne Redmond Scholarship  
 The Alice Muriel Reynolds Scholarship

The Roach Scholarship in Memory of Sister Albertus Magnus McGrath, OP  
 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 Jane Simmons Memorial Scholarship  
 The Sinsinawa Dominican Trustee Scholarship  
 The John Sowa Scholarship  
 The Isabelle Breen Stucker Scholarship  
 The Lena Maggie Swanson Memorial Scholarship  
 The M. James and Mary Jane Termondt Scholarship  
 The Sister Sheila Treston, OP Scholarship  
 The Anita L. Vogel Scholarship  
 The Gert Hammond Wagner Scholarship  
 The Srs. Crapo, Davlin, and Waters, OP Scholarship  
 The Frances R. Watts Scholarship  
 The Margaret Ellen White Scholarship  
 The Jo and H. Scott Woodward Scholarship

## Costs-2014-2015 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 non-refundable application fee. Students who are accepted and plan to attend must also 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.

## Tuition

Annual 2014-2015 (12-18 <i>semester hours</i> )	\$29,400
Semester 2014-2015	\$14,700

## Room and full board

Double	\$9,106 ( <i>annual</i> )	\$4,553 ( <i>semester</i> )
Single	\$9,826 ( <i>annual</i> )	\$4,913 ( <i>semester</i> )

## Part-time students

Tuition per semester hour (1-11)	
Credit	\$980
Noncredit (audit)	\$490

## High school students taking a college course

Tuition per semester hour	\$490
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## Degree completion students

ACE (Academic Course Equivalency)	\$490
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## Other fees

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

## Student fees

Full-time students per semester	\$85
Part-time students per course	\$20
Full-time technology fee per year	\$200
Part-time technology fee per year	\$100
Annual Resident Student Association fee	\$40
Graduation fee	\$75
NSF check	\$30
Late payment	1% of open balance
Late registration	\$25
Payment plan charge (per semester)	\$45
Deferment (per semester)	\$90
Transcript of credits	\$5
Processing for International Dominican Affiliate program	\$250
Parking, per sticker, per academic year	\$50-100

## Course fees

Some courses have lab fees applied, ranging from \$35 to \$250.

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

Students will receive an email notification to their Dominican email address that their eBill is ready for view. 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-study 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 the Academic Regulations page 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. We encourage students to enroll in eRefund. Those who do not enroll in eRefund will have a check mailed to the address we have on file. There is a \$3.00 check processing fee.

Refunds are normally processed within ten 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 National Direct/Federal Perkins 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

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## A Vision for Undergraduate Education Steeped in Dominican Ethos, Liberal Learning Through Foundations, Breadth, Depth and Integration for Responsible Global Citizenship

We educate one student at a time in the company of others, each unique yet all distinctly Dominican. In dialogue with a Dominican ethos, our students grow as liberal learners through creative and rigorous study marked by solid foundations, disciplinary breadth and depth, and ongoing integration as they aspire to become ethically responsible global citizens. Each student develops an emerging sense of personal and professional vocation through a variety of means, including thoughtful interaction with courses, professors, and other students, and intensive advising and mentoring. We encourage students to participate in internships, study away (international and domestic), community-based learning, and undergraduate research, scholarship, and creative investigations. Diverse insights coalesce in each student's distinctive educational trajectory, purpose, and plan, as we inspire students to discern the big picture and name their place within it—to stand somewhere and to stand for something, conscientiously positioned in relationship to the world.

*Dominican ethos* describes the distinctive character of our university's culture. It includes an environment of *Caritas et Veritas*, in which we contemplate the meaning of existence and strive collaboratively for a more just and humane world. It understands that study is at once contemplative and communal. It unites reflection and dialogue as we collaborate in the search for truth. It enables students to develop a sense of care and responsibility for oneself, one's community, and the wider creation. It fosters trust, tolerance, mutual accountability, and belonging. Students enter into conversation with a Catholic intellectual tradition that affirms the compatibility of faith and reason, a universe marked by both intelligibility and mystery, the sacredness of all creation, the dignity of every living being, and concern for the common good. They acquire basic knowledge about Christianity in its various dimensions, and how it interacts with secular and other religious beliefs, practices, and worldviews.

Upon graduation, students educated at Dominican University possess character, knowledge, and skills to take informed, ethical action in the world and to influence others for the good.

## Foundations

Foundations are the knowledge, skills, and attitudes essential for further learning. They are generally cultivated during the first year, and they are continually developed and built upon in later academic work. In alphabetical order, these are:

- **Application Software.** Effective use of application software is the ability to solve real-world problems using computer applications and includes being able to determine the appropriate application to use for a particular need.
  - Students will be able to:
    - create and use dynamic spreadsheets to analyze and present information;

- create and use databases to organize data and answer data-driven questions;
- create and manage digital content, including word processing, e-portfolios, and digital video; and
- independently research questions regarding application software use and effectively employ learning resources as a means for learning new and updated applications.

- **Communication.** Effective communication is purposeful expression that increases knowledge, fosters understanding, and/or promotes change in attitudes, values, beliefs, or behaviors.

- Written communication is the development of effective expression of ideas in writing. Students will be able to:

- use rhetorical conventions appropriately;
- use appropriate examples, sources, and evidence in support of their own ideas;
- incorporate supporting materials (e.g., visual images, statistics) when appropriate; and
- demonstrate effective organization, syntax, and mechanics.

- Oral communication is the development and expression of ideas orally. In class discussion and/or oral presentations, students will be able to:

- use rhetorical conventions appropriately;
- use appropriate examples, sources, and evidence in support of their own ideas;
- incorporate supporting materials (e.g., visual images, statistics) when appropriate; and
- use effective delivery techniques (e.g., posture, gesture, eye contact, vocal expressiveness, clarity).

- **Critical thinking.** Critical thinking is a habit of mind animated by a spirit of inquiry and problem solving characterized by the rigorous exploration, analysis, and evaluation of diverse issues, ideas, artifacts, data, and events in order to formulate an opinion, conclusion, or solution.

- Students will be able to:
  - comprehend the content necessary for an appropriate understanding of the topic;
  - examine one's own and others' assumptions;
  - evaluate the claims and arguments or tools under consideration based on explicit criteria; and
  - formulate a defensible opinion, conclusion, or solution.
- **Cultural knowledge.** Students develop the willingness to engage diverse dimensions of human experience and understand with empathy other cultures. Students demonstrate the ability to interact with a diverse contemporary America and the world, in relation to differences that include but are not limited to: race, ethnicity, nationality, language, religion, gender, sexual orientation, age, socio-economic status, physical and intellectual abilities, and ways of knowing.
  - Students will be able to:
    - identify one's own cultural rules and assumptions;
    - recognize the rules and assumptions important to another culture;
    - demonstrate ability to communicate in a second language;
    - express openness to interactions with culturally different others.
- **Information literacy.** Information literacy is the ability to find, evaluate, and use information responsibly and effectively.
  - Students will be able to:
    - access needed information effectively and efficiently;
    - evaluate the information and its sources critically;
    - incorporate selected sources into their work products; and
    - use information responsibly (i.e., ethically and legally).
- **Quantitative reasoning.** Students develop competency in comprehending and analyzing numerical information. Students conceptualize problems in terms of quantitative dimensions and reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of forms (using words, tables, graphs, mathematical equations, etc., as appropriate).
  - Students will be able to:
    - interpret information presented in mathematical forms;
    - represent information in various mathematical forms;
    - perform calculations, applying the appropriate mathematical processes; and
    - draw appropriate conclusions based on the quantitative analysis of information.
- **Reading.** Students develop competency in understanding and interpreting written and visual works.
  - Students will be able to:
    - develop strategies to engage written texts and visual media;
    - identify the purpose(s) of the works;
    - analyze and discuss works in ways that enhance understanding; and
    - critically evaluate written and visual works and their sources.
- **Research fundamentals.** Conducting research entails rigorous inquiry through which students join a community of scholars in order to pursue truth. This pursuit is conducted with sincerity and respect for the rights of others.
  - Students will be able to:
    - formulate a research question;
    - identify relevant resources and strategies for answering the question;
    - distinguish among modes of inquiry; and
    - access and use material found in print or on the internet responsibly (i.e., ethically and legally).

### **Breadth**

Dominican University traditionally recognizes distinct areas of study and diverse ways of knowing necessary for students to engage in informed conversations of genuine breadth, both within and beyond the university. Students are enabled to appreciate the content and methods of diverse fields of study, recognize different ways of knowing and creating knowledge, and demonstrate understanding of disciplinary concepts and approaches, specifically in fine arts, history, literature, natural sciences, philosophy, social sciences, and theology.

### **Depth**

Dominican students develop competence in and an in-depth understanding of one or more academic disciplines. After completing significant course work in a particular field of study, students will have developed a body of work that demonstrates substantial domain knowledge and a growing awareness of the underlying structures of an academic discipline. Additionally, they will have had extensive practice in applying disciplinary

principles, perspectives, and discourse to diverse problems and in adopting a critical stance to evidence and argument.

### **Integrative Learning**

Integrative learning is the practice of making meaningful wholes—that is, synthesizing knowledge across academic boundaries; connecting personal, academic, work, and community experiences; and evaluating and reflecting on their own learning. This enables students to develop increasingly complex frameworks for future learning and action in multiple communities.

### **Global Citizenship**

The distinctively Dominican global citizen is conscientiously positioned in relationship to the world from within and across cultural, geographic, linguistic, physical, political, religious, racial, ethnic, gender-based, and socio-economic borders. Shaped by a growing understanding of this relational identity, Dominican students become global citizens through study, experience, practice, and reflection. They embrace globally responsible attitudes, develop a critical understanding of global interconnectedness, and act ethically to participate in the creation of a more just and humane world.

## **Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Science in Nursing (BSN) Degrees**

### **General Requirements**

1. Each student must complete 124 semester hours of credit, 3 semester hours of which may be in physical education and health. A semester course may carry from 1 to 8 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 Academic Regulations 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 and be in good standing.
3. Each student in a BA or BS degree program must complete work in a major field 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.
4. 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 1 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 3 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:*

*Complete any 90 semester hours at Dominican University;*

*Complete from 45 to 89 semester hours at Dominican University, including the last 15 semester hours applied toward the degree; or*

*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.

### **Major Field**

Students must choose a major field prior to or upon completion of 60 semester hours. Students who have completed 60 semester hours and have not declared a major will not be allowed to register

for additional courses until a major is declared. Information on declaring a major is available from 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.*

## Minor Field

Students may elect an optional minor field. 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.

## 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 earn a second bachelor's degree (either the Bachelor of Arts or Bachelor of Science 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

The Bachelor of Medical Science degree is a second-bachelor-degree program designed for students interested in pursuing graduate or professional study in medical fields.

## 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 re-enter, providing they were enrolled during the bulletin year of their choice.

## Academic Advising/Academic Success Programs

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 for 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.dom.edu/aec/career](http://www.dom.edu/aec/career).

## 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. With approval of the major department, some study abroad courses can be used to meet major requirements in the sociology, criminology, or other fields; see a departmental advisor for more information.

## 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 to such sites as Stratford-on-Avon and Bath, and two four-day study tours-one to Edinburgh and York and one to Dublin, Ireland.

**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 Poitiers, France**-This affiliate program with Oregon State University gives students of French the opportunity to study and live in Poitiers for one semester or an entire academic year. They enroll in courses at the International Center or at the *Université de Poitiers* while living with a French family. All instruction is in French. Participants must have completed French 202 or above to be eligible.

**Study Abroad in Salamanca, Spain**-This affiliate program with AIFS (American Institute for Foreign Study) 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 *Universidad de Salamanca* or the AIFS program, depending upon their language preparation. Students wishing to enroll for courses at the PEI (*Universidad de Salamanca*) must have written permission from the Spanish Department. 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 the rest of Europe.

**Study Abroad in Stellenbosch, South Africa**-This affiliate program with AIFS (American Institute for Foreign Study) 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 for Foreign Study) 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 juniors who either are in the honors program or have a 3.7 GPA. 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, psychology, and British 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 for Foreign Study) 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

*Florence and the Cultural Traditions of Italy* - The Florence program is a four-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 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. Dominican University's Italian and art departments offer this program taking place from mid-May to mid-June. It is a program that distinguishes itself as a fully immersive humanities experience; it relates literature, art history and philosophy with the hands-on experience of drawing and observation. Students enroll in two courses (STA 223 - Drawing on Florence and STA 282 - Florence: The City as Renaissance Text). This program awards three credits for each course. There is no language requirement; both courses are taught in English. However, students seeking credit in Italian may intensify the literature course for four credits upon approval of the Italian discipline.

*China: Tradition, Modernization, and Culture* - This three-credit course is designed to introduce students to the study of and involvement with China, in particular its history, religion and culture, political and social life, and increasingly important economy. Participants will visit and study in Beijing, Xian, and Shanghai to experience this complex country, rich in its tradition and dynamic in its transition. Most importantly, they will discover how to adapt to a culture and an environment that are quite different from the American or European conditions to which they are accustomed, a skill that will be increasingly required in the 21<sup>st</sup> century. Classes are held at Dominican both before and after the trip. The course is conducted in English.

*Paris: Essentials of French Fashion* - This 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, or communication) from a French fashion perspective, and a hands-on introduction to the French culture and language. The course is conducted in English.

*Cuba: Culture, History, and Politics* - This course is a unique interdisciplinary course offered by Dominican University in collaboration with *FLACSO-Cuba* and the *Universidad de La Habana* (University of Havana). Course participants will travel across the island learning about the country's pre- and post-colonial and revolutionary history, contemporary political and economic system, cultural landscape including music, art, and religion, and social institutions including schools, medical systems, and urban farming. This course includes mandatory pre-trip class sessions and orientation meetings, and it fulfills the multicultural core requirement for Dominican students. The course is conducted in English. This course can be used to fulfill a course requirement in the study of women and gender major. Please see advisor for details.

**Strasbourg French Language Program** - This three-week course offers a total immersion experience in the French language and culture. Students will participate in class sessions, do city-based projects, keep a journal, and complete a photo project. Excursions include a trip on the Alsatian Wine Route and a visit to the European Parliament. The language of instruction and interaction

is French. Language requirement: FREN 202 - Intermediate French II or equivalent.

## Short-Term Programs

*El Salvador: Human Rights, Gender, and Globalization* - This course explores themes of social and economic development, globalization, gender, and social justice within the Central American context. Dominican students have the opportunity to travel in El Salvador while learning about human rights and gender issues. Interacting with different sectors students will learn about various policies and programs. Travel across the country will include visits to communities in both urban and rural settings. This course includes pre-trip class sessions and orientation meetings, and it fulfills the multicultural core requirement for Dominican students. The course is conducted in English. This course can be used to fulfill a course requirement in the study of women and gender major. Please see advisor for details.

**Rome Interim Program: The Art of Renaissance and Baroque Rome** - This program takes place in late December/early January during the winter semester break. The program consists of three phases: 1) two slide presentation that set 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 term paper upon return. The program is conducted in English.

*Ghana: A Gateway to Africa* - This study abroad program occurs during the spring semester. On-campus classroom sessions and orientations are followed by 10 days of travel in the West African country of Ghana during spring break. While there, participants experience Ghana's political development and participate in Ghana's independence celebration. 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, the home of the Ashanti kings; and touring 14<sup>th</sup>-century slave dungeons along the coast of Ghana. In addition, participants enjoy both daily lectures and lectures at one 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. Students are required to keep a journal of their experiences and write a term paper. The course is conducted in English.

## Community-Based 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.

**Guatemala** - This short-term intensive international service program provides the student with an immersion experience in Guatemalan life and culture. We provide service at the San Lucas Mission in San Lucas Tolimán, Guatemala, working with the people there growing coffee or performing other needed tasks. The participants form a community to study and reflect on our

experiences of Guatemalan (Mayan) culture, history, religion, economics, society, poverty, and community.

*Haiti* - Students will serve with the people of Haiti, while learning about the social, cultural, historical, economic, political, and religious aspects of Haitian life and culture. Students will investigate: How does Haiti change our global consciousness and open us to seeing in new ways and understanding in radically different ways? This course involves a week of service in Haiti during spring break, four classes to prepare for the experience, a post-trip reflection session, and participation in a program to present the Haiti experience to the Dominican community.

*South Africa* (in affiliation with Elmhurst College) - An interdisciplinary and international study/service experience on the diverse cultures of South Africa. The four spring seminars prior to travel will look at the history and the socio-political, religious, and educational realities of South Africa, with an emphasis on social justice and ethics in the post-apartheid era, in relation to educational and religious leaders, communities, and their work. In the first week of travel the group will visit a center of traditional African village life and key historic sites in Cape Town, including Robben Island, District Six, the Slave Church Museum, the Cape of Good Hope, Table Mountain, Langa Baptist Church, Desmond Tutu's church, the Jewish Museum, the Athlone mosque, and connect with activists and professionals in service organizations and several schools. For the second week, students will select an individual service project in Cape Town based on their academic and professional interests. Hands-on service learning sites include an early childhood day care center, an interfaith center serving the poor, a convalescent and recreation center for children, and a township school. A two-day safari will close out the experience in the bush country, sleeping in huts and riding in open-air jeeps to see South Africa's wildlife and natural beauty.

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 2.00 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 declared academic program, for 1 to 8 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. Unless explicitly listed as a requirement or option for a major or minor, the internship hours do not satisfy the total semester hours required for completion of a major or a minor.

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 before the start of the internship.

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.

## Community-Based Learning

Community-based learning is a method of teaching that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Community-based 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.

Community-based 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 community-based learning option can be self-initiated through an agreement between the professor, the student, and the Community-Based Learning Office. This course carries 1 semester hour of credit. For additional information, contact the Community-Based Learning Office.

## Undergraduate Research, Scholarship, and Creative Investigations (URSCI)

Dominican University offers students opportunities to engage in undergraduate scholarly activities that go beyond class assignments. The Office of Undergraduate Research, Scholarship, and Creative Investigations (URSCI) 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 may work as research assistants to faculty members, compete for prestigious student-driven summer scholarships or apply for grants to defray the costs of projects or attendance at academic conferences. Students may also learn valuable research skills for different disciplines by taking courses taught within each department. Students can 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 (1-3) 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, Scholarship, 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.

## Elmhurst College/Dominican University Foreign Language Exchange

Under a cooperative exchange plan, degree-seeking Dominican University students may take, at Elmhurst College and for no additional cost, one or two courses per semester, limited only to foreign language courses not offered at Dominican. Students need to register both at Elmhurst College (this should be done first to confirm that there is room in the course) and at Dominican.

Elmhurst College is located 7.5 miles west of Dominican University's Main Campus.

# Core Curriculum and Honors Program

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The core curriculum plays a key role in an undergraduate education that is steeped in the Dominican ethos, promotes liberal learning through foundations, breadth, depth, and integration, and prepares students for responsible global citizenship. In distinctive ways, the core curriculum helps students meet the learning goals outlined in the Vision for Undergraduate Education (see Academic Information).

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 ENGL 102 (students with transfer credit will be required to take a writing placement exam and may be required to complete ENGL 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 MATH 130, MATH 150, MATH 160, or MATH 170;
- The ability to understand the connections between human languages and specific cultures and the ability to interact appropriately with people of diverse cultures. This requirement may be met by placement examination or by completing with a passing grade a foreign or heritage language course at the level of 102 or 192. 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 ENGL 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 ENGL 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: The Examined Life
- Sophomore Seminar: Life in Community
- Junior Seminar: A Life’s Work
- Senior Seminar: The Good Life

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). However, transfer students must have reached the necessary classification level in order to enroll in that first seminar (e.g. a transfer student with 53 transfer hours may begin the seminar sequence with a junior seminar, but the student is not eligible to enroll in the junior seminar until the student has earned 60 or more total hours).

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.

## Area Studies

Through area studies, Dominican University enables each of its students to engage in informed conversations of genuine breadth, both within and beyond the university. All students will engage in seven distinct areas of study needed for such conversations. In each of these areas, students

- become familiar with the relevant language and concepts of that area of study;
- acquire a familiarity with modes of inquiry and methods used in that area; and
- draw upon and apply that knowledge to begin addressing significant questions or issues within that area and beyond its borders.

## 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

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

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

Courses meeting the fine arts requirement help students understand and respond to works of fine or 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

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.

## 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 3 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.

## Dominican Honors Program: Mazzuchelli Scholars 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 Mazzuchelli Scholars honors program contributes to the mission of the university by providing talented and self-motivated students with the opportunities and skills they will need to become lifelong learners.

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 ten hours of community engagement per year and 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, 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.

In addition to the bachelor degree requirements outlined in this bulletin, all students intending to pursue an honors degree must complete the following requirements:

#### **1. Ten hours of community engagement.**

To support our honors community and the integration of curricular and co-curricular goals of the greater Dominican community, each Mazzuchelli Scholar will be expected to complete ten hours of community engagement a year; this would mean that each student is expected to attend Dominican co-curricular events (such as URSCI presentations, Lund-Gill lectures, theatre productions, art gallery openings, sports events, events sponsored by other honor students, etc.) to help build a stronger sense of the honors community on campus. Questions about appropriate events can be sent to the directors for approval. Students will be required to keep track of their own hours on Canvas and submit them to the honors directors before May 1st each year.

#### **2. Complete four honors seminars.**

Honors students will complete four honors seminars to fulfill the liberal arts and sciences core curriculum seminar 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.

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 directors. 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.

#### **3. 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 to graduate with honors.

#### **4. Complete additional requirements, choosing one of the following paths:**

Honors through course work: This path has the following requirements:

- a. Four courses designated as honors  
**OR**  
Three courses designated as honors and either one study abroad course or one intensified course  
**OR**  
Two courses designated as honors and language through the intermediate level
- b. Honors through project: The requirements for this path are good standing in the honors program and the completion of an honors project, which is a substantial, independent distinction project approved by the Honors Committee-distinction projects are detailed below under Bachelor of Arts with Distinction and Bachelor of Science with Distinction.  
Students on this path are required to complete the honors seminars but are not required to take other honors courses.

### **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 degrees with distinction begin working on their distinction projects in the first semester of their junior years. The faculty readers in the discipline approve the project, and then the student's first and second readers recommend the project to the Honors Committee. 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 3.30 or higher in the field of the distinction project, an overall grade point average of 3.30 or higher.

**Course Work.** If the student's proposal is accepted, the student must take ENGL 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 at the Undergraduate Research, Scholarship, and Creative Investigation Exposition (URSCI).

## Other Information

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

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

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

Honors degrees are awarded on the basis of the cumulative grade point average of all baccalaureate course work taken at Dominican.

To graduate with an Honors degree or Degree with Distinction, students are responsible for submitting their "Intent to Graduate" forms to the directors of the Mazzuchelli Scholars Program before graduation. These forms can be located on Honors web site.

# Academic Regulations

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## 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. The student may be required to submit assignments and take examinations at the discretion of the instructor. 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 independent/directed study or other courses as designated by the appropriate school.

**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.

**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; or for study abroad courses. Core curriculum foundation requirements other than the writing requirement may be taken satisfactory/fail. However, for students pursuing teacher education certification, no courses of any kind may be taken satisfactory/fail.

**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.

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

**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.

**Unofficial Withdrawal.** The grade of WU: Unofficial Withdrawal is recorded for a student who never attended any courses through the second week or who stopped attending all courses by the end of the sixth week of the semester, and who failed to officially withdraw and who failed to respond to inquiries from the Office of the Registrar.

**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.

## Quality Points

Quality points indicate the caliber of work done and are computed as follows: 1 semester hour with the grade of:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33

C	2.00
C-	1.67
D	1.00

## 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 September 1971 to spring 1977, credit for study at Dominican University was recorded in units. For conversion purposes, the value of a unit was 4 semester hours. Beginning summer 1977, credit was once again recorded in semester hours.

## Repeating Courses

A student who has previously passed a Dominican course may repeat that course only once. If a passing grade is earned in the repeated course, the credit will be posted for the term in which the course was repeated and deducted from the totals for the term in which the course was previously passed. Both grades will remain in the student's record and be posted to the student's transcript; if both grades are C or higher, both will be calculated into the cumulative grade point average. A student may repeat at Dominican a course he or she previously failed at Dominican until the student passes the course, at which time the above policy comes into effect.

The policy for grades below C is covered below as part of the Grade Forgiveness policy.

## Grade Forgiveness

If a student repeats at Dominican a course in which a C-, D, or F grade was previously received in a course taken at Dominican, each grade will remain in the student's record and be posted to the student's transcript, but only the most recent grade will be counted in calculating the cumulative grade point average.

## 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.

## Intent to Graduate and Application for Graduation

During each registration period, students are asked to indicate whether they expect to graduate at the end of an upcoming semester. Students who indicate that they intend to graduate at the end of the semester for which they are registering will be required to complete a graduation application after they have completed registration for their final semester; the application can be submitted no later than the first day of classes for the final semester. Eligible students can submit applications for graduation online or in person in the Office of the Registrar. In addition, students are expected to complete the online Graduating Student Survey before the end of semester in which they complete degree requirements.

## Degree Audit

Once the application is submitted and the student has registered for the final semester of classes, a degree audit will be conducted to

confirm that the student is on track to fulfill all requirements for the degree as outlined in Academic Information section of this bulletin. The audit includes all credit earned at Dominican, all transfer courses (only courses for which an official transcript has been received are included in the audit), and the current schedule. If the audit indicates that pending successful completion of all courses for which the student registered-the students is on track to graduate, the student will receive email notification that the audit is complete and no changes to the schedule are necessary. If the audit indicates that the student is not on track to graduate, the student will receive email notification that it is necessary to make an appointment for an in-person graduation audit to review the student's record against degree requirements and identify what steps are necessary to complete the degree.

## 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.

## Declining Performance, Probation, and Dismissal

To ensure students get the needed academic assistance when they are struggling, students who are not on probation, but have a semester grade point average below 2.0, will be encouraged to take advantage of the academic resources the university offers. If a student has a semester grade point average below 2.0 for two consecutive semesters and is not on probation, he or she will be required to:

- Meet with an advisor in the Rosary College of Arts and Sciences office twice in a semester.
- Complete an Academic Recovery Plan and Academic Preparation Plan.

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. While on Academic Probation, students are required to:

- Register for ID 102 - Strategies for Academic Success (3 credit hours).
  - Students who have a cumulative GPA of 1.67 or higher may register for a maximum of four additional courses.
  - Students who have a cumulative GPA below 1.67 may register for a maximum of three additional courses.
- Meet with an advisor in the Rosary College of Arts and Sciences Office on a monthly basis.
- Complete an Academic Recovery Plan and Academic Preparation Plan.
- Attend Scholars Hour

Normally, students are dismissed if they have earned no credits by the end of their first semester or are on probation for two 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 the Admission and Financial Aid page.

## 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. Students are permitted to enroll in no more than two courses (up to 8 total semester hours) in any one summer session (or in any combination of overlapping sessions) without the permission of the advisor and the dean of the appropriate school.

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 Admission and Financial Aid.)

## 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.

# Rosary College of Arts and Sciences

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## Mission

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.

## Vision

As a college we are committed to the Vision for Undergraduate Education referenced earlier in this bulletin, which characterizes our work with students as follows:

Steeped in Dominican Ethos, Liberal Learning  
Through Foundations, Breadth, Depth, and Integration  
for Responsible Global Citizenship.

We educate one student at a time in the company of others, each unique yet all distinctly Dominican. In dialogue with a Dominican ethos, our students grow as liberal learners through creative and rigorous study marked by solid foundations, disciplinary breadth and depth, and ongoing integration as they aspire to become ethically responsible global citizens. Each student develops an emerging sense of personal and professional vocation through a variety of means, including thoughtful interaction with courses, professors, and other students, and intensive advising and mentoring. We encourage students to participate in internships, study away (international and domestic), community-based learning, and undergraduate research, scholarship, and creative

investigations. Diverse insights coalesce in each student's distinctive educational trajectory, purpose, and plan, as we inspire students to discern the big picture and name their place within it—to stand somewhere and to stand for something, conscientiously positioned in relationship to the world.

*Dominican ethos* describes the distinctive character of our university's culture. It includes an environment of *Caritas et Veritas*, in which we contemplate the meaning of existence and strive collaboratively for a more just and humane world. It understands that study is at once contemplative and communal. It unites reflection and dialogue as we collaborate in the search for truth. It enables students to develop a sense of care and responsibility for oneself, one's community, and the wider creation. It fosters trust, tolerance, mutual accountability, and belonging. Students enter into conversation with a Catholic intellectual tradition that affirms the compatibility of faith and reason, a universe marked by both intelligibility and mystery, the sacredness of all creation, the dignity of every living being, and concern for the common good. They acquire basic knowledge about Christianity in its various dimensions, and how it interacts with secular and other religious beliefs, practices, and worldviews.

Upon graduation, students educated at Dominican University possess character, knowledge, and skills to take informed, ethical action in the world and to influence others for the good.

## Curriculum

Three overlapping elements make up the curriculum:

- 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.

# American Studies

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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.

## American Studies - B.A.

### Major Requirements (13 courses):

#### Required Courses:

- AMST 200 - Introduction to American Studies
- AMST 411 - American Studies Seminar
- SOC 110 - Introduction to Sociology

*Complete one of the following two courses:*

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877

*Complete the following:*

- One 200-level English elective
- One 300-level English elective taken after AMST 200 and with the consent of the English department
- Two courses chosen from sociology, geography, and 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.

#### Additional Requirements:

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

### Teacher Licensure: Elementary Education

American studies majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## American Studies Minor

### Minor Requirement (Eight courses):

#### Required Courses:

- AMST 200 - Introduction to American Studies

*Complete one of the following two courses:*

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877

*Complete the following:*

- 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

#### Additional Requirements:

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

#### Electives:

##### *Art History*

- ARTH 265 - History of 20<sup>th</sup>-Century Photography
- ARTH 267 - History of Graphic Design
- ARTH 354 - Writing Arts Criticism Practicum
- ARTH 355 - Museum Studies Practicum
- ARTH 356-359 - Special Topics in Museum Studies (with the approval of the director of American studies)
- ARTH 386 - Issues in American Art: Vietnam War-Era Art and Culture
- ARTH 395 - Special Topics in Art History (with the approval of the director of American studies)

##### *Communication Arts and Sciences*

- CAS 207 - Contemporary American Film
- CAS 208 - Rhetoric and Popular Culture
- CAS 219 - The Road in American Culture
- CAS 220 - Film Criticism
- CAS 222 - Mass Media and Society
- CAS 226 - Introduction to Film Studies
- CAS 227 - Deconstructing Disney
- CAS 266 - The American Cinema
- CAS 277 - Women and Film
- CAS 291 - Film Noir
- CAS 294 - American Mass Media History
- CAS 353 - Film and Fairytales
- CAS 358 - Gender and Media
- CAS 373 - Film Comedy  
(CAS 420 - Special Topics in Journalism with permission of the director of American Studies)

##### *Economics*

- ECON 366 - American Economic History

##### *Education*

- EDUC 310 - History and Philosophy of American Education

##### *English*

- ENGL 222 - Black Women Writers
- ENGL 277 - Women, Gender, and Literature
- ENGL 285 - The American Novel
- ENGL 286 - American Short Story
- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 289 - U.S. Latino/a Literature
- ENGL 291 - Modern American Fiction
- ENGL 294 - Southern Literature
- ENGL 295 - The Chicago Scene in Literature

- ENGL 342 - American Native/Colonial and Revolutionary Literature
- ENGL 343 - American Romantic and Realist Literature
- ENGL 344 - American Modern and Postmodern Literature
- ENGL 425 - Multilingualism and Contemporary Multiethnic U.S. Literature

#### *Geography*

- GEOG 250 - World Regional Geography
- GEOG 320 - Global Economic Geography

#### *History*

- HIST 221 - American Encounters: The Colonial Age
- HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction
- HIST 223 - Changing America: The Gilded Age Through the New Deal
- HIST 224 - The American Century, 1940-1990
- HIST 296 - American Mass Media History
- HIST 312 - American Intellectual History
- HIST 317 - Family in America
- HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877
- HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877
- HIST 333 - 19<sup>th</sup> Century American Popular Culture
- HIST 334 - 20<sup>th</sup> Century American Popular Culture
- HIST 344 - Historical Experience of Women in the United States
- HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800
- HIST 346 - Making a Living: U.S. Working-Class History
- HIST 348 - Race and Ethnicity in the U.S.
- HIST 367 - The American West
- HIST 368 - Gender and Urban Life
- HIST 378 - Native American History
- HIST 379 - The United States in World War I
- HIST 440 - The American Civil War
- HIST 453 - The Military in the United States
- HIST 460 - Topics in United States History

#### *Italian*

- ITAL 260 - Italian-American Culture

#### *Philosophy*

- PHIL 221 - Gender Issues
- PHIL 246 - Ethics in Politics
- PHIL 275 - Introduction to Political Philosophy
- PHIL 284 - Law, Freedom, and Justice
- PHIL 290 - Philosophy of Art

#### *Political Science*

- POSC 170 - American Government
- POSC 215 - American Political Thought
- POSC 278 - American Indian Treaties, Laws, and Indian Policies
- POSC 280 - Public Administration
- POSC 282 - Environmental Administration and Law
- POSC 286 - State and Local Government
- POSC 290 - Political Parties and Voting Behavior
- POSC 291 - Congress and Congressional Elections
- POSC 295 - Politics and Environment
- POSC 297 - Women in Politics

- POSC 373 - American Democracy
- POSC 374 - Public Opinion and Polling
- POSC 375 - The Presidency and the Electoral College
- POSC 376 - Introduction to Methodology in Political Science
- POSC 380 - Constitutional Law I: Institutional Powers
- POSC 381 - Constitutional Law II: Civil Liberties
- POSC 382 - Constitutional Law III: Gender and Race

#### *Sociology*

- SOC 203 - Race and Race Relations in the U.S.
- SOC 205 - Latina/o Sociology
- SOC 222 - Mass Media and Society
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 281 - Native American Culture and Spirituality
- SOC 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta
- SOC 286 - Blues and the Spirit: A Seminar and Service Learning Experience on Chicago Blues and Gospel Music
- SOC 320 - Gender and Violence
- SOC 330 - Sociology of Sexuality
- SOC 380 - Social Inequality
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity

#### *Theatre*

- THEA 270 - Theatre: The American Scene

#### *Theology*

- THEO 277 - African-American Religious Experience and Theology
- THEO 381 - Native American Culture and Spirituality

### **Note(s):**

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 hours*

Listed also as SOC 110 and BWS 110

## **AMST 143 - History of the American People to 1877**

*3 hours*

Listed also as HIST 143.

## **AMST 144 - History of the American People from 1877**

*3 hours*

Listed also as HIST 144.

## **AMST 170 - American Government**

*3 hours*

Listed also as POSC 170.

## **AMST 200 - Introduction to American Studies**

American Studies is the most cutting-edge 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 world. This course will introduce students to the theories and methods of American Studies. Using Chicago as a text this course takes a close look at the city's people through history, art, architecture, literature and more. *3 hours*

This course will satisfy the multicultural core requirement.

## **AMST 207 - Contemporary American Film**

*3 hours*

Listed also as CAS 207.

This course will satisfy the fine arts core area requirement.

## **AMST 215 - American Political Thought**

*3 hours*

Listed also as POSC 215 and BWS 216.

## **AMST 222 - Mass Media and Society**

*3 hours*

Listed also as SOC 222 and CAS 222.

## **AMST 223 - The Road in American Culture**

*3 hours*

Listed also as CAS 219.

## **AMST 224 - The American Century 1940-1990**

*3 hours*

Listed also as HIST 224.

## **AMST 225 - Changing America: The Gilded Age through the New Deal**

*3 hours*

Listed also as HIST 223.

*Prerequisite(s):* ENGL 102 or departmental consent.

This course will satisfy the history core area requirement.

## **AMST 226 - Colonial American Experience**

*3 hours*

Listed also as HIST 221.

## **AMST 266 - The American Cinema**

*3 hours*

Listed also as CAS 266.

This course will satisfy the fine arts core area requirement.

## **AMST 273 - Theatre: The American Scene**

*3 hours*

Listed also as THEA 270

## **AMST 279 - Public Administration**

*3 hours*

Listed also as POSC 280.

This course will satisfy the social science core area requirement.

## **AMST 286 - State and Local Government**

*3 hours*

Listed also as POSC 286.

## **AMST 288 - New Media in Pop Culture**

*3 hours*

Listed also as CAS 288

## **AMST 292 - Film Noir**

*3 hours*

Listed also as CAS 291.

This course will satisfy the literature core area requirement.

## **AMST 294 - American Mass Media History**

*3 hours*

Listed also as CAS 294 and HIST 296.

This course will satisfy the history core area requirement.

## **AMST 298 - African-American Literature**

*3 hours*

Listed also as ENGL 298 and BWS 298

This course will satisfy the literature core area requirement and the multicultural requirement.

## **AMST 305 - The Chicago Scene in Literature**

*3 hours*

Listed also as ENGL 295.

## **AMST 311 - History and Philosophy of American Education**

*3 hours*

Listed also as EDUC 310.

## **AMST 315 - Family in America**

*3 hours*

Listed also as HIST 317.

**AMST 317 - American Intellectual History**

*3 hours*

Listed also as HIST 312.

**AMST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877**

*3 hours*

Listed also as HIST 320 and BWS 320.

**AMST 321 - From Jim Crow to the White House: The African-American Experience Since 1877**

*3 hours*

Listed also as HIST 319 and BWS 321.

**AMST 328 - Latin American and United States Relations**

*3 hours*

Listed also as HIST 328.

**AMST 333 - 19<sup>th</sup> Century American Popular Culture**

*3 hours*

Listed also as HIST 333.

**AMST 334 - 20<sup>th</sup> Century American Popular Culture**

*3 hours*

Listed also as HIST 334.

*Prerequisite(s):* ENGL 102 or departmental consent.

This course will satisfy the history core area requirement.

**AMST 336 - Making a Living: U.S. Working-Class History**

*3 hours*

Listed also as HIST 346.

**AMST 337 - The American West**

*3 hours*

Listed also as HIST 367.

**AMST 338 - Gender and Urban Life**

*3 hours*

Listed also as HIST 368.

*Prerequisite(s):* ENGL 102 or departmental consent.

This course will satisfy the history core area requirement.

**AMST 343 - 19<sup>th</sup>-Century America**

*3 hours*

Listed also as HIST 222.

**AMST 344 - Historical Experience of Women in the United States**

*3 hours*

Listed also as HIST 344.

**AMST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800**

*3 hours*

Listed also as HIST 345.

**AMST 348 - Race and Ethnicity in the U.S.**

*3 hours*

Listed also as HIST 348.

**AMST 366 - American Economic History**

*3 hours*

Listed also as ECON 366.

*Prerequisite(s):* ECON 190 and ECON 191.

This course will satisfy the social science core area requirement.

**AMST 378 - Native American History**

*3 hours*

Listed also as HIST 378.

*Prerequisite(s):* Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirements.

**AMST 411 - American Studies Seminar**

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. *3 hours*

*Prerequisite(s):* AMST 200 and senior standing and consent by program director.

**AMST 451 - Inventing Victory: The United States in World War I**

*3 hours*

Listed also as HIST 451.

**AMST 452 - War on the Two Fronts: Combat in Vietnam and Upheaval in the United States**

*3 hours*

Listed also as HIST 452.

# Apparel Design and Merchandising

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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.

In collaboration with Kent State's NYC Studio, apparel design and apparel merchandising majors have the opportunity to study and complete an internship, for a semester or a summer session, in New York City.

## Apparel Design - B.A.

### Major Requirements:

#### Required Courses:

- APRL 150 - Apparel Structure and Design I
- APRL 151 - Apparel Structure and Design II
- APRL 256 - Textile Science
- APRL 320 - Flat Pattern Design and Draping
- APRL 322 - Apparel Design I
- APRL 360 - History of Dress I
- APRL 445 - Senior Collection
- APRL 446 - Apparel Design and Merchandising Seminar
- APRL 455 - Internship

*Recommended Course: APRL 447 - Senior Design Process and Critique*

#### Concentrations:

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*

*Complete one of the following two courses:*

- APRL 200 - Cultural Perspectives in Dress
- APRL 290 - Social Psychology of Dress

*Complete one of the following two courses:*

- APRL 361 - History of Dress II
- APRL 362 - Dress as Material Culture

*Complete the following course:*

- APRL 380 - Computer-Aided Design

*Complete one of the following two courses*

- APRL 440 - Specialty Markets

- APRL 442 - Fashion Markets

*Complete the following two courses:*

- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications

*Complete one of the following three courses:*

- ART 201 - Life Drawing: Anatomy
- ART 202 - Life Drawing: Portrait
- ART 203 - Life Drawing: Figure in Space

*Complete two courses from the following:*

- APRL 207 - Surface Design of Fabrics I
- APRL 209 - Surface Design of Fabrics II
- APRL 305 - Costuming For Theatre
- APRL 330 - Special Topics In Fashion Design
- APRL 365 - Fashion Illustration
- APRL 366 - Couture Tailoring
- APRL 368 - Advanced Apparel Design

#### Concentration in Surface Design

*Emphasis on textile techniques, cultural artisanship, and craftsmanship*

*Complete one of the following two courses:*

- APRL 200 - Cultural Perspectives in Dress
- APRL 290 - Social Psychology of Dress

*Complete one of the following two courses:*

- APRL 361 - History of Dress II
- APRL 362 - Dress as Material Culture

*Complete the following four courses:*

- APRL 380 - Computer-Aided Design
- ART 102 - Three-Dimensional Design
- ART 206 - Sculpture I
- ART 208 - Introduction to Design Applications

*Complete three courses from the following:*

- APRL 207 - Surface Design of Fabrics I
- APRL 209 - Surface Design of Fabrics II
- APRL 366 - Couture Tailoring
- Concordia Art 4430
- Concordia Art 4330

#### Concentration in Dress and Textile Studies

*Emphasis on theatrical costuming and historical/cultural aspects of dress*

*Complete the following four courses:*

- APRL 200 - Cultural Perspectives in Dress
- APRL 209 - Surface Design of Fabrics II
- APRL 290 - Social Psychology of Dress
- APRL 362 - Dress as Material Culture

*Complete one of the following four courses:*

- APRL 305 - Costuming For Theatre
- APRL 365 - Fashion Illustration
- APRL 366 - Couture Tailoring
- APRL 368 - Advanced Apparel Design

*Complete two courses from two of the following disciplines (four courses total):*

- Art History
- History
- Theatre Arts

## Additional Requirements:

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.

## Apparel Design Minor

### Minor Requirements:

#### Required Courses:

- APRL 150 - Apparel Structure and Design I
- APRL 151 - Apparel Structure and Design II
- APRL 256 - Textile Science
- APRL 320 - Flat Pattern Design and Draping
- APRL 322 - Apparel Design I

*Choose two courses from:*

- APRL 207 - Surface Design of Fabrics I
- APRL 209 - Surface Design of Fabrics II
- APRL 330 - Special Topics In Fashion Design
- APRL 365 - Fashion Illustration
- APRL 366 - Couture Tailoring
- APRL 368 - Advanced Apparel Design

*APRL 445 - Senior Collection*

## Additional Requirements:

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

## Apparel Merchandising - B.A.

### Major Requirements:

*Complete the following courses:*

- APRL 150 - Apparel Structure and Design I
- APRL 170 - Introduction to the Fashion World
- APRL 256 - Textile Science
- APRL 360 - History of Dress I
- APRL 446 - Apparel Design and Merchandising Seminar
- APRL 455 - Internship

*Complete one of the following two courses:*

- APRL 200 - Cultural Perspectives in Dress
- APRL 290 - Social Psychology of Dress

*Complete one of the following two courses:*

- APRL 361 - History of Dress II
- APRL 362 - Dress as Material Culture

*Complete one of the following two courses:*

- APRL 440 - Specialty Markets
- APRL 442 - Fashion Markets

*Complete three of the following five courses:*

- APRL 271 - Retail Promotion and Visual Merchandising
- APRL 281 - Retail Social Media and Branding
- APRL 340 - Special Topics in Fashion Merchandising
- APRL 370 - International Sourcing and Brand Development
- APRL 371 - Retail Buying

*Complete the following courses:*

- BAD 250 - Marketing
- BAD 255 - International Business
- BAD 345 - Management
- ECON 190 - Principles of Microeconomics
- ECON 191 - Principles of Macroeconomics
- ART 208 - Introduction to Design Applications

## Additional Requirements:

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

## Apparel Merchandising Minor

### Minor Requirements:

*Required Courses:*

- APRL 170 - Introduction to the Fashion World
- APRL 256 - Textile Science

*Complete two courses from:*

- APRL 271 - Retail Promotion and Visual Merchandising
- APRL 281 - Retail Social Media and Branding
- APRL 370 - International Sourcing and Brand Development
- APRL 371 - Retail Buying
- APRL 442 - Fashion Markets

*Complete the following courses:*

- BAD 245 - Human Resource Management
- BAD 250 - Marketing
- ECON 190 - Principles of Microeconomics

## Additional Requirements:

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

Fundamentals of apparel assembly with emphasis on construction techniques, fit, and quality analysis of the finished product. Introduction to apparel terminology. 3 hours

**APRL 151 - Apparel Structure and Design II**

In-depth study of the process and product of creative design in clothing, application of advanced techniques of apparel assembly; basic flat pattern drafting and development of pattern block. 3 hours

*Prerequisite(s):* APRL 150 or consent of the instructor.

**APRL 170 - Introduction to the Fashion World**

Overview of the fashion business structure. Topics include the origin of apparel design through manufacturing, marketing, merchandising, and retailing process. Career opportunities are highlighted. 3 hours

**APRL 200 - Cultural Perspectives in Dress**

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. 3 hours

*Prerequisite(s):* Sophomore standing.

This course will satisfy the multicultural core requirement.

**APRL 207 - Surface Design of Fabrics I**

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. \$50 course fee. 3 hours

This course will satisfy the fine arts core area requirement.

**APRL 209 - Surface Design of Fabrics II**

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. \$50 course fee. 3 hours

This course will satisfy the fine arts core area requirement.

**APRL 256 - Textile Science**

Survey of textile fibers, fabrics, and finishes with application to appearance, performance, and maintenance of apparel products. 3 hours

**APRL 271 - Retail Promotion and Visual Merchandising**

Promotional strategies used in merchandising. Topics include identifying target markets and interpreting consumer demand; visual merchandising and store design; advertising strategies for retail. Students receive experience in merchandising windows at the university and area retailers. 3 hours

*Prerequisite(s):* APRL 170 or consent of the instructor.

**APRL 281 - Retail Social Media and Branding**

Exploring the underlying principles of multichannel retailing and their relationship with brick-and-mortar stores, electronic retailing, and direct marketing methods. Emphasis on understanding retail branding and exploring techniques that are used to implement various forms of social media. 3 hours

**APRL 290 - Social Psychology of Dress**

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. 3 hours

*Prerequisite(s):* Sophomore standing.

**APRL 305 - Costuming For Theatre**

3 hours

Listed also as THEA 305

This course will satisfy the fine arts core area requirement.

**APRL 320 - Flat Pattern Design and Draping**

Theory and fundamentals of flat pattern drafting and draping. 3 hours

*Prerequisite(s):* APRL 151.

**APRL 322 - Apparel Design I**

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. 3 hours

*Prerequisite(s):* APRL 320.

**APRL 330 - Special Topics In Fashion Design**

Apparel design electives in specialty topics offered on a rotating basis include menswear, millinery, corsetry, and computer-aided textile design. This course may be taken for credit multiple times if in different content areas. 3 hours

**APRL 340 - Special Topics in Fashion Merchandising**

Apparel merchandising electives in specialty topics offered on a rotating basis. This course may be taken for credit multiple times if in different content areas. 3 hours

**APRL 360 - History of Dress I**

Survey of European and North American dress from ancient civilizations through the 17<sup>th</sup> 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 medieval and Renaissance studies minor. 3 hours

This course will satisfy the fine arts core area requirement.

**APRL 361 - History of Dress II**

Survey of European and North American dress from the 18<sup>th</sup> 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. 3 hours

This course will satisfy the fine arts core area requirement.

**APRL 362 - Dress as Material Culture**

Survey of historical dress from 18<sup>th</sup> 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. 3 hours

This course will satisfy the fine arts core area requirement.

**APRL 365 - Fashion Illustration**

Problems and exercises intended to stimulate design perception and creativity in sketching and rendering used by the fashion designer. 3 hours

**APRL 366 - Couture Tailoring**

The principles and application of advanced techniques used in couture custom tailoring. 3 hours

*Prerequisite(s):* APRL 151 or consent of the instructor.

**APRL 368 - Advanced Apparel Design**

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. 3 hours

*Prerequisite(s):* APRL 322.

#### **APRL 370 - International Sourcing and Brand Development**

An examination of the product development process and study of the roles of manufacturing, wholesaling, and retailing and the interrelationship of allied industries; development of a comprehensive merchandise plan for a product line with perspectives on the consumer, manufacturer, retailer, and international sourcing. Emphasis on understanding the industry through global social responsibility. 3 hours

*Prerequisite(s):* APRL 170.

#### **APRL 371 - Retail Buying**

Application of effective strategies in retail buying; includes budgeting, merchandise planning, and inventory management. Computerized spreadsheets are used to perform related merchandising math operations. 3 hours

*Prerequisite(s):* MATH 130 or above.

#### **APRL 380 - Computer-Aided Design**

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

*Prerequisite(s):* APRL 320.

#### **APRL 440 - Specialty Markets**

Research of social, economics, 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 lingerie, menswear, children's wear, petite, and plus-sized clothing. 3 hours

*Prerequisite(s):* APRL 320 and junior standing.

#### **APRL 442 - Fashion Markets**

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. 3 hours

*Prerequisite(s):* Junior standing.

#### **APRL 445 - Senior Collection**

Fashion forecasting; development of a cohesive collection of original designs. 3 hours

*Prerequisite(s):* APRL 322 and senior standing.

#### **APRL 446 - Apparel Design and Merchandising Seminar**

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. 3 hours

*Prerequisite(s):* Senior standing.

#### **APRL 447 - Senior Design Process and Critique**

As an extension of Senior Collection, this course examines fashion design as both a process and product. Students articulate their design voice and build their portfolios. Designers participate in critiques and evaluate design for artistic merit and market viability. Collections are presented to a panel of industry professionals. 3 hours

*Prerequisite(s):* APRL 445

#### **APRL 450 - Independent Study**

*Content and credit tailored to the individual needs of the student.*  
1-4 hours

#### **APRL 455 - Internship**

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. 2-8 hours

*Prerequisite(s):* Junior or senior standing.

#### **APRL 395 - Independent Undergraduate Research or Creative Investigation**

1-3 hours

*Prerequisite(s):* Consent of instructor.

#### **APRL 495 - Independent Undergraduate Research or Creative Investigation**

1-3 hours

*Prerequisite(s):* Consent of instructor.

# Art and Design

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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.

## Graphic Design - B.A.

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.

## Art and Design Foundation Core

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.

### Core Requirements (24 hours):

- ART 102 - Three-Dimensional Design
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography
- ARTH 190 - Survey of Art History 1: Ancient to Renaissance
- ARTH 191 - Survey of Art History 2: Baroque to Contemporary
- ARTH 419 - Contemporary Art Capstone

### Major Requirements (27 hours):

The following nine courses in addition to the foundation core:

- ART 227 - Web Design I
- ART 240 - Introduction to Graphic Design I
- ART 254 - Typography
- ART 318 - Graphic Design II
- ART 330 - Motion Graphics
- ART 395 - Interdisciplinary Practices or one other studio elective
- ART 413 - Graphic Design III
- ART 445 - Senior Thesis
- ARTH 267 - History of Graphic Design

## Additional Requirements:

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, ART 413, and ART 455.

## Graphic Design Minor

### 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.

## Painting - B.A.

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.

## Art and Design Foundation Core

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.

### Core Requirements (24 hours):

- ART 102 - Three-Dimensional Design

- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography
- ARTH 190 - Survey of Art History 1: Ancient to Renaissance
- ARTH 191 - Survey of Art History 2: Baroque to Contemporary
- ARTH 419 - Contemporary Art Capstone

## Major Requirements (30 hours):

*The following ten courses in addition to the foundation core:*

*Complete two of the following Life Drawing courses:*

- ART 201 - Life Drawing: Anatomy
- ART 202 - Life Drawing: Portrait
- ART 203 - Life Drawing: Figure in Space

*Complete the following courses:*

- ARTH 275 - Racy, Radical, and Rebellious: Art of the Modern Age
- ART 206 - Sculpture I
- ART 270 - Printmaking I
- ART 304 - Painting II: Form and Content
- ART 317 - Printmaking II
- ART 380 - Painting III: Materials And Processes
- ART 460 - Painting IV: Personal Directions
- ART 445 - Senior Thesis

## Additional Requirements:

A minimum of 24 hours in the major discipline must be completed at Dominican. These hours must include ART 304, ART 380, ART 460, and ART 445.

## Painting Minor

### Minor Requirements (21 hours):

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

### Required Courses

- ART 105 - Fundamentals of Drawing

*Complete one of the following three courses:*

- ART 201 - Life Drawing: Anatomy
- ART 202 - Life Drawing: Portrait
- ART 203 - Life Drawing: Figure in Space

*Complete the following courses:*

- ART 224 - Painting I: Color and Light
- ART 304 - Painting II: Form and Content
- ART 380 - Painting III: Materials And Processes
- ARTH 190 - Survey of Art History 1: Ancient to Renaissance
- ARTH 191 - Survey of Art History 2: Baroque to Contemporary

## Photography - B.A.

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.

### Art and Design Foundation Core

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.

### Core Requirements (24 hours):

- ART 102 - Three-Dimensional Design
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography
- ARTH 190 - Survey of Art History 1: Ancient to Renaissance
- ARTH 191 - Survey of Art History 2: Baroque to Contemporary
- ARTH 419 - Contemporary Art Capstone

### Major Requirements (27 hours):

The following nine courses in addition to the foundation core:

- ART 210 - Beginning Black-and-White Photography
- ART 315 - Darkroom Practices
- ART 343 - Digital Darkroom
- ART 395 - Interdisciplinary Practices or one other studio elective
- ART 405 - Light and Camera
- ART 445 - Senior Thesis
- ARTH 265 - History of 20<sup>th</sup>-Century Photography
- DCIN 253 - Beginning Video Production
- One special topics photo/cinema elective

### Additional Requirements:

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

## Photography Minor

### Minor Requirements (18 hours):

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

## Sculpture - B.A.

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.

### Art and Design Foundation Core

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.

### Core Requirements (24 hours):

- ART 102 - Three-Dimensional Design
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography
- ARTH 190 - Survey of Art History 1: Ancient to Renaissance
- ARTH 191 - Survey of Art History 2: Baroque to Contemporary
- ARTH 419 - Contemporary Art Capstone

### Major Requirements (27 hours):

*The following nine courses in addition to the foundation core:*

*Complete one of the following two courses:*

- ART 201 - Life Drawing: Anatomy
- ART 203 - Life Drawing: Figure in Space

*Complete the following courses:*

- ART 206 - Sculpture I
- ART 260 - Ceramics I
- ART 301 - Sculpture II

- ART 395 - Interdisciplinary Practices or one other studio elective
- ART 414 - Sculpture III
- ART 445 - Senior Thesis
- One special topics or studio elective.

*Complete one of the following two courses:*

- ARTH 275 - Racy, Radical, and Rebellious: Art of the Modern Age
- ARTH 285 - Art Since 1945

### Additional Requirements:

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

## Sculpture Minor

### 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.

## Art Education

### Teacher Licensure: Art Education grades K-12

Art and design students who wish to teach art in kindergarten through 12<sup>th</sup> grades complete their chosen major and complete the School of Education's Teacher Education Program for K-12 licensure.

### Additional Art Education Requirements

- Students must complete one of the art and design majors
- Art education students must take ART 206, ART 260, and ART 270.

### Teacher Education Program

- Professional education courses, including EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

### Teacher Licensure: Elementary Education

Art majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Painting and Drawing Courses

**ART 105 - Fundamentals of Drawing**

A foundation course that focuses on developing basic skills in perceptual drawing and composition. Students explore line, shape, form, light, and perspective through the still lifes and interior architecture. Course fee applies. *3 hours*

This course will satisfy the fine arts core area requirement.

**ART 200 - Painting Marathon: The Landscape**

A multi-level painting course taught outdoors over a two-week period in May. 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 will fulfill ART 224 - Painting I: Color and Light.

Course fee applies. *3 hours*

*Prerequisite(s):* ART 105

**ART 201 - Life Drawing: Anatomy**

Students will also be introduced to basic surface anatomy (bones, muscles, and tendons) important to life drawing. Using traditional materials, students explore gesture, composition, proportion, volume and structure through long and short figure poses. Frequent historical references are made through reproductions and slides.

Course fee applies. *3 hours*

*Prerequisite(s):* ART 105

**ART 202 - Life Drawing: Portrait**

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. Several sessions will also be devoted to the draped and nude figure. Course fee applies. *3 hours*

*Prerequisite(s):* ART 105

**ART 203 - Life Drawing: Figure in Space**

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.

Course fee applies. *3 hours*

*Prerequisite(s):* ART 105

**ART 224 - Painting I: Color and Light**

A foundation course that introduces students to the various methods and materials of oil painting from direct observation of the still life. Students will learn how to see color and light in all its various disguises of hue, saturation, temperature and value. Course fee applies. *3 hours*

*Prerequisite(s):* ART 105

**ART 270 - Printmaking I**

An introduction to printmaking as a creative arena, where a range of printmaking processes and techniques open up the possibilities for explorations of image-making. Students work in relief, intaglio and monotype and acquire the fundamental technical, drawing and formal skills necessary to work in printmaking. Course fee applies. *3 hours*

*Prerequisite(s):* ART 105

**ART 304 - Painting II: Form and Content**

An intermediate painting course designed to expand students' understanding of the materials, methods and themes of painting as well as further strengthen their ability to control space, light and color. In-class assignments focus on work from the figure model. Weekly homework assignments explore creative problems such as

form, content and concept, and their interdependence. Course fee applies. *3 hours*

*Prerequisite(s):* Either ART 201, ART 202, or ART 203; ART 224

**ART 317 - Printmaking II**

An intermediate printmaking course designed to expand students' understanding of the intaglio and relief techniques, further strengthen their image-making skills and help them develop a personal creative direction in the medium. Students explore different ideas, pictorial structures and process possibilities and consider creative problems such as form, content and concept in their work. Course fee applies. *3 hours*

*Prerequisite(s):* ART 270

**ART 380 - Painting III: Materials And Processes**

An intermediate painting course in which students explore a wide range of painting modes, processes, materials and techniques as well as develop their problem solving skills, critical thinking and ability to successfully formulate and articulate their ideas in a personal direction in painting. Course fee applies. *3 hours*

*Prerequisite(s):* Either ART 201, ART 202, or ART 203.

**ART 460 - Painting IV: Personal Directions**

An advanced painting course in which students develop a personal direction in their work, while considering creative problems such as form, content and concept. Open-ended assignments and independent projects lead toward self-motivated work in painting, where students pose their own creative problems, explore and find their solutions. Course fee applies. *3 hours*

*Prerequisite(s):* ART 380.

**ART 465 - Painting V: Independent Study**

Intermediate to advanced work in painting and drawing to be carried out independently with a faculty advisor. *3 hours*

*Prerequisite(s):* ART 224

## Sculpture and Ceramics Courses

### **ART 102 - Three-Dimensional Design**

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. Course fee applies. *3 hours*

This course will satisfy the fine arts core area requirement. Offered every fall and spring unless otherwise noted.

### **ART 206 - Sculpture I**

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. Course fee applies. *3 hours*

*Prerequisite(s):* ART 102

### **ART 260 - Ceramics I**

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. Course fee applies. *3 hours*

This course will satisfy the fine arts core area requirement. Offered every fall and spring unless otherwise noted.

### **ART 301 - Sculpture II**

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. Course fee applies. *3 hours*

*Prerequisite(s):* ART 206

### **ART 309 - Ceramics II**

A continuation of the study of the techniques and design of clay products. Course fee applies. *3 hours*

*Prerequisite(s):* ART 260

### **ART 414 - Sculpture III**

Works produced in this course will be articulated and developed conceptually. Both traditional and nontraditional 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. Course fee applies. *3 hours*

*Prerequisite(s):* ART 301. ART 414 should be taken prior to enrolling in ART 445.

## Graphic Design Courses

### **ART 208 - Introduction to Design Applications**

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 Adobe Photoshop, Illustrator, and InDesign. Offered every semester. Course fee applies. *3 hours*

Listed also as CAS 130

This course will satisfy the fine arts core area requirement.

### **ART 227 - Web Design I**

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. Course fee applies. *3 hours*

Listed also as CAS 236

*Prerequisite(s):* ART 208

### **ART 228 - Web Design II**

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. Course fee applies. *3 hours*

*Prerequisite(s):* ART 208 and ART 227 or consent of instructor.

### **ART 240 - Introduction to Graphic Design I**

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. Offered every semester. Course fee applies. *3 hours*

Listed also as CAS 237.

*Prerequisite(s):* ART 208 and sophomore standing.

### **ART 254 - Typography**

Typographic forms are explored in relation to their visual and verbal meanings. Class projects explore historical, artistic, and technical aspects of typography. Offered every fall. Course fee applies. *3 hours*

*Prerequisite(s):* ART 208

### **ART 318 - Graphic Design II**

Experiments in visual communication challenge the student 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. Offered every spring. Course fee applies. *3 hours*

*Prerequisite(s):* ART 240

### **ART 330 - Motion Graphics**

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. Offered every spring. *3 hours*

*Prerequisite(s):* ART 208 or consent of the instructor.

### **ART 357 - Art as Social Action**

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 ENGL 335 to develop materials needed to promote and raise funds for one or more of these organizations. This course requires off-campus service hours. *3 hours*

*Prerequisite(s):* ART 208, ART 240 and sophomore standing.

### **ART 413 - Graphic Design III**

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. Offered every fall. Course fee applies. *3 hours*

*Prerequisite(s):* ART 318

## Photography Courses

### **ART 210 - Beginning Black-and-White Photography**

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. 35mm SLR cameras are available for check-out for enrolled students. Offered every fall and spring. Course fee applies. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ART 230 - Beginning Color Photography**

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 resource. Photography majors are expected to provide their own DSLR camera for subsequent courses. Otherwise cameras are available for check-out for enrolled students. Offered every fall and spring. Course fee applies. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ART 315 - Darkroom Practices**

Experimentation with film, print, and darkroom chemistry is emphasized as the student works toward the production of the archival, exhibition-quality print matching his or her vision. Assignments develop personal aesthetic and independent thought. Offered in the spring. Course fee applies. *3 hours*

*Prerequisite(s):* ART 210

### **ART 343 - Digital Darkroom**

The digital workspace is addressed as a place to create the archival, museum-quality print and published book. Advanced topics include RAW file workflow and color management from screen to print. Students will produce a portfolio of color and monochromatic prints as well as an online digital publication. Camera assignments extend ideas discussed in ART 230 - Beginning Color Photography and can be executed with either digital or film SLRs. Experimentation with a variety of print media will be expected. Emphasis is placed on portfolio development and is recommended for students ready to work on a concentrated body of work over the course of a semester. Offered in the fall. Course fee applies. *3 hours*

*Prerequisite(s):* ART 230

### **ART 356 - Special Topics: On Location**

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. Course fee applies. *3 hours*

*Prerequisite(s):* ART 210 or ART 230

### **ART 359 - Photojournalism**

*3 hours*

Listed also as CAS 349.

### **ART 405 - Light and Camera**

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 flash unit. Offered in the spring. Course fee applies. *3 hours*

*Prerequisite(s):* ART 210 or ART 230

## Other Art and Design Courses

### **ART 395 - Interdisciplinary Practices**

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, entertain competing solutions, including those in related disciplines, when the investigative process leads to them. *3 hours*

### **ART 445 - Senior Thesis**

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 resume 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. Offered every spring. *3 hours*

*Prerequisite(s):* Senior standing

### **ART 450 - Independent Study**

Advanced work in the student's major area of concentration to be carried out independently with a faculty advisor. *1-4 hours*

### **ART 455 - Internship**

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. *1-8 hours*

### **ART 495 - Independent Undergraduate Research or Creative Investigation**

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 will culminate in a conference presentation, journal article or other creative/scholarly project. *1-3 hours*

*Prerequisite(s):* Consent of instructor.

# Art History

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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, or art auction houses, 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.

## Art History - B.A.

### Foundation Core Requirements:

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 early as possible and follow closely with 200-level courses, and other art history electives.

#### *Foundation Core - Art Classes*

*Complete three of the following art courses (9 hours)*

- ART 102 - Three-Dimensional Design
- ART 105 - Fundamentals of Drawing
- Either ART 200 - Painting Marathon: The Landscape or ART 224 - Painting I: Color and Light
- ART 206 - Sculpture I
- Either ART 210 - Beginning Black-and-White Photography or ART 230 - Beginning Color Photography
- ART 270 - Printmaking I

#### *Foundation Core - Art History Classes*

*Complete the following Art History Courses (15 hours)*

- ARTH 190 - Survey of Art History 1: Ancient to Renaissance
- ARTH 191 - Survey of Art History 2: Baroque to Contemporary
- ARTH 275 - Racy, Radical, and Rebellious: Art of the Modern Age
- ARTH 285 - Art Since 1945
- ARTH 419 - Contemporary Art Capstone

### Major Requirements (24 hours):

- Six art history electives-any art history course beyond the required courses may count as an elective.
  - One three-credit internship may count as an elective with prior permission of the program. In addition, courses with an art historical component such as PHIL 290 Philosophy of Art, the Rome Interim program when the emphasis is art, and certain classes as part of study abroad programs may also apply with prior permission of the program.
  - Students may only count *either* ARTH 265 or ARTH 267 toward the major, not both.
  - At least one art history elective (not including ARTH 419, ARTH 446, ARTH 450, ARTH 455) must be at the 300-level or above.
  - At least one art history elective *must* be from one of the following areas: Ancient, Medieval, Renaissance, Baroque, or non-Western (with approval).
- ARTH 446 - Senior Thesis Art History
- ENGL 345 - Advanced Academic Writing

### Additional Requirements:

Study of a modern foreign language through the intermediate level (course 202 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 ARTH 446.

### Recommendations:

Students should attempt to choose non-art history electives that will inform the topic of their senior thesis. These will include courses beyond those courses taken to fulfill core area requirements and whenever possible, at the 200-level or above. These might include American studies, communication arts and sciences (particularly film-related courses), history, philosophy, or sociology.

## Art History Minor

### Minor Requirements (18 hours):

#### Required Courses:

- ARTH 190 - Survey of Art History 1: Ancient to Renaissance

- ARTH 191 - Survey of Art History 2: Baroque to Contemporary
- Four art history electives.

## Additional Requirements:

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

## Art History Courses

### **ARTH 190 - Survey of Art History 1: Ancient to Renaissance**

An introductory-level survey of world art and its relationship to the development of humanity and societies from the prehistoric period through the Renaissance. Usually offered every fall semester. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 191 - Survey of Art History 2: Baroque to Contemporary**

An introductory-level survey of world art and its relationship to social, political, religious, and economic contexts from the seventeenth to the twenty-first centuries. Usually offered every spring semester. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 199 - Tech/Sex/\$**

Looking at art made primarily during your lifetime, we will investigate what contemporary art is, especially the prevalence of technology, themes related to sex and sexuality, and materialism, by looking at and talking about some of the most well-known artists. Takashi Murakami animated a Kanye West video, Eduardo Kac crossed the genes of a jellyfish with a rabbit and created a bunny that glows in the dark. Many artists create controversial art through the materials they use—such as encrusting a human skull with diamonds (Damien Hirst) making it the most expensive art work ever made or affixing elephant dung to a painting of the Madonna (Chris Ofili). Still other artists make art that addresses contemporary issues: Vik Muniz photographs people who must forage garbage dumps in order to survive and Betsy Damon makes art that purifies water. Assignments include an art review, short papers, and discussions. This class also features on-campus events such as an art opening, an art class critique, and artist lecture. There are also additional optional opportunities to attend an art fair, field trip to the Museum of Contemporary Art, and art events in the city. No art or art history background is needed for this course—it is designed for anyone who wants to learn how to look at the images around them and understand their impact on society and themselves. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 205 - Greek and Roman Art**

This course will examine the visual forms that were part of the foundations of Western Civilization. Focusing on classical painting, sculpture and architecture, this examination of the ancient world will cover Greek art from the Bronze Age through the 5<sup>th</sup> century BCE and the ancient Mediterranean world until the fall of the Roman Empire in the 5<sup>th</sup> century CE. The class will include discussion of literature, philosophy, and politics as well as conceptualizations of democracy, republic, and empire. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 215 - Medieval Art**

This course will survey the development of painting, sculpture and architecture from approximately 650 to 1200 CE. *3 hours*

*Prerequisite(s):* ENGL 102

This course will satisfy the fine arts core area requirement.

### **ARTH 225 - Renaissance Art**

A survey of Northern and Southern Renaissance art tracing the development from 14<sup>th</sup> to the end of the 16<sup>th</sup> centuries. The 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. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 235 - Baroque Art**

This course will examine visual art of the Baroque era (c.1600-1700) in Southern and Northern Europe from a variety of perspectives or ways of seeing. Class lectures will take a biographical/chronological approach to exploring the lives and works of leading Baroque artists in Italy, Spain, Flanders, England, the Dutch Republic, and France. *3 hours*

This course satisfies the fine arts core area requirement.

### **ARTH 265 - History of 20<sup>th</sup>-Century Photography**

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 20<sup>th</sup> century. Usually offered every fall semester. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 267 - History of Graphic Design**

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. Usually offered every spring semester. *3 hours*

This course will satisfy the fine arts core area requirement. Offered every spring.

### **ARTH 275 - Racy, Radical, and Rebellious: Art of the Modern Age**

This course will present a history of modern art in Europe and the United States by surveying major movements and highlighting important movements of aesthetic development from the mid 19<sup>th</sup> century to mid 20<sup>th</sup> century. It will examine popular movements such as Impressionism, breakthroughs such as Cubism, art responses to war such as Dada, and concluding with Surrealism. While focused mainly on two-dimensional media such as painting, drawing, and collage, the class will also address the significance of sculpture, photography, architecture and design that defined the modern era. Usually offered every fall semester. *3 hours*

This course will satisfy the fine arts core area requirement.

### **ARTH 285 - Art Since 1945**

This course will present a history of contemporary art in Europe and the United States by surveying major movements and highlighting important moments of aesthetic development from the mid 20<sup>th</sup> century to the present. The semester goal is to create a coherent context within which to introduce artists and themes, while recognizing the diverse character of the art of this period. We will examine well-known periods such as Abstract Expressionism, idea-based art such as Conceptual, and technology driven New Media art. The class considers traditional modes of art making such as painting, sculpture, and photography, but explores how artists have redefined those forms as well as challenged and combined them, creating new categories of art such as body and performance art, mixed media, and installations. Usually offered every spring semester. *3 hours*

This course will satisfy the fine arts core area requirement.

**ARTH 294 - Native-American Art**

A selective survey of Indigenous North American art that includes sculpture, painting, architecture, performance, and personal decoration as it is applied in a variety of social contexts such as ceremony, politics, domestic arenas, cross-cultural exchanges, colonialism, post-colonialism, and the international art world. Covering a span from ancient through contemporary times, this class focuses on the historical and cultural contexts of the arts and the stylistic differences between tribal and individual artists' styles, particularly in relation to the formation of personal and national identities. *3 hours*

This course will satisfy the fine arts core area requirement and the multicultural requirement.

**ARTH 295 - Latin American Art**

This course reviews Latin American art and architecture by engaging in a survey of these media from pre-Columbian times to present. The survey begins in 1500BC with a look at how and why the ancient Olmec culture of modern-day Mexico created colossal heads of volcanic stone. Next, the indigenous arts from the ancient Maya, Aztec, and Inca are examined in order to understand how art created powerful political and religious statements. Among the topics discussed are ritualized feasting, warfare and human sacrifice. The analysis continues with a discussion of how 16<sup>th</sup> century Spanish ideologies and artistic programs changed modes of representation and created a new art style in which indigenous and European modes of expression intermingle. The course culminates with a look at the work of influential modern and contemporary Latin American artists and their art as a means to visualize and discuss today's sociopolitical concerns. *3 hours*

Listed also as LLAS 295

This course will satisfy the fine arts core area requirement and the multicultural core requirement.

**ARTH 296 - African Art**

An introduction to the ancient and traditional arts of Africa. This class explores the ideas and notions expressed visually in sculpture, painting, ceramics, textiles, and architecture and describes their relationships to man and culture in Africa. Students will embark on a general socio-cultural survey of the traditional arts of African ethnic groups, which include the ritual of art, art-making, and artworks as well as the social and political texts of art in city-states, chiefdoms, and rural settings. Includes traditional genres as well as postcolonial and contemporary art in Africa. *3 hours*

Listed also as BWS 327

*Prerequisite(s):* ENGL 102.

This course will satisfy the fine arts core area requirement and the multicultural core requirement.

**ARTH 297 - Asian Art**

An introduction to the arts of South, Southeast, and East Asia. This class explores the objects, monuments, culture, and histories of important modern-day countries such as China, India, and Japan. Discusses works in a variety of media and their relation to social, spiritual, and political contexts. The objective is to gain an understanding of the many cultures of this region while learning how to critically analyze visual culture. *3 hours*

This course will satisfy the fine arts core area requirement and the multicultural requirement.

**ARTH 315 - Issues in Medieval Art**

Through focused readings, case studies, and independent research projects, students will explore in depth a specific aspect of Medieval art. Students may repeat this course number for credit as long as the topic differs. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

**ARTH 320 - Issues in Renaissance Art**

Through focused readings, case studies, and independent research projects, students will explore in depth a specific aspect of Northern or Southern Renaissance art. Students may repeat this course number for credit as long as the topic differs. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

**ARTH 329 - Special Topics in Art History**

Art history electives offered on a rotating basis might include courses such as History of American Art, Women Artists of the 19<sup>th</sup> and 20<sup>th</sup> Centuries, Frank Lloyd Wright, or History of Modern Architecture. Students may repeat this course for credit as long as the topic is different each year. *3 hours*

*Prerequisite(s):* ENGL 102.

This course will satisfy the fine arts core area requirement.

**ARTH 354 - Writing Arts Criticism Practicum**

This course will explore arts criticism through hands-on critical analysis and writing practice through visits to local galleries and cultural events. Students will work together and edit one another's work in this seminar-style writing workshop. The final project will be a publication of collected reviews. The goal of the course is to prepare students for critical analysis review writing in professional arts and culture publications. \$25 course fee to cover museum admissions. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

**ARTH 355 - Museum Studies Practicum**

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. \$100 course fee to cover museum admissions and tour costs. *3 hours*

*Prerequisite(s):* ENGL 102.

This course will satisfy the fine arts core area requirement.

**ARTH 356 - The Politics of Display: Race, Class, and Memory in the Museum**

This course provides an in-depth investigation into the theory and practice of museums, especially the moral, ethical, and philosophical choices that inform the methodology of museum collection and display. From the beginning of the modern museum, which evolved from "curiosity cabinets" and private assortments of objects of random or personal interest to historical monuments and sites of memory, this course surveys museum history to examine how the museum's function has changed over time and across boundaries. Through case studies and course readings about all

types of museums—including science, art, natural history, and ethnographic—we will contextualize the trends that have influenced the museum's organizational structures, outreach, and collection strategies, as well as its changing role and relationship to its public. We will pay particular attention to the ethical dilemmas inherent in appropriating objects, particularly those from other cultures, and to the challenges of serving as an educational agent and/or site of national preservation or pride as some museums, monuments, and historic sites do. We will also explore how new technologies have changed museums, particularly with the inclusion of interactive elements, beyond the usual loaded history and controversy inherent in museum labels and wall text. *3 hours*

#### **ARTH 356-359 - Special Topics in Museum Studies**

These courses are intended to explore the museum and gallery profession in a specialized and focused manner. Such courses may include Arts Management, Exhibition Preparation, and in-depth explorations of exhibition theory. *3 hours*

*Prerequisite(s):* ARTH 355 - Museum Studies Practicum

This course will satisfy the fine arts core area requirement.

#### **ARTH 357 - Exhibition Logistics**

This course is a complete “how-to” guide for mounting an exhibition. Students will develop a theme or concept throughout the semester and establish the means to execute it. Exploring the issues and processes involved in the development of a comprehensive exhibition, students will consider the educational goals, visitor engagement, intellectual and physical accessibility, design, and evaluation methods of an exhibit. Students will also create a curatorial statement, exhibition checklist, write and prepare labels, write a press release, learn the formula for hanging artwork and properly patching and sanding walls, plan layout by making a model of the gallery with their exhibition in miniature, and host an opening reception. Acting as if they themselves are museum staff, students in this class will stage an actual exhibition in the O'Connor Art Gallery. *3 hours*

#### **ARTH 385 - Issues In American Art: Abstract Expressionism and the Art of the 1940s and 1950s**

This course explores the first American art movement that reached international significance. Students will learn to 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 that 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 US government. Although the recognized artists of this style were primarily white, heterosexual males, this class will also discuss how artists of color, women, and artist 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. (Formerly ARTH 300.) *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

#### **ARTH 386 - Issues in American Art: Vietnam War-Era Art and Culture**

This seminar will present major trends in art from approximately 1960-1975. 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. (Formerly ARTH 298.) *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

#### **ARTH 395 - Special Topics in Art History**

Art history electives offered on a rotating basis might include courses such as Neo-classical Art, History of American Art, Women Artists of the 19<sup>th</sup> and 20<sup>th</sup> Centuries, Frank Lloyd Wright, or History of Modern Architecture. Students may repeat this course number for credit as long as the topic is different. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **ARTH 419 - Contemporary Art Capstone**

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. (Formerly ARTH 319.) *3 hours*

*Prerequisite(s):* ENGL 102, ARTH 190, ARTH 191, at least one 200- or 300-level art history course, and junior or senior standing, or consent of the instructor.

#### **ARTH 440 - Special Topics in Art Historical Theory**

This class might include varying topics related to art theory or the methodological practice of art history, such as a Methods of Art History course designed for art history majors. *3 hours*

*Prerequisite(s):* ENGL 102; junior or senior standing or consent of the instructor.

#### **ARTH 446 - Senior Thesis Art History**

Required of all art history majors after all or almost all of their art history courses are completed. An extensive research paper and public presentation on an approved topic that demonstrates the students' 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 historical articles and giving professional presentations and/or application to graduate school. The art history advisor will determine if the student has completed sufficient 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 ARTH 419 and ENGL 345 will only be allowed to enroll with their art history advisor's consent. *3 hours*

*Prerequisite(s):* ARTH 419, ENGL 345, and senior standing, or consent of instructor. Art history majors only.

#### **ARTH 450 - Independent Study**

Advanced work in the student's major area of concentration to be carried out independently with the art history faculty advisor. *1-4 hours*

#### **ARTH 455 - Internship**

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. *1-8 hours*

# Biology

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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.

## Biology - B.S.

### Major Requirements:

#### Required Biology Courses:

Ten biology courses of at least 3 semester hours each.

A minimum grade of C- in BIOL 112 is required for admission to all biology courses numbered 240 or higher.

- BIOL 111 - General Biology I or the equivalent
- BIOL 112 - General Biology II or the equivalent
- BIOL 240 - Genetics
- BIOL 397 - Evolution

*Complete one of the following three courses:*

- BIOL 298 - Research Methods in Molecular Biology
- BIOL 352 - Molecular and Cellular Biology
- BIOL 386 - Molecular Biology
- Five additional courses numbered 200 or higher.

*Additional Required Courses:*

*Complete the following collateral courses as part of the biology major:*

- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II

*Complete one of the following course pairs:*

- PHYS 211 - College Physics I and
- PHYS 212 - College Physics II

*or*

- PHYS 221 - University Physics I and
- PHYS 222 - University Physics II

### Additional Requirements:

At least seven of the courses must have a laboratory, and no more than 4 credit hours may be in independent research.

A minimum of five courses in biology must be completed at Dominican.

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.

Upon completion of a biology course in residence with a minimum grade of C-, the student should have a major application signed by

a member of the department, who will then serve as his or her advisor.

### Health Sciences Concentration (optional)

Advanced biology electives must include BIOL 351 and BIOL 361, and two of the following courses: BIOL 260, BIOL 264, BIOL 310, BIOL 371, BIOL 382, BIOL 388, or BIOL 394.

### Additional Information:

The following collateral courses are recommended for those intending to attend graduate or professional school:

- CHEM 360 - Biochemistry
- MATH 211 - Principles of Statistics

Majors in biology earn the Bachelor of Science degree.

### 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 Education

#### Teacher Licensure: Secondary Education

Students who wish to teach biology in grades 9 through 12 complete a major in biology and they complete the School of Education's Teacher Education Program for secondary licensure.

#### Biology Requirements

- Students complete the biology major as described above

#### Teacher Education Program

- Professional education courses including EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience

- Professional portfolio
- Clinical Practice (one full semester) in a middle or secondary school classroom

For more information about 6-12 licensure, see the School of Education section of this bulletin.

## Teacher Licensure: Elementary Education

Biology majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Biology Minor

### Minor Requirements:

Six biology courses of at least three semester hours each, including BIOL 111 and BIOL 112 or the equivalent. At least four of the courses must have a laboratory and only one may be in independent research. A minimum of three 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 Courses

### BIOL 111 - General Biology I

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. *4 hours*

*Prerequisite(s):* High school biology and placement into MATH 120 or higher.

This course will satisfy the natural sciences core area requirement.

### BIOL 112 - General Biology II

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 240 or higher. Lecture and laboratory. *4 hours*

*Prerequisite(s):* BIOL 111 with a minimum grade of C- or higher.

This course will satisfy the natural sciences core area requirement.

### BIOL 120 - Medical Terminology

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. *3 hours*

### BIOL 152 - Human Anatomy and Physiology I

This is the first semester of the two-semester course sequence BIOL 152/BIOL 252, designed primarily for pre-nursing and nutritional science students. The material of BIOL 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. *4 hours*

*Prerequisite(s):* High school biology and either CHEM 101 or CHEM 120.

This course will satisfy the natural sciences core area requirement.

### BIOL 160 - Elementary Microbiology

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. *4 hours*

*Prerequisite(s):* One college-level biology course or consent of instructor.

This course will satisfy the natural sciences core area requirement.

### BIOL 200 - Advanced Biomedical Research Methods

Provides hands-on lab experiences designed to introduce the next generation of scientists to the problems and techniques relevant to the growing, high-tech discipline of biomedical innovation. Students seeking advanced research opportunities will be advised by expert researchers from relevant but diverse disciplines. *1 hour*

*Prerequisite(s):* Permission of post-baccalaureate premedical program director.

### BIOL 240 - Genetics

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. *4 hours*

*Prerequisite(s):* BIOL 111 and BIOL 112 with a minimum grade of C-.

### BIOL 252 - Human Anatomy and Physiology II

This is the second semester of the two-semester course sequence BIOL 152-252, designed primarily for nutrition science and pre-nursing students. The material of BIOL 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. *4 hours*

*Prerequisite(s):* BIOL 152 with a minimum grade of C-.

### BIOL 260 - Introduction to Human Pathophysiology

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. *3 hours*

*Prerequisite(s):* CHEM 104 or CHEM 120; BIOL 252 or BIOL 361 (or concurrent enrollment in BIOL 252 or BIOL 361).

### BIOL 264 - Parasitology

Biological relationships seen in the parasitic mode of life, with emphasis on the protozoan and invertebrate parasites of man. Lecture. *3 hours*

*Prerequisite(s):* BIOL 111 and BIOL 112 or consent of the instructor.

### BIOL 268 - Animal Behavior

A study of animal behavior including proximate mechanisms and the ecology and evolution of social behavior. Lecture. *3 hours*

Listed also as NEUR 268.

*Prerequisite(s):* BIOL 111, BIOL 112.

**BIOL 272 - Comparative Animal Physiology**

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. *3 hours*

*Prerequisite(s):* BIOL 111, BIOL 112, and either CHEM 101 or CHEM 120.

**BIOL 273 - Neurobiology**

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. *4 hours*

Listed also as NEUR 273.

*Prerequisite(s):* BIOL 111, BIOL 112, and either CHEM 104 or CHEM 253.

**BIOL 288 - Invertebrate Zoology**

Lectures and laboratory work on the comparative morphology, physiology, and evolution of the invertebrate phyla. *4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112.

**BIOL 298 - Research Methods in Molecular Biology**

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. *4 hours*

*Prerequisite(s):* BIOL 240 and CHEM 120.

**BIOL 299 - Ecology**

The study of the distribution and abundance of organisms. Lecture, laboratory, and field trips. *4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112.

**BIOL 305 - Woody Plants: Great Lakes**

An introduction to the identification of the plants that make up the woody flora of the western Great Lakes region. Class will cover both native and naturalized plants. Important woody landscape plants of the area will also be covered. Laboratory will provide an opportunity to apply learned taxonomic principals by examining fresh-cut specimens and dried herbarium plant materials. Field trips to grounds of the Morton Arboretum will acquaint the student with field identification characteristics. Day long field trips to regional natural areas rich in woody plants will provide an opportunity to apply learned identification skills and to learn habitat preferences of plants studied. *4 hours*

*Prerequisite(s):* General Botany or consent of the instructor.

**BIOL 310 - Microbiology**

Structure, physiology, metabolism and identification of microorganisms. Lecture and laboratory. *4 hours*

*Prerequisite(s):* BIOL 240, CHEM 253 (or concurrent enrollment in CHEM 253)

**BIOL 312 - Plant Physiology**

Introduction to plant tissue culture, plant growth, development, metabolism, nutrition, and response to environmental conditions. Lecture and laboratory. *4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112, CHEM 253, CHEM 254 (or concurrent enrollment).

**BIOL 320 - Advanced Botany**

*1-4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112.

**BIOL 324 - Field Botany**

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. *4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112, and consent of the faculty member.

**BIOL 325 - Plant/Soil Relationship**

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. *3 hours*

*Prerequisite(s):* BIOL 111, BIOL 112, and consent of the faculty member.

**BIOL 326 - Evolution of Plant Diversity**

TAUGHT AT THE MORTON ARBORETUM

How does biodiversity survive and change over time? How do scientists study the Tree of Life, and what can the Tree of Life tell us about the trees in our own backyard? Biodiversity is one of the hottest topics in science today. Medical researchers use Tree of Life research methods to study the evolution and spread of viruses. Scientists trace the migration of humans using the very methods they use to study the evolution of humans and other primates. In the plant world, biodiversity science underpins our efforts to conserve and catalog the world's plant species. This course will include lectures, labs, and field studies that introduce students to the broad and exciting field of plant biodiversity science. *4 hours*

*Prerequisite(s):* General Biology and at least one of the following courses: Botany, Ecology, Genetics, Physiology, Biochemistry or Evolution. Consent.

**BIOL 328 - Advanced Topics In Economic Botany**

This course will cover economic aspects of botany and the role of human intervention in the ecology of a region. This course is taught at the Morton Arboretum. *4 hours*

**BIOL 329 - Advanced Topics: Landscape Botany**

Taught at the Morton Arboretum. *4 hours*

**BIOL 351 - Advanced Human Anatomy**

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 that 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. *4 hours*

*Prerequisite(s):* BIOL 240 and junior standing.

### **BIOL 352 - Molecular and Cellular Biology**

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. *4 hours*

*Prerequisite(s):* BIOL 240 and either CHEM 104 or CHEM 253.

### **BIOL 353 - Marine Mammalogy**

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. *4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112

### **BIOL 356 - Marine Island Ecology of the Bahamas**

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. *4 hours*

*Prerequisite(s):* BIOL 111, BIOL 112, and consent of department.

### **BIOL 357 - Freshwater Ecology**

Investigate the relationships between water, animals, plants, and humans using the Shedd Aquarium as your laboratory. This course will introduce students to the components of a freshwater habitat and a survey of the plants and animals that exist there. Visit Shedd's Local Waters gallery and participate in animal encounters to get an up-close look at the subjects you are studying. Two field trips will connect you to this habitat and the impacts you can have on it. Conclude the course by conducting a project to further investigate your connection to freshwater environments and increase your research skills. *3 hours*

*Prerequisite(s):* BIOL 111, BIOL 112

### **BIOL 361 - Advanced Human Physiology**

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. *4 hours*

*Prerequisite(s):* BIOL 394 and BIOL 351 (formerly BIOL 261) with a minimum grade of C-; PHYS 212 or PHYS 222; and CHEM 254 or concurrent enrollment; or consent.

### **BIOL 370 - Functional Neuroanatomy**

The basis of this course provides introduction to the anatomy and function of the human brain and nervous system. Students will experience a hands-on examination of human cadaver brains. Lectures will emphasize the gross structures of the lobes, brainstem and cranial nerves. Brain models and histological as well as pathological specimens will be studied. Clinical cases involving neoplasms and neurological disorders will be discussed. The course will aim to integrate basic neuroanatomy and neuroscience

through lecture and lab work.

*3 hours*

*Prerequisite(s):* Neuroscience majors or post-baccalaureate medical students who have completed either BIOL 273 or BIOL 351; or consent.

### **BIOL 371 - Developmental Biology**

Animal development with emphasis on vertebrates. Topics range from gametogenesis to organ system development, with emphasis on genetic control. Lecture and laboratory. *4 hours*

*Prerequisite(s):* BIOL 240 and junior or senior standing.

### **BIOL 382 - Immunology**

Survey of the immune system of vertebrates with emphasis on biological and chemical aspects of immunity. Lecture. *3 hours*

*Prerequisite(s):* BIOL 240, CHEM 253, CHEM 254 (or concurrent enrollment).

### **BIOL 386 - Molecular Biology**

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. *3 hours*

*Prerequisite(s):* BIOL 240 and either CHEM 104 or CHEM 253 (or concurrent enrollment).

### **BIOL 388 - Endocrinology**

An introduction to the vertebrate endocrine system. Topics include mechanisms of hormone action, the endocrine glands and the secretion and effects of vertebrate hormones. *3 hours*

*Prerequisite(s):* BIOL 394 and CHEM 254; or consent.

### **BIOL 394 - Cell Biology**

Relationship of molecular and structural organization of the cell to growth, reproduction, and function. *3 hours*

*Prerequisite(s):* BIOL 240, CHEM 120, and CHEM 121 (or concurrent enrollment in CHEM 121).

### **BIOL 397 - Evolution**

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. *4 hours*

*Prerequisite(s):* BIOL 240 and senior standing.

### **BIOL 450 - Independent Study**

*1-3 hours*

### **BIOL 455 - Internship**

*1-8 hours*

### **BIOL 456 - Advanced Topics in Biology**

Course may be given in conjunction with lecture series offered by the Associated Colleges of Chicago Area. *1 or 3 hours*

*Prerequisite(s):* BIOL 111, BIOL 112, and consent of science faculty.

### **BIOL 491 - Medical Law and Ethics**

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical

practice acts, informed consent and bioethical issues. Emphasis is placed on legal terms, professional and patient attitudes and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to fulfill the legal and ethical responsibilities of a multi-skilled health professional. *3 hours*

*Prerequisite(s):* Post-baccalaureate students only.

#### **BIOL 492 - Histology**

Histology is the study of microscopic anatomy dealing with the structures of cells, tissues and organs in relation to their function. The course deals with the four basic tissue types: epithelium; connective tissues, including blood, bone and cartilage; muscles and nerves. It also covers the basic functions of these structures. *3 hours*

*Prerequisite(s):* BIOL 152 - 252 or BIOL 351; post-baccalaureate students only.

#### **BIOL 493 - Advanced Pathophysiology I**

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. *3 hours*

*Prerequisite(s):* Either BIOL 152 and BIOL 252 or BIOL 351 and BIOL 361; post-baccalaureate pre-medical students only.

#### **BIOL 494 - Advanced Pathophysiology II**

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 BIOL 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. *3 hours*

*Prerequisite(s):* BIOL 493.

#### **BIOL 496 - Clinical Preceptorship**

Post-baccalaureate pre-medical students in good standing will be eligible to register for BIOL 496 for a maximum of 2 hours for one semester. Students will complete a clinically-based experience either through local medical health providers or through a systematic rotational system at Rush Oak Park Hospital, depending upon their advisor's recommendation. The course will be graded on full participation, the keeping of a journal, research presentation, and professional comportment. *1-2 hours*

*Prerequisite(s):* Post-baccalaureate students only.

#### **BIOL 497 - Advanced Anatomy Cadaver Dissection**

A laboratory-based course designed to build upon the human cadaver dissection techniques and anatomy knowledge from BIOL 351 - 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. *3 hours*

*Prerequisite(s):* BIOL 351 (formerly BIOL 261); post-baccalaureate students only.

#### **BIOL 498 - Special Topics in Medicine**

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 admission. *1-2 hours*

*Prerequisite(s):* Post-baccalaureate students only.

#### **BIOL 295 - Undergraduate Research/Creative Investigation**

*1-3 hours*

#### **BIOL 395 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s):* Consent of instructor.

# Biology-Chemistry

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## Biology-Chemistry - B.S.

The biology-chemistry major is designed for students interested in graduate studies or biomedical research. Seven courses in biology and seven courses in chemistry are required in the major.

- The biology sequence must include BIOL 111, BIOL 112, BIOL 240, and one course from BIOL 298, BIOL 352, or BIOL 386. Five of the biology courses must have a laboratory.
- The chemistry sequence must include CHEM 120, CHEM 121, CHEM 253, CHEM 254, and CHEM 371.

The two additional chemistry electives must have course numbers above 255 and be worth 3 credits or more.

- The following collateral courses are also required for the major: PHYS 221 and PHYS 222 and either MATH 250, MATH 251, and MATH 262, or MATH 261-MATH 262.

A minimum of three courses in biology and three courses in chemistry must be completed at Dominican.

# Black World Studies

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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 such as 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 Pacific Rim and/or 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. 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.

## Black World Studies - B.A.

### Major Requirements:

Thirty semester hours, including:

### Required Courses:

- BWS 410 - Black World Seminar
- *Complete two courses from the following:*
- BWS 101 - Introduction to the History of Black World Studies
- BWS 180 - Pre-Colonial Africa
- BWS 200 - African and African-American Thought
- BWS 277 - African-American Religious Experience and Theology
- BWS 320 - From Slavery to Freedom: The African-American Experience from 1619 to 1877
- BWS 264 - Politics in Africa
- BWS 280 - Discrimination and Society
- LAS 254 - Multicultural Theatre: Communities in Conflict

- LAS 258 - The Road to Africa

*Complete three collateral courses from the following:*

- AMST 348 - Race and Ethnicity in the U.S.
- ENGL 342 - American Native/Colonial and Revolutionary Literature
- ENGL 343 - American Romantic and Realist Literature
- ENGL 344 - American Modern and Postmodern Literature
- HIST 380 - Contemporary Africa
- LAS 254 - Multicultural Theatre: Communities in Conflict
- LAS 258 - The Road to Africa
- POSC 264 - Politics in Africa
- POSC 317 - Non-Western Political Thought
- SOC 280 - Discrimination and Society

### Additional Requirements:

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.

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

## Black World Studies Minor

### Minor Requirements:

Eighteen semester hours, including:

### Required Courses:

*Complete two courses from the following:*

- BWS 200 - African and African-American Thought
- BWS 277 - African-American Religious Experience and Theology
- BWS 320 - From Slavery to Freedom: The African-American Experience from 1619 to 1877

*Complete two courses chosen from:*

- BWS 264 - Politics in Africa
- LAS 254 - Multicultural Theatre: Communities in Conflict

*LAS 258 - The Road to Africa*

*Complete two courses chosen from the black world studies elective courses listed below.*

### Elective Courses:

- AMST 348 - Race and Ethnicity in the U.S.
- APRL 200 - Cultural Perspectives in Dress (with approved intensification option)
- EDUC 386 - Education in a Diverse Society
- ENGL 342 - American Native/Colonial and Revolutionary Literature

- ENGL 343 - American Romantic and Realist Literature
- ENGL 344 - American Modern and Postmodern Literature
- LAS 254 - Multicultural Theatre: Communities in Conflict
- LAS 258 - The Road to Africa
- POSC 264 - Politics in Africa
- POSC 381 - Constitutional Law II: Civil Liberties
- SOC 280 - Discrimination and Society

## Additional Requirements:

A minimum of 9 hours in the minor field must be completed at Dominican.

## Black World Studies Courses

### **BWS 101 - Introduction to the History of Black World Studies**

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 is a requirement for the major and minor in black world studies. *3 hours*

This course will satisfy the multicultural core requirement.

### **BWS 103 - Black Nationalism and Afrocentricity**

This course will analyze historical 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 Crummell, Edward Blyden, W.E.B. DuBois, Marcus Garvey, Kwame Nkrumah, Frantz Fanon, Malcolm X, Fred Hampton, Wole Soyinka, Kwame Appiah) to develop a contemporary critique of Pan-Africanism, negritude, and African nationalism through investigation of community and cultural authenticity. *3 hours*

This course will satisfy the multicultural core requirement.

### **BWS 106 - Hip-Hop: Art and Action**

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. *3 hours*

This course will satisfy the multicultural core requirement.

### **BWS 107 - Black Women in Society**

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. *3 hours*

Listed also as SWG 107

This course will satisfy the multicultural core requirement.

### **BWS 110 - Introduction to Sociology**

*3 hours*

Listed also as SOC 110 and AMST 110

This course will satisfy the social sciences core area requirement.

### **BWS 180 - Pre-Colonial Africa**

*3 hours*

Listed also as HIST 180

This course will satisfy the history core area requirement and the multicultural core requirement.

### **BWS 200 - African and African-American Thought**

*3 hours*

Listed also as PHIL 200.

### **BWS 201 - Ghana: A Gateway to Africa**

Students will learn about Africa and the West African country of Ghana during class sessions and orientations on campus. They will then travel to various sites in Ghana. *1-3 hours*

Listed also as STA 200

This course will satisfy the multicultural core requirement.

### **BWS 202 - Ethics in World Politics: USA and Africa**

This course will examine world politics and its ethical ramifications with particular reference to African governments and the United States. *3 hours*

Listed also as PHIL 202.

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

### **BWS 203 - Black Cultures in Africa, the USA, and the Caribbean**

The Negroid culture is prevalent in Africa, the Caribbean and the USA. This is seen, experienced, and practiced in music and dance styles, in fashion and dress codes, in verbal and sign conversation and communication, in annual festivals and marriages and burial ceremonies and celebrations, based on seasons, gender, age group and class culture. *3 hours*

This course will satisfy the multicultural core requirement.

### **BWS 205 - Race and Race Relations in the U.S.**

*3 hours*

Listed also as SOC 203

This course will satisfy the multicultural core requirement.

### **BWS 206 - West African Antecedents/Afro-Atlantic World**

This course explores historical, theoretical, and methodological analysis of West African antecedents (Bakongo, Yoruba, and Akan) in the Afro-Atlantic world from the 15<sup>th</sup> through the 20<sup>th</sup> centuries. Selected themes of indigenous culture (e.g., oral tradition, indigenous belief, ritual arts, and symbols) will be used in conjunction with historical evidence (e.g., travelogues, letters, and academic, religious, economic, and/or political documentation) to assess the validity of (Bakongo, Yoruba, and Akan) antecedents in the Americas. Themes of identity, cultural adaptability, modernity, power, and resistance will be central. *3 hours*

This course will satisfy the multicultural core requirement.

### **BWS 216 - American Political Thought**

*3 hours*

Listed also as POSC 215 and AMST 215.

**BWS 217 - Caribbean History: Columbus to Castro**

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. *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 221 - Literature of the African Diaspora**

*3 hours*

Listed also as ENGL 221

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

**BWS 222 - Black Women Writers**

*3 hours*

Listed also as ENGL 222 and SWG 222

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement and the multicultural core requirement.

**BWS 223 - African-American Popular Culture**

*3 hours*

Listed also as ENGL 223

This course will satisfy the literature core area requirement and the multicultural core requirement.

**BWS 225 - Critical Race Theory**

*3 hours*

Listed also as ENGL 225

This course will satisfy the literature core area requirement and the multicultural core requirement.

**BWS 237 - Great Festivals and Holidays in the Black World**

This course lays the foundation for understanding why and under what circumstances African people celebrate. In other words, there will be an investigation of the African worldview that informs the celebration decisions in the black world. The great cultural festivals of Africa and the diaspora will be fully explored using multimedia. Students can anticipate learning about Akwasidae Festival in Ghana, Osun Festival in Nigeria, the Carnival in Brazil, and much more. *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 241 - African-Americans and the Media**

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. *3 hours*

Listed also as CAS 248.

This course will satisfy the multicultural core requirement.

**BWS 254 - The Black Madonna**

The recognition and deification of the African female has its roots in prehistory (Paleolithic era). This course will examine the reverence of the African female as evidenced in the rock art of North, East, and South Africa. We will follow the trail of the deified black mother out of Africa and into the Grimaldi art of old Europe, and the carvings and sculptures of India and other Asian destinations. Finally, we will ponder her persistent worship and recognition in many parts of modern-day Europe, with particular attention to the black Madonna phenomenon in France. The course offers insight into the history of African women. *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 264 - Politics in Africa**

*3 hours*

Listed also as POSC 264

**BWS 277 - African-American Religious Experience and Theology**

*3 hours*

Listed also as THEO 277.

**BWS 279 - Africa's Culinary Legacy Across the World**

The Columbian Exchange and the trans-Atlantic slave trade have brought many indigenous African foods and food ways to America and Europe. This course will look into traditional African food ways, which usually involve moon bread (fufu, injera, or mealie meal), which is eaten with a stew. We will also examine how these foods transformed or remained the same in the African diaspora. The literature of African food historian Jessica B. Harris and will be fully utilized. The course will include field trips to a few African eateries in the Chicago area. *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 280 - Discrimination and Society**

*3 hours*

Listed also as SOC 280.

**BWS 281 - Colonial Africa**

*3 hours*

Listed also as HIST 280.

**BWS 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta**

*3 hours*

Listed also as SOC 285.

This course will satisfy the multicultural core requirement.

**BWS 286 - Blues and the Spirit**

*3 hours*

Listed also as SOC 286

This course will satisfy the multicultural core requirement.

**BWS 288 - African Environmentalism**

From the earliest records of human civilization in Africa, there is a clear anthropomorphism of nature. All true ecological examinations of Africa must begin at this point. Much of what has been called “fetish” in Africa has to do with the African recognition of the sacred bond and interdependence that humans have with nature. This course will journey through African mythology art and religious symbols to find evidence of nature appreciation and conservation. We will explore the nature conservation practices that African people brought to the Americas during the trans-Atlantic slave trade. Lastly we will probe into the current, Afrocentric environmental justice movement in Africa and in the diaspora. The course will cover the life stories of African

environment champions like Ken Saro-Wiwa, Wangari Maathai, Benjamin Chavis, Majora Carter, and many others. *3 hours*  
This course will satisfy the multicultural core requirement.

**BWS 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels, 1890 to the Present**  
*3 hours*

Listed also as FREN 289, MFL 289, and CAS 289  
This course will satisfy the fine arts core area requirement.

**BWS 298 - African-American Literature**  
*3 hours*

Listed also as ENGL 298 and AMST 298  
This course will satisfy the literature core area requirement and the multicultural core requirement.

**BWS 299 - Community-based Learning**  
Taken in conjunction with a regularly listed black world studies course, this fourth credit-hour option involves community service and multicultural reflection. *1 hour*

*Prerequisite(s):* Consent of the instructor and black world studies program director.

**BWS 303 - Research Methods in Black World Studies**  
This course will introduce students to the historical methods of inquiry used by those in the field: formulating historical questions, hypothesizing, analyzing issues, differentiating between fact and opinion, recognizing bias etc. Historians examine primary and secondary sources for authenticity and reliability of information to produce their final product. Research and writing do elevate a student's academic profile, which makes admission to graduate programs easier.

This course is recommended for all BWS majors and minors. *3 hours*

**BWS 304 - African-centered Pedagogy**  
Pedagogy- the science of teaching- has an ancient and unique format in African experience. Researchers have found evidence of African pedagogy in the ancient rock paintings of Zimbabwe (Mshaya Mvura Cave). This course will examine the whole-system- based pedagogy that emerged from, and is still being implemented in many locations on the continent of Africa. We will search for its retentions in the Diaspora, The lives and teachings of great African teachers (Ptahhotep, Imhotep, Cheikh Anta Diop, Boukman, Mortimer Planno, Malcom X) will be fully explored. *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 311 - Black Spirituality**  
The African worldview has produced a particular set of assumptions about reality. This collective consciousness about reality informs the way African people speak about and interact with seen and unseen elements. The African worldview distinguishes black spirituality from other religious and spiritual traditions. This course will delineate the African world view, and it will make inquiries into the similarities and common themes found in some of the major black spiritual traditions (Vodou, Ifa, Ausarian, Akan, Izangoma, charismatic black churches, and Rastafarian). *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 317 - Non-Western Political Thought**  
*3 hours*  
Listed also as POSC 317

**BWS 320 - From Slavery to Freedom: The African-American Experience from 1619 to 1877**  
*3 hours*

Listed also as HIST 320 and AMST 320.  
This course will satisfy the history core area requirement and the multicultural core requirement.

**BWS 321 - From Jim Crow to the White House: The African-American Experience Since 1877**  
*3 hours*

Listed also as HIST 319 and AMST 321.  
This course will satisfy the history core area requirement and the multicultural core requirement.

**BWS 327 - African Art**  
*3 hours*

Listed also as ARTH 296  
This course will satisfy the fine arts core area requirement and the multicultural requirement.

**BWS 366-367 - Study in Stellenbosch, South Africa**  
*18 hours*

Listed also as STA 366-367  
This course will satisfy the multicultural core requirement.

**BWS 372 - Law and Society**  
*3 hours*

Listed also as CRIM 372 and SOC 372.

**BWS 380 - Contemporary Africa**  
*3 hours*

Listed also as HIST 380.  
This course will satisfy the history core area requirement and the multicultural core requirement.

**BWS 381 - Social Inequality**  
*3 hours*

Listed also as SOC 380

**BWS 385 - Critical Theoretical Approaches to Race and Ethnicity**  
*3 hours*

Listed also as SOC 385  
This course will satisfy the multicultural core requirement.

**BWS 390 - Atlantic Africa**  
*3 hours*

Listed also as HIST 390  
This course will satisfy the history core area requirement and the multicultural core requirement.

**BWS 391 - Apartheid in South Africa**  
*3 hours*

Listed also as HIST 391  
This course will satisfy the history core area requirement and the multicultural core requirement.

**BWS 401 - Topics in Black World Studies**  
This course is designed to cover topics that do not get enough attention in a regular class setting, and so, need to be explored further. Guest speakers, experts in various aspects of the realities

of life in the black world will be featured. Students may select approved topics to research and present to the class for discussion.  
*3 hours*

This course will satisfy the multicultural core requirement.

**BWS 410 - Black World Seminar**

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. *3 hours*

This course will satisfy the multicultural core requirement.

**BWS 450 - Independent Study**

*1-8 hours*

**BWS 455 - Internship**

*1-8 hours*

# Catholic Studies

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## Catholic Studies Minor

The Catholic studies minor invites students of all backgrounds to explore the multifaceted reality of Catholicism. The minor offers students the opportunity to gain an academic understanding of Catholicism as community, institution, and worldview. Minors in Catholic Studies will progress through an interdepartmental course of study that immerses them in the historical, intellectual, and cultural currents that shape and express Catholic faith and life. From an introductory course in Roman Catholicism through approved electives drawn from across the curriculum, Catholic studies exposes students to the rich variety of the Catholic tradition and provides the opportunity to pursue individual personal and professional interests in relation to this tradition. The Catholic studies minor lies at the heart of Dominican University's mission to integrate the core curriculum and departmental studies into a larger vision.

### Minor Requirements:

Seven courses (21 credits) chosen in conference with advisor. No more than four courses from any one department may be used to fulfill minor requirements, and at least two courses must be taken above the 300 level. At least 15 credits in the minor, including CATH 103, must be completed at Dominican; students may petition the director of Catholic studies to waive the foundation course if they can demonstrate satisfactory completion of substantively equivalent college-level material.

Requirements include:

- One foundation course: CATH 103
- One course from each of the following three areas
  - *Cultural Expressions*: These courses study the relationship between historical or modern Catholic cultures and their artistic and literary productions.
  - *Historical Contexts*: These courses provide historical perspectives on Catholic institutions and societies, as well as Catholic encounters with other societies and systems of belief.
  - *Intellectual Traditions*: These courses examine the theological and philosophical foundations of Catholicism.
- Three elective courses chosen from the list of approved elective courses or from designated areas
- Capstone or Intensification Project.  
Minors must either:
  - intensify an approved course and complete an intensification following program guidelines, or
  - Complete a capstone project in CATH 395, CATH 410, or CATH 495. The capstone project credit or intensification credit will count toward the elective credits.

## Area Courses

### Cultural Expressions:

- ARTH 215 - Medieval Art
- ARTH 225 - Renaissance Art
- ARTH 315 - Issues in Medieval Art
- ARTH 320 - Issues in Renaissance Art
- ENGL 234 - Bible, Mythology, and Literature
- ENGL 248 - Modern Irish Literature
- ENGL 306 - Medieval Literature
- ENGL 421 - Piers Plowman
- ITAL 276 - Dante's Divine Comedy I
- ITAL 277 - Dante's Divine Comedy II
- ITAL 365 - Literature of the Italian Middle Ages
- ITAL 366 - Literature of the Italian Renaissance
- SPAN 320 - Introduction to Hispanic Literature
- SPAN 380 - Peninsular Literature I
- SPAN 381 - Peninsular Literature II

### Historical Contexts:

- HIST 267 - Crusade and Jihad
- HIST 275 - Medieval and Renaissance Europe
- HIST 276 - The Fall of Rome: From Constantine to Charlemagne
- HIST 291 - Europe Between Popes and Kings
- HIST 301 - Jerusalem From Antiquity to the Present
- HIST 308 - The Catholic Church in the Middle Ages
- HIST 350 - Medieval Women and Gender
- HIST 388 - European Thought and Art, 1500 to the Present
- THEO 250 - History of Christianity I: From Its Origins to the Eve of the Reformation
- THEO 251 - History of Christianity II: From the Reformation to the Present

### Intellectual Traditions:

- THEO 122 - New Testament I: The Gospels
- THEO 232 - New Testament II: Acts, Paul, and Other Writings
- THEO 383 - The Book of Revelation and Apocalyptic Literature
- THEO 240 - Current Issues Facing the Church
- THEO 252 - Sacraments in the Catholic Tradition
- THEO 264 - The Ways of War and Peace in Christianity and Islam
- THEO 281 - Dominican Saints and Mystics
- THEO 310 - Jesus the Christ
- THEO 320 - Theological Ethics
- THEO 330 - The Mystery of God
- THEO 354 - Great Christian Thinkers
- THEO 373 - Christian Spirituality

### Electives:

- BAD 335 - Business Ethics

- CATH 395 - Independent Research or Creative Investigation or
- CATH 495 - Independent Research or Creative Investigation
- CATH 410 - McGreal Center Research Practicum
- ENGL 289 - U.S. Latino/a Literature
- FREN 261 - French Culture and Civilization
- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- ITAL 255 - Italian Civilization and Culture I
- ITAL 256 - Italian Civilization and Culture II
- ITAL 260 - Italian-American Culture
- ITAL 295 - Italian Cinema
- PHIL 245 - Introduction to the Philosophy of Religion
- PMIN 254 - Introduction to Ritual and Symbol
- PMIN 363 - Ethics for Ministry
- PMIN 380 - Evangelization: The Mission of the Church
- SJCE 210 - Introduction to Social Justice and Civic Engagement
- SPAN 245 - Introduction to Spain
- SPAN 246 - Introduction to Spanish America
- STA 342 - El Salvador: Human Rights, Gender, and Globalization
- STA 370-371 - Study in Blackfriars Oxford \*
- THEO 239 - Latin@ American Religious Experience and Theology
- THEO 256 - Marriage and Family Life
- THEO 261 - Catholic Social Teaching and Movements
- THEO 273 - Great Women Mystics

### Note(s):

Depending on which options students select, study abroad courses may be used as elective credit in the minor. Students should consult with the study abroad director and director of Catholic studies.

Adding a Catholic studies-related service-learning component (299) to any course may make the course eligible for use as an elective course in the minor. The option to add service learning is at the course instructor's discretion, and elective credit for the minor is approved at the discretion of the director of Catholic studies.

## Catholic Studies Courses

### CATH 103 - Introduction to Roman Catholicism

In this course, students will study the central beliefs and practices of Roman Catholicism using the sources and methods of theology. Students will also consider how other disciplines (e.g., the arts, the social sciences) illuminate dimensions of this multifaceted tradition. This course stands alone as a survey course of Roman Catholicism and as a foundation for further exploration through the Catholic Studies Program. *3 hours*

Listed also as THEO 103.

This course will satisfy the Theology core area requirement.

### CATH 410 - McGreal Center Research Practicum

Students will develop and execute a semester-long research project making use of the McGreal Center archives on Dominican History in the U.S. under the direction of the center's director. This course will satisfy the Catholic Studies Minor capstone requirement. *3 hours*

*Prerequisite(s):* Consent of instructor.

### CATH 395 - Independent Research or Creative Investigation

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 capstone essay or other creative/scholarly project that will satisfy the Catholic Studies Minor capstone requirement. *3 hours*

*Prerequisite(s):* Junior or Senior Standing and consent of instructor.

### CATH 495 - Independent Research or Creative Investigation

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 capstone essay or other creative/scholarly project that will satisfy the Catholic Studies Minor capstone requirement. *3 hours*

*Prerequisite(s):* Junior or Senior Standing and consent of instructor.

# Chemistry

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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.

## Chemistry - B.S.

### Major Requirements:

#### Required Courses:

- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- CHEM 371 - Physical Chemistry I
- CHEM 372 - Physical Chemistry II
- CHEM 373 - Physical Chemistry Lab
- CHEM 380 - Advanced Inorganic Chemistry
- Three advanced electives in chemistry numbered above 255 worth 3 or more credits
- PHYS 221 - University Physics I
- PHYS 222 - University Physics II
- Either MATH 261 - Analytic Geometry and Calculus I or both MATH 250 - Introduction to Calculus and MATH 251 - Calculus of Transcendental Functions
- MATH 262 - Analytic Geometry and Calculus II

#### Additional Requirements:

- 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.
- Chemistry majors are encouraged to register for CHEM 295, 395, or 495: Independent Undergraduate Research or Creative Investigation.
- Students may not double major in both Chemistry and Biology-Chemistry.

## Chemistry Education

### Teacher Licensure: Secondary Education

Students who wish to teach chemistry in grades 9 through 12 complete a major in chemistry and they complete the School of Education's Teacher Education Program for secondary licensure.

#### Chemistry Requirements

- Chemistry major as described above
- One additional course in biology

### Teacher Education Program

- Professional education courses including EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical Practice (one full semester) in a middle or secondary school classroom

For more information about 6-12 licensure, see the School of Education section of this bulletin.

### Teacher Licensure: Elementary Education

Chemistry majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Chemistry Minor

### Minor Requirements:

#### Required Courses:

- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- An advanced course in chemistry numbered above 255 worth 3 or more credits.

#### Additional Requirements:

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 Courses

### CHEM 101 - Introductory General Chemistry

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. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture. *3 hours, 1 hour*

*Prerequisite(s):* one year of high school algebra

This course will satisfy the natural sciences core area requirement.

#### **CHEM 104 - Introductory Organic Chemistry**

An elementary course that 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. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture. *3 hours , 1 hour*

*Prerequisite(s):* CHEM 101 or CHEM 120 with a minimum grade of C-.

#### **CHEM 120 - General Chemistry I**

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. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture. *3 hours , 1 hour*

*Prerequisite(s):* One year of high school chemistry or CHEM 101 with a grade of C- or higher; MATH 130 or placement into MATH 250 or MATH 261

This course will satisfy the natural sciences core area requirement.

#### **CHEM 121 - General Chemistry II**

A continuation of CHEM 120 including aqueous solution equilibria, kinetics, thermodynamics, and nuclear chemistry. Lecture (3 hours) and laboratory (1 hour) must be completed concurrently. *3 hours , 1 hour*

*Prerequisite(s):* CHEM 120 with a minimum grade of C-.

#### **CHEM 221 - Environmental Chemistry**

Basic principles of aquatic, atmospheric, and lithospheric chemistry, including the source, fate and reactivity of compounds in natural and polluted environments. *3 hours*

Listed also as NSC 221 and ENV 221.

*Prerequisite(s):* One year of high school chemistry.

This course will satisfy the natural sciences core area requirement.

#### **CHEM 222 - Topics in Lab Safety**

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 an independent undergraduate research or creative investigation project in chemistry. *1 hour*

*Prerequisite(s):* One year of high school chemistry.

#### **CHEM 253 - Organic Chemistry I**

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. Includes lecture (4 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture. *4 hours , 1 hour*

*Prerequisite(s):* CHEM 121 with a minimum grade of C-.

#### **CHEM 254 - Organic Chemistry II**

A continuation of CHEM 253 with further studies on synthesis, structure, and reaction of carbon compounds. Includes lecture (4 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture. *4 hours , 1 hour*

*Prerequisite(s):* CHEM 253 with a minimum grade of C-.

#### **CHEM 255 - Accelerated Organic Chemistry**

One semester, four credit course that provides the necessary organic chemistry concepts and methods to prepare the student for biochemistry. Topics include: covalent bonds, molecular structure, spectroscopy, stereochemistry, acid-base chemistry, non-covalent interactions, thermodynamics, kinetics, resonance structures, reaction mechanism, and the reactivity common function groups found in biological systems. No lab component is required. CHEM 253 organic chemistry lab may be taken concurrently with CHEM 255. A student may not receive credit for both CHEM 255 and CHEM 254. *4 hours*

*Prerequisite(s):* CHEM 121 with a minimum grade of C-.

#### **CHEM 256 - Natural Products Chemistry**

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. *3 hours*

*Prerequisite(s):* Previous or current enrollment in CHEM 253- CHEM 254.

#### **CHEM 291 - Forensic Chemical Analysis**

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 such as qualitative chemical analysis, refractive index, infra-red spectroscopy, UV/VIS spectrophotometry, microscopy, mass spectrometry, thin layer chromatography, and gas chromatography will be introduced, explained, and practiced. The proper handling of evidence, careful observation, and logical interpretation of crime scene evidence will also be stressed. *3 hours*

Listed also as NSC 260.

*Prerequisite(s):* CHEM 253 or CHEM 104.

#### **CHEM 351 - Medicinal Chemistry**

Structures, models of action, and physicochemical properties of drugs. General approach to the design and evaluation of new drugs. *3 hours*

*Prerequisite(s):* CHEM 254 with a minimum grade of C-.

#### **CHEM 360 - Biochemistry**

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. *3 hours*

*Prerequisite(s):* CHEM 254 with a minimum grade of C- or concurrent enrollment.

#### **CHEM 371 - Physical Chemistry I**

Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics, quantum theory. *3 hours*

*Prerequisite(s):* CHEM 121 with a minimum grade of C- and PHYS 221-PHYS 222.

**CHEM 372 - Physical Chemistry II**

Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics, quantum theory. *3 hours*

*Prerequisite(s):* CHEM 371 with a minimum grade of C-.

**CHEM 373 - Physical Chemistry Lab**

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. *2 hours*

*Prerequisite(s):* Concurrent enrollment in CHEM 372.

**CHEM 380 - Advanced Inorganic Chemistry**

A study of the elements and their inorganic compounds with particular emphasis on their structure, bonding, periodic trends, synthesis, and their reactions and mechanisms. *3 hours*

*Prerequisite(s):* CHEM 121 with a minimum grade of C-.

**CHEM 381 - Physical Inorganic Chemistry**

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. *3 hours*

*Prerequisite(s):* CHEM 372 or consent of instructor.

**CHEM 390 - Advanced Analytical Chemistry**

Theory and techniques of special analytical procedures not used in laboratory work in earlier courses. *4 hours*

*Prerequisite(s):* CHEM 121 with a minimum grade of C-.

**CHEM 404 - Special Topics in Chemistry**

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. *1-2 hours*

**CHEM 451 - Chemistry Research Seminar**

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. *1 hour*

**CHEM 455 - Internship**

*1-8 hours*

**CHEM 295 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

**CHEM 395 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

**CHEM 495 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

# Communication Arts and Sciences

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## Corporate Communications - B.A.

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 communications 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 guiding 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 34 hours, including the following:

### Required Courses:

### Foundational Courses (33 hours):

- CAS 200 - Business and Professional Speech
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 262 - Communication Research Methods
- CAS 308 - Rhetorical History and Criticism
- CAS 309 - Communication Organizational Change
- CAS 320 - Organizational Communication and Behavior
- Either CAS 321 - Intercultural Communication or CAS 322 - Intercultural Communication: Globalization and Social Justice
- CAS 350 - Persuasion
- CAS 352 - Convergent Media
- CAS 426 - Corporate Communication
- ENGL 345 - Advanced Academic Writing

### Capstone Requirement:

All students must complete a capstone project. To fulfill the capstone requirement, students would have to complete ONE of the following:

- Create a project in CAS 262 *and* complete IRB application (for separate 1-credit CAS 399 - Capstone Project) *and* complete the research project and final paper in ENGL 345
- Complete CAS 308 *and* apply to present final academic paper at a conference approved by the instructor (for separate 1-credit CAS 399 - Capstone Project)
- Complete CAS 350 *and* write final academic paper (for separate 1-credit CAS 399 - Capstone Project)

If a student were to choose the first option or take ENGL 345 in addition to the second or third option, he or she could be a candidate for graduation with distinction.

### Additional Requirements:

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

### Recommended Communication Course Electives:

- CAS 146 - Multimedia Web Production
- CAS 160 - Voice and Diction
- CAS 180 - Communication: Personal, Social, and Career Focus
- CAS 246 - Art of Leadership
- CAS 250 - Interpersonal Communications
- CAS 251 - Interpersonal Skills: Managing People at Work
- CAS 256 - News Media Writing
- CAS 269 - Advanced Public Relations
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 275 - Advertising Strategy
- CAS 292 - Communication and Social Justice/Ethics
- CAS 293 - Communication Law
- CAS 306 - Human Resource Management
- CAS 311 - Health Care Communication
- CAS 361 - Industrial/Organizational Psychology
- CAS 415 - Communications: Instrument of Power
- CAS 450 - Independent Study
- CAS 455 - Internship
- Independent Research or Creative Investigation
- Any leadership courses from the CAS department included in the Dominican Leadership Certificate Program
- ENGL 336 - Writing at Work

## Corporate Communications Five-Year BA/MBA

### Five Year BA/MBA

Corporate communications majors considering getting an MBA degree are encouraged to pursue Dominican University's BA/MBA program.

During the senior year, five-year BA/MBA students will take two graduate classes in the Brennan School, and the hours will count toward both the MBA and the 124 hours needed for graduation.

<b>Business Sequence</b> A minimum of five of seven courses listed below and 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 Economics	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 426 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 applied 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 the undergraduate degree.

## Corporate Communications Minor

### Minor Requirements:

A minor consists of any 18 semester hours taken from among the communication courses designated CC (Corporate Communications).

### Journalism - B.A.

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, web, and mobile journalism. Students will complement this expertise 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. In addition, the knowledge and skills acquired in the journalism major will help students interested in public advocacy, social change, and active citizenship.

### Major Requirements:

Forty-two semester hours, chosen in conjunction with a department advisor:

### Required Courses:

- CAS 146 - Multimedia Web Production
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 256 - News Media Writing
- CAS 293 - Communication Law
- CAS 356 - Intermediate Journalism
- CAS 422 - Advanced Journalism

#### *Complete two of the following courses:*

- CAS 222 - Mass Media and Society
- CAS 234 - Digital Communication: Technology and Criticism
- CAS 294 - American Mass Media History
- CAS 298 - Global Media
- CAS 308 - Rhetorical History and Criticism
- CAS 350 - Persuasion
- CAS 351 - Propaganda

#### *Complete two of the following courses:*

- CAS 130 - Introduction to Design Applications
- CAS 224 - Radio Broadcasting
- CAS 230 - Television Production
- CAS 236 - Web Design I
- CAS 237 - Introduction to Graphic Design I
- CAS 349 - Photojournalism
- CAS 352 - Convergent Media

#### *Complete one of the following courses:*

- CAS 229 - Magazine Writing
- CAS 244 - News Media Editing
- ENGL 333 - The Art of Editing
- ENGL 335 - Writing as Social Action

- *Complete one of the following courses:*
- CAS 250 - Interpersonal Communications
- CAS 320 - Organizational Communication and Behavior

- *Complete one of the following courses:*
- CAS 155 - Introduction to Public Speaking
- CAS 200 - Business and Professional Speech

- *Complete 3 credits from any combination of the following:*
- CAS 264 - Journalism Practicum
- CAS 411 - Newspaper Practicum
- CAS 455 - Internship

## Additional Requirements:

A minimum of 15 credit hours in the journalism field, including CAS 422, must be completed at Dominican.

## Journalism Minor

### Minor Requirements:

Eighteen semester hours offered within the department, including:

### Required Courses:

- CAS 146 - Multimedia Web Production
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 256 - News Media Writing
- *Complete one of the following three courses:*
- CAS 293 - Communication Law
- CAS 352 - Convergent Media

*CAS 356 - Intermediate Journalism*

*Complete 6 additional credits taken from among communication courses designated J (journalism).*

## Additional Requirements:

A minimum of 9 credit hours of the journalism requirements must be completed at Dominican.

## Rhetoric and Communication - B.A.

The mission of the rhetoric and communication major is to provide curriculum and community that teach students how to be citizens in the 21<sup>st</sup> 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.

### Required Courses:

- CAS 204 - Introduction to Communication Theory and Practice
- One course in the department's corporate communication area designated *CC*
- One course in the department's journalism area designated *J*
- CAS 262 - Communication Research Methods
- CAS 308 - Rhetorical History and Criticism
- CAS 350 - Persuasion

*Complete two of the following courses:*

- CAS 180 - Communication: Personal, Social, and Career Focus
- CAS 241 - Family Communication
- CAS 246 - Art of Leadership
- CAS 250 - Interpersonal Communications
- CAS 256 - News Media Writing
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 292 - Communication and Social Justice/Ethics
- CAS 293 - Communication Law
- CAS 294 - American Mass Media History
- CAS 320 - Organizational Communication and Behavior
- CAS 321 - Intercultural Communication
- CAS 426 - Corporate Communication
- THEA 375 - Dramaturgy

*Complete one of the following two courses:*

- CAS 155 - Introduction to Public Speaking
- CAS 200 - Business and Professional Speech

*Complete one of the following two courses:*

- THEA 160 - Voice and Diction
- THEA 161 - Voice and Movement I

*Complete two courses from among the following:*

- CAS 207 - Contemporary American Film
- CAS 208 - Rhetoric and Popular Culture
- CAS 220 - Film Criticism
- CAS 222 - Mass Media and Society
- CAS 226 - Introduction to Film Studies
- CAS 234 - Digital Communication: Technology and Criticism
- CAS 277 - Women and Film
- CAS 278 - Seeing Hitchcock
- CAS 291 - Film Noir
- CAS 298 - Global Media

- CAS 351 - Propaganda
- CAS 352 - Convergent Media
- CAS 353 - Film and Fairytales
- CAS 358 - Gender and Media

*Complete three credits from among the following:*

- CAS 299 - Community-based Learning
- CAS 450 - Independent Study
- CAS 455 - Internship
- Independent Research or Creative Investigation

## Capstone Requirement:

All students must complete a capstone project. To fulfill the capstone requirement, students would have to complete ONE of the following:

- Create a project in CAS 262 *and* complete IRB application (for separate 1-credit CAS 399 - Capstone Project) *and* complete the research project and final paper in ENGL 345
- Complete CAS 308 *and* apply to present final academic paper at a conference approved by the instructor (for separate 1-credit CAS 399 - Capstone Project)
- Complete CAS 350 *and* write final academic paper (for separate 1-credit CAS 399 - Capstone Project)

If a student were to choose the first option or take ENGL 345 in addition to the second or third option, he or she could be a candidate for graduation with distinction.

## Additional Requirements:

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

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.

## Rhetoric and Communication Minor

### Minor Requirements:

### Required Courses:

Eighteen semester hours offered within the department, including:

- CAS 155 - Introduction to Public Speaking
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 308 - Rhetorical History and Criticism

*Complete one of the following two courses during the senior year:*

- CAS 415 - Communications: Instrument of Power
- ENGL 345 - Advanced Academic Writing

## Additional Requirements:

A minimum of 9 hours in the minor field must be completed at Dominican.

## Communications Courses

### CAS 130 - Introduction to Design Applications

*3 hours*

Listed also as ART 208.

### CAS 146 - Multimedia Web Production

Students will learn about multimedia software applications and tools for the manipulation of text, image, audio, and video data. *J 3 hours*

### CAS 150 - Speaking and Listening

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. *3 hours*

### CAS 155 - Introduction to Public Speaking

This class is an introduction to the principles and effective practices of oral communication. This class will familiarize students with both the hows and 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. *3 hours*

### CAS 160 - Voice and Diction

*3 hours*

Listed also as THEA 160.

### CAS 180 - Communication: Personal, Social, and Career Focus

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*. *CC 3 hours*

### CAS 200 - Business and Professional Speech

Student participation in realistic communication activities, giving presentations in various communication situations. *CC 3 hours*

### CAS 204 - Introduction to Communication Theory and Practice

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. *3 hours*

### CAS 205 - Masterpieces of the Cinema

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. *3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 207 - Contemporary American Film**

This course covers landmark films from the 1960s through the 2000s. Included are works by Martin Scorsese, the Coen brothers, David Lynch, Quentin Tarantino, Christopher Nolan, and others. Attention will be given to the reworking of older genres and the sociopolitical aspects of new cinema. *3 hours*

Listed also as AMST 207.

This course will satisfy the fine arts core area requirement.

**CAS 208 - Rhetoric and Popular Culture**

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. *RC 3 hours*

**CAS 219 - The Road in American Culture**

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*. *3 hours*

Listed also as AMST 223.

This course will satisfy the fine arts core area requirement.

**CAS 220 - Film Criticism**

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. *RC 3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 222 - Mass Media and Society**

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. *RC 3 hours*

Listed also as SOC 222 and AMST 222.

This course will satisfy the social sciences core requirement.

**CAS 224 - Radio Broadcasting**

This is a hands-on course in radio broadcasting, management, writing, and production. *J 3 hours*

**CAS 225 - Fans and Fan Communities**

Understanding who the recipients of a message are is important in a variety of professional contexts. Increasingly, the recipients being communicated to are “fans”. Knowing fans and keeping them happy can be the difference between success and failure. Why is that? What is the power that fans, and the communities they form, hold? This completely online course will work to answer these questions by delving into questions such as what are fans, what are fan communities, and what is their role in the modern world of media, pop culture, and consumerism. The course will cover topics of defining fandom, creating and maintaining

fans, understanding fan activities, and exploring how being a fan impacts society, culture, economics, and more. *RC 3 hours*

**CAS 226 - Introduction to Film Studies**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 227 - Deconstructing Disney**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 229 - Magazine Writing**

Students will learn to write in a range of magazine and newspaper feature styles. *J 3 hours*

*Prerequisite(s):* CAS 256 and sophomore standing.

**CAS 230 - Television Production**

This is a basic laboratory experience in television production. *J 3 hours*

*Prerequisite(s):* CAS 226

**CAS 234 - Digital Communication: Technology and Criticism**

This class critically examines the current and future digital technologies used for interpersonal and mass communication. Students will learn how these technologies are designed, how their design impacts how they are used, what impact they have on society and culture, and what impact we can have using them. *J 3 hours*

**CAS 236 - Web Design I**

*3 hours*

Listed also as ART 227.

*Prerequisite(s):* CAS 130.

**CAS 237 - Introduction to Graphic Design I**

*3 hours*

Listed also as ART 240.

*Prerequisite(s):* CAS 130.

**CAS 238 - Games and Game Design**

From social games and virtual worlds to board games and card games, games are increasingly being used for purposes other than entertainment. But what has to be considered to design a game for entertainment versus for education? This blended course will tackle these questions by focusing on how to design games. Students will have the opportunity to develop their own ideas for a game. In online readings and discussions, students will explore the theories and concepts behind games and game design, such as game mechanics and game motives. In weekly class meetings, students will play and discuss various types of gaming media. *RC 3 hours*

**CAS 239 - Television Production II**

Advanced laboratory experience in television production. *J 3 hours*

*Prerequisite(s):* CAS 230.

**CAS 240 - Self and Society**

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. *CC 3 hours*

Listed also as SOC 240.

This course will satisfy the social science core area requirement.

**CAS 241 - Family Communication**

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. *3 hours*

**CAS 244 - News Media Editing**

Students will learn the essentials of managing news media organizations, editing stories and photos, and packaging news. *J 3 hours*

*Prerequisite(s):* Sophomore standing and CAS 256.

**CAS 245 - Introduction to Social Change and Leadership**

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. *CC 3 hours*

**CAS 246 - Art of Leadership**

An analysis of the field of leadership and achievement of organizational goals in business organizations, as well as in non-profit and educational institutions. Students will learn the steps to super leadership and the practices of exemplary leadership. *CC 3 hours*

**CAS 248 - African-Americans and the Media**

*3 hours*

Listed also as BWS 241

This course will satisfy the multicultural core requirement.

**CAS 250 - Interpersonal Communications**

Concepts and insights for better understanding of the dynamics of face-to-face interpersonal relations. Students experiment and practice ways of improving communication patterns. *CC 3 hours*

**CAS 251 - Interpersonal Skills: Managing People at Work**

The course is designed to provide both theoretical and practical learning, as students analyze case studies and role-play solving work-related communication issues. *CC 3 hours*

**CAS 256 - News Media Writing**

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 using photos and video as well as text. *J 3 hours*

*Prerequisite(s):* ENGL 101.

**CAS 259 - Television, Radio, and Internet Industries**

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. *J 3 hours*

**CAS 262 - Communication Research Methods**

This class applies the basics of quantitative and qualitative research methods to address questions about communication. Students are encouraged to conduct research about a communication topic that interests them. With guidance, students will develop a research study, conduct the study, analyze the results, and present the findings in print and orally. *3 hours*

*Prerequisite(s):* CAS 204

**CAS 264 - Journalism Practicum**

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. *J 1 hour*

*Prerequisite(s):* CAS 256.

**CAS 266 - The American Cinema**

This course will cover the entire history of American cinema from the silent period through the 21<sup>st</sup> century. Topics include the Hollywood style, the studio system, the star system, various film genres, and recent developments in contemporary film. *3 hours*

Listed also as AMST 266.

This course will satisfy the fine arts core area requirement.

**CAS 269 - Advanced Public Relations**

In this class students will build on the skills acquired in CAS 274 and design strategies and campaigns for corporations, nonprofit agencies, and advocacy groups. *CC 3 hours*

*Prerequisite(s):* CAS 274.

**CAS 272 - Film Genre**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 274 - Introduction to Integrated Marketing Communication**

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. *CC 3 hours*

**CAS 275 - Advertising Strategy**

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. *CC 3 hours*

*Prerequisite(s):* CAS 274.

#### **CAS 277 - Women and Film**

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. *3 hours*

Listed also as SWG 277.

This course will satisfy the fine arts core area requirement.

#### **CAS 278 - Seeing Hitchcock**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **CAS 288 - New Media in Pop Culture**

The last decades have seen the rise of new media technologies that have become ingrained in many aspects of our everyday lives as Americans. However, as a society and a culture, we have had mixed reactions to everything from smartphones to video games, social media to virtual reality. With each new media we try to answer the question: will it do us more harm or more good? This course is designed to explore our social, cultural, and personal reactions to these technologies by understanding how they have been represented in the pop culture of the past decades. *RC 3 hours*

Listed also as AMST 288.

#### **CAS 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present**

*3 hours*

Listed also as FREN 289, BWS 289, and MFL 289

*Prerequisite(s):* ENGL 102

This course will satisfy the fine arts core area requirement.

#### **CAS 290 - Hong Kong and Asian Cinema**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **CAS 291 - Film Noir**

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. *3 hours*

Listed also as AMST 292.

This course will satisfy the fine arts core area requirement.

#### **CAS 292 - Communication and Social Justice/Ethics**

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 they can use to help themselves with ethical decision making and improving overall the ethical foundation and social justice in communications. *CC 3 hours*

#### **CAS 293 - Communication Law**

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 well as censorship, copyright, libel, privacy, and government regulation. *J 3 hours*

*Prerequisite(s):* Sophomore standing.

#### **CAS 294 - American Mass Media History**

This class analyzes the sources of American news and entertainment media and examines their development up to the present day. *J 3 hours*

Listed also as AMST 294 and HIST 296.

This course will satisfy the history core area requirement.

#### **CAS 295 - Italian Cinema**

*3 hours*

Listed also as ITAL 295

This course will satisfy the fine arts core area requirement.

#### **CAS 298 - Global Media**

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, and 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. *J 3 hours*

#### **CAS 299 - Community-based Learning**

Taken in conjunction with a regularly listed communication course, this 1 credit-hour option involves community service and guided reflection. *1 hour*

*Prerequisite(s):* Consent of instructor

#### **CAS 302 - Special Topics in Health Care Communication**

Students will understand the key distinctions in communication tactics in health care organizations. This understanding will help students to facilitate appropriate action and or problem solving for themselves, their families and their community. The course concentrates on nine arcs from the circle of health care communication. *CC 3 hours*

#### **CAS 304 - Lead Through Empowerment**

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 sectors will also be examined. *CC 3 hours*

#### **CAS 305 - Communicating and Working Through Conflict: Strategies for Relationships, Groups, and Organizations**

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 their 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. *CC 3 hours*

### **CAS 306 - Human Resource Management**

*CC 3 hours*

Listed also as BAD 245.

### **CAS 308 - Rhetorical History and Criticism**

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. *RC 3 hours*

*Prerequisite(s):* CAS 204

### **CAS 309 - Communication Organizational Change**

Organizations can't change without people changing first. It is this collaborative effort of individual change that emerges as organizational change. To encourage organizational change, this course will raise awareness that some change, adaptation, or evolution will be needed. By utilizing organizational assessment tools to initiate communication and feedback, we will satisfy the necessity for corporate and organizational change to gain acceptance from employee to board of directors to external constituents. *CC 3 hours*

### **CAS 311 - Health Care Communication**

As medical advances make it easier for us to live longer, the ability to communicate in a healthcare setting is increasingly relevant in our daily lives. Whether from the perspective of wellness or disease control, health care can be complicated to navigate. This introductory class will examine the various models of health care communication, marketing, quality assessments, regulatory oversight groups, dealing with patient complaints, methods for measuring patient satisfaction, disability and the medical model, and culture and diversity in healthcare. *CC 3 hours*

### **CAS 320 - Organizational Communication and Behavior**

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. *CC 3 hours*

### **CAS 321 - Intercultural Communication**

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. *CC 3 hours*

This course will satisfy the multicultural core requirement.

### **CAS 322 - Intercultural Communication: Globalization and Social Justice**

The course introduces students to the complex relationships, structures, and context that shape intercultural communication in

this new millennium. The course examines intercultural communication within the geopolitical, economic, and cultural context of globalization and offers a dynamic and complex understanding of culture that addresses the many challenges we face today—from discrimination, racial profiling, and ethnic conflict to local and global wealth disparities. The course takes a social justice approach and provides a framework to create a more just and humane world through communication. *CC 3 hours*

### **CAS 323 - Coach, Counselor, Executive Etiquette**

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.

*CC 3 hours*

### **CAS 325 - Introduction to Hispanic Cinema**

*3 hours*

Listed also as SPAN 325

*Prerequisite(s):* SPAN 320, or consent of the instructor.

### **CAS 342 - Script Writing**

*3 hours*

Listed also as THEA 340.

### **CAS 349 - Photojournalism**

In this course students will learn the basic elements of visual communication, reporting, and storytelling through digital photography. *J 3 hours*

Listed also as ART 359.

*Prerequisite(s):* CAS 256 and sophomore standing.

### **CAS 350 - Persuasion**

This class applies social psychological theories to the construction of persuasive messages. Students learn how to conduct qualitative and quantitative audience analysis and to design visual and oral persuasive messages based on their research and social psychological theories. Analysis, synthesis, and communication skills are stressed. *CC, RC 3 hours*

### **CAS 351 - Propaganda**

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. *J 3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

### **CAS 352 - Convergent Media**

This course focuses on a discussion of production practices that use multiple media technologies for strategic communication goals. During the course, case studies of these practices are discussed for journalism, marketing, and entertainment. Students will learn how to produce a strategic communication message across different media technologies. *CC, J 3 hours*

### **CAS 353 - Film and Fairytales**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 356 - Intermediate Journalism**

This class builds on the reporting, writing, and editing skills learned in Introduction to Journalism. Students will report real stories on deadline and publish their articles, photos and videos on the web. *J 3 hours*

*Prerequisite(s):* CAS 256.

**CAS 358 - Gender and Media**

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. *RC 3 hours*

Listed also as SWG 358.

**CAS 361 - Industrial/Organizational Psychology**

*CC 3 hours*

Listed also as PSYC 360.

**CAS 373 - Film Comedy**

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. *3 hours*

This course will satisfy the fine arts core area requirement.

**CAS 385 - Politics and Film**

*3 hours*

Listed also as POSC 262

**CAS 396 - Leadership in a Diverse Multicultural Environment**

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. *CC 3 hours*

**CAS 399 - Capstone Project**

Taken in conjunction with CAS 262 - Communication Research Methods, CAS 308 - Rhetorical History and Criticism, or CAS 350 - Persuasion. *1 hour*

*Prerequisite(s):* Concurrent registration in CAS 262, CAS 308, or CAS 350.

**CAS 411 - Newspaper Practicum**

Students will lead the Dominican Star newspaper and related online productions. *J 3 hours*

*Prerequisite(s):* Consent of the instructor.

**CAS 415 - Communications: Instrument of Power**

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. *CC 3 hours*

**CAS 422 - Advanced Journalism**

Students will study investigative and specialized journalism techniques, cover an area community, report in-depth stories on a variety of topics, and publish these articles, photos, and video on the web. *J 3 hours*

*Prerequisite(s):* CAS 356.

**CAS 426 - Corporate Communication**

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. *CC 3 hours*

**CAS 450 - Independent Study**

Open to majors with the consent of the instructor. *1-8 hours*

**CAS 455 - Internship**

Independent study, internships, and practicum courses are offered in the Department of Communication Arts and Sciences for from 1 to 8 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 2 semester hours of credit during any single semester, may be taken only on a satisfactory/fail basis, and require explicit permission of the instructor. *1-8 hours*

# Computer Information Systems

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## **CIS 120 - Introduction to Computer Applications**

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 and electronic portfolios, cloud document applications, video editing, and presentation software. 3 hours

*Prerequisite(s):* MATH 120 or placement above MATH 120.

# Computer Science

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## Computer Science - B.S.

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:

### Required Courses:

- CPSC 155 - Computer Programming
- CPSC 165 - Computer Programming II - Data Structures
- CPSC 245 - Operating Systems
- CPSC 275 - Windows-Based Application Development
- CPSC 280 - Web Development
- CPSC 285 - Database Design and Programming
- CPSC 299 - Community-Based Learning
- CPSC 321 - Web Development II
- CPSC 323 - Advanced Data Structures and Algorithm Analysis
- CPSC 430 - Systems Analysis and Design
- CPSC 455 - Internship (at least 1 credit hour)
- CPSC 475 - Senior Software Development Experience
- Nine additional semester hours of computer science courses.
- MATH 240 - Discrete Structures
- ENGL 336 - Writing at Work
- Either CAS 200 - Business and Professional Speech or CAS 320 - Organizational Communication and Behavior

### Additional Requirements:

To enroll in a computer science class that has course prerequisites, a student must have completed all prerequisite courses with a minimum grade of C-. 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 MATH 251/MATH 261 and MATH 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.

## Computer Science Minor

### Minor Requirements:

### Required Courses:

*Students interested in a computer science minor must complete:*

- CPSC 155 - Computer Programming
- CPSC 165 - Computer Programming II - Data Structures
- Four additional computer science courses at the 200 level or above (excluding CPSC 299)

### Additional Requirements:

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

*NOTE: This course is designed for interested students who are not planning a computer science major or minor. It does not count toward the computer science major or minor.*

An introduction to the principles and practice of computer programming using a modern high-level object-oriented programming language. Students will design, program, and debug programs of increasing complexity while learning about important concepts such as variables and data types, arrays, input/output, iteration, conditionals, functions, and file handling. This course assumes no prior programming experience. *3 hours*

*Prerequisite(s):* MATH 120 or placement above MATH 120.

### CPSC 155 - Computer Programming

An object early introduction to programming. The course emphasizes the fundamentals of object-oriented programming (classes, objects, methods, inheritance, polymorphism, libraries, encapsulation) and at the same time introduces other software engineering and programming concepts (conditional statements, iteration, input/output, arrays, types, files, collections). *3 hours*

*Prerequisite(s):* MATH 120 or placement by exam above MATH 120.

### CPSC 165 - Computer Programming II - Data Structures

This course focuses on commonly used data structures, 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. *3 hours*

*Prerequisite(s):* CPSC 155.

**CPSC 245 - Operating Systems**

This course provides an introduction to computer operating systems and 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. *3 hours*

*Prerequisite(s):* CPSC 165.

**CPSC 275 - Windows-Based Application Development**

Students will learn how to create a Windows-based application using Visual Studio and the .NET Framework. This course teaches the fundamental concepts behind these applications including event-driven programming, and will use both the C# and Visual Basic .NET languages. Students will also create front ends to databases, create games, build their own controls, and write programs that interact with Microsoft Office software. *4 hours*

*Prerequisite(s):* CPSC 165.

**CPSC 280 - Web Development**

Students will design and develop web sites using client-side technologies. While much of the course will focus on HTML, CSS, and JavaScript, other technologies may also be surveyed. In addition, the course will provide an overview of web architecture, web clients and servers, browsers, and website design principles. *3 hours*

*Prerequisite(s):* CPSC 155 and sophomore standing.

**CPSC 285 - Database Design and Programming**

The study of relational database systems. Topics include SQL, the relational model, security, normalization, functional dependency and entity relationship diagrams, database design, recovery, transaction processing, ethics, 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. *3 hours*

*Prerequisite(s):* CIS 120 and CPSC 275

**CPSC 299 - Community-Based Learning**

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. *1 hour*

*Prerequisite(s):* CIS 120 and CPSC 280.

**CPSC 320 - Information Security**

This course is an examination of information security, including discussion of network security and application security. The course covers the theory and practice of information security, including security principles, practices, methods, and tools. The course covers the spectrum of information security, from risk assessment to preventing, detecting, and responding to breaches of security. *3 hours*

*Prerequisite(s):* CPSC 165.

**CPSC 321 - Web Development II**

Students will design and develop server-side web applications using server-side technologies including ASP.NET, PHP, Ajax, and XML. Web applications that use database platforms will be a primary focus. The role and use of web servers is central to the course. Multi-tier applications will be developed and content management systems will be introduced. *3 hours*

*Prerequisite(s):* CPSC 280 and CPSC 285.

**CPSC 323 - Advanced Data Structures and Algorithm Analysis**

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. *3 hours*

*Prerequisite(s):* CPSC 165 and MATH 240.

**CPSC 340 - Network Programming**

Students will study how networks operate and how network applications are written. The course will include an overview of networking topics such as transmission protocols and routing, and will focus on software running over these networks: building network programs using sockets and higher-level networking objects, and designing application protocols. The course also includes an introduction to cloud computing. *3 hours*

*Prerequisite(s):* CPSC 275.

**CPSC 361 - Computer Architecture**

This course presents an introduction to the functional elements and structures of digital computers. Topics include basic gates and circuits, CPU design and organization, registers, buses, I/O device interfaces, hardware interrupts, pipelining, memory structures and organizations. *3 hours*

*Prerequisite(s):* CPSC 165 and MATH 240.

**CPSC 415 - Advanced Database Development**

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. *3 hours*

*Prerequisite(s):* CPSC 285

**CPSC 425 - Artificial Intelligence**

This course introduces the student to the basic concepts and techniques of artificial intelligence (AI), combining focus on both the theory and practice of AI. Topics may 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. *3 hours*

*Prerequisite(s):* CPSC 323 or concurrent enrollment.

**CPSC 430 - Systems Analysis and Design**

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 examined. 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. *3 hours*

*Prerequisite(s):* CPSC 285 and senior standing.

**CPSC 434 - Principles of Unix**

This course will introduce students to UNIX and systems programming. Students will use UNIX commands, write shell scripts and programs in C. Students will work in a Linux environment to solidify their understanding of operating systems concepts. *3 hours*

*Prerequisite(s):* CPSC 245.

**CPSC 446 - Mobile Applications Development**

Students will design and code mobile applications using the latest wireless development technologies. Topics include wireless mobile platform operating systems and micro-browsers, the Android SDK, the iPhone SDK, and the Windows .NET mobile development environment. *3 hours*

*Prerequisite(s):* CPSC 275 and CPSC 280.

**CPSC 447 - Game Development**

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 Windows phone. *3 hours*

*Prerequisite(s):* CPSC 275.

**CPSC 450 - Independent Study**

Independent reading and/or research on special topics in computer science. *1-4 hours*

*Prerequisite(s):* Consent of faculty supervisor.

**CPSC 455 - Internship**

Experience as a computer professional under the joint supervision of a faculty member and an assigned business manager. *1-8 hours*

*Prerequisite(s):* Junior or senior standing in computer science and the consent of the department.

**CPSC 461 - Advanced Topics in Computer Science**

Topics of current interest. May be repeated for credit. *1-3 hours*

*Prerequisite(s):* Consent of the instructor.

**CPSC 471 - Senior Project**

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. Project proposal must be approved before the start of the semester in which this class is taken. *3 hours*

*Prerequisite(s):* CPSC 321 CPSC 430 senior standing and consent of department.

**CPSC 475 - Senior Software Development Experience**

Students will work in teams to develop, test, and deliver substantial information systems begun during Systems Analysis and Design. *3 hours*

*Prerequisite(s):* CPSC 321 CPSC 430 and senior standing.

# Criminology

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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.

## Criminology - B.A.

The major in criminology offers a career-enhancing liberal arts curriculum based upon the sociological study of law and concepts 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:

### Required Courses:

#### Sociological Foundation Courses (13 semester hours):

- SOC 110 - Introduction to Sociology
- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

#### Criminology Courses (9 semester hours):

- CRIM 255 - Introduction to Criminology
- *and two courses from:*
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control

#### Specialized Social and Legal Theory (6 semester hours):

*Complete one of the follow two-course options :*  
**Option #1 - Complete the following two courses:**

- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control

**Option #2 - Complete one of the following two courses:**

- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control

*and complete one of the following courses:*

- CRIM 408 - International and Comparative Justice
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory

#### Twelve additional semester hours chosen from:

- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control
- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Justice
- SOC 203 - Race and Race Relations in the U.S.
- SOC 204 - Latin America Today
- SOC 205 - Latina/o Sociology
- SOC 210 - Sociology of the Family
- SOC 220 - Introduction to Gerontology
- SOC 222 - Mass Media and Society
- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta
- SOC 286 - Blues and the Spirit: A Seminar and Service Learning Experience on Chicago Blues and Gospel Music
- SOC 302 - Sociology of Globalization and Development
- SOC 330 - Sociology of Sexuality
- SOC 350 - Women and Development
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory

## Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

## Criminology Minor

### Minor Requirements:

Eighteen semester hours consisting of:

### Required Courses:

- SOC 110 - Introduction to Sociology
- CRIM 255 - Introduction to Criminology
- CRIM 372 - Law and Society

*Complete three of the following courses:*

- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 370 - Deviance and Social Control
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Justice

### Additional Requirements:

Course substitutions are permitted when deemed necessary in consultation with an advisor and are subject to the approval of the department chair. STA (Study Abroad) courses are permitted as course substitutions 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 and Criminology (Double Major)

For information on completing a double major in Sociology and Criminology, see the Sociology section of this bulletin.

## Special Opportunities

The following opportunities are available to criminology majors interested in pursuing graduate study in social work

## 5-Year BA/MSW

Majors have the option of pursuing a track that leads to completion of a Master of Social Work degree in approximately one year after obtaining their Bachelor of Arts degree. Students may apply two of their undergraduate major courses and up to 18 hours of general electives toward the 124 needed for the undergraduate degree toward the MSW with departmental approval. Acceptance into the Graduate School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with the department chair of sociology and criminology soon after they declare their major, before they achieve junior standing.

## Bridge Program

Majors who decide in their junior or senior year to pursue a Master of Social Work degree may take two classes in the Graduate School of Social Work during their senior year with departmental approval. Acceptance into the Graduate School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the bridge program should speak to the department chair of sociology and criminology before registering for their senior year classes.

## Criminology Courses

### CRIM 242 - Juvenile Delinquency and Juvenile Justice

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. *3 hours*

This course will satisfy the social sciences core area requirement.

### CRIM 255 - Introduction to Criminology

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. *3 hours*

*Prerequisite(s):* SOC 110, CRIM 242, CRIM 265, or consent of instructor.

### CRIM 265 - Crime and Social Justice

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. *3 hours*

This course will satisfy the social sciences core area requirement.

### CRIM 290 - Selected Topics in Criminology

A special offering on a particular area of interest in criminology, offered as available. *3 hours*

**CRIM 299 - Community-based Learning**

Taken in conjunction with a regularly listed criminology course, this one-credit-hour option involves community service and guided reflection. *1 hour*

*Prerequisite(s):* Consent of the instructor.

**CRIM 320 - Gender and Violence**

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. *3 hours*

Listed also as SOC 320 and SWG 320.

*Prerequisite(s):* SOC 110, SOC 230, SOC 240, SOC 280, or SOC 350, or consent of instructor.

**CRIM 325 - Conflict Resolution**

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. *3 hours*

Listed also as SOC 325.

**CRIM 370 - Deviance and Social Control**

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. *3 hours*

*Prerequisite(s):* SOC 110 and CRIM 255, or consent of the instructor.

**CRIM 372 - Law and Society**

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. *3 hours*

Listed also as SOC 372 and BWS 372.

*Prerequisite(s):* SOC 110, CRIM 255, and junior standing or consent of the instructor.

**CRIM 406 - Theories of Crime Control**

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. *3 hours*

*Prerequisite(s):* SOC 110, CRIM 255, and senior standing or consent of instructor.

**CRIM 408 - International and Comparative Justice**

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. *3 hours*

*Prerequisite(s):* Consent of instructor.

**CRIM 450 - Independent Study**

An opportunity to do independent research or study under faculty supervision. *1-8 hours*

*Prerequisite(s):* Consent of the supervisory faculty member.

**CRIM 455 - Internship**

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. *1-8 hours*

*Prerequisite(s):* Junior standing and consent of the supervisory faculty member.

# Digital Cinema

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## Digital Cinema - B.A.

As an outgrowth of the photography discipline, digital cinema places emphasis on using camera media as tools for individual investigation and expression within a broader humanist dialogue of study. It is perceived as a direct extension of the individual in a world requiring the articulation of the lens-based image, as a necessary part of conducting one's personal and professional life. The digital cinema major extends this continuity between the still and moving image. Students in this interdisciplinary major are engaged in critical thought and a self-motivated practice.

### Major Requirements:

Forty-five semester hours, as outlined below.

A minimum of 24 semester hours in the major field must be completed at Dominican, including the capstone requirement.

### Required Core Courses:

*Complete the following 9 hours in the art foundations core:*

- ART 102 - Three-Dimensional Design
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications

*Complete the following 12 hours in the cinema core:*

- ART 230 - Beginning Color Photography
- DCIN 253 - Beginning Video Production
- THEA 180 - Acting Fundamentals
- CAS 226 - Introduction to Film Studies

*Complete one of the following writing elective courses:*

- CAS 256 - News Media Writing
- THEA 340 - Scriptwriting
- ENGL 211 - Introduction to Creative Writing

*Complete one of the following capstone courses:*

- DCIN 495 - Investigative Portfolio
- ART 445 - Senior Thesis (recommended for double majors with Art and Design)

### Studio Requirements

*Nine semester hours, including: Complete two of the following production courses:*

- DCIN 360 - Narrative Video Production
- DCIN 380 - Experimental Production
- DCIN 390 - Special Topics in Cinema

*Complete one of the following three courses:*

- CAS 146 - Multimedia Web Production
- CAS 239 - Television Production II
- ART 330 - Motion Graphics

## Elective Requirements

Nine semester hours chosen from the following:

- ARTH 265 - History of 20<sup>th</sup>-Century Photography
- ARTH 419 - Contemporary Art Capstone
- ART 395 - Interdisciplinary Practices
- CAS 234 - Digital Communication: Technology and Criticism
- CAS 272 - Film Genre
- CAS 277 - Women and Film
- CAS 278 - Seeing Hitchcock
- CAS 290 - Hong Kong and Asian Cinema
- CAS 291 - Film Noir
- CAS 352 - Convergent Media
- CAS 373 - Film Comedy
- CAS 385 - Politics and Film
- ENGL 340 - Writing Drama
- FREN 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present
- ITAL 295 - Italian Cinema
- SPAN 325 - Introduction to Hispanic Cinema
- THEA 284 - Solo Performance
- THEA 308 - On-Camera Acting

## Digital Cinema Minor

### Minor Requirements:

Eighteen semester hours including:

### Required Cinema Core Courses:

- DCIN 253 - Beginning Video Production

*Six semester hours chosen from the following:*

- ART 230 - Beginning Color Photography
- CAS 226 - Introduction to Film Studies
- THEA 180 - Acting Fundamentals

## Elective Requirements

Nine semester hours chosen from any studio or elective requirements listed in the digital cinema major.

## Additional Information

DCIN 495 - Investigative Portfolio is highly encouraged, but not required for the minor. The minor is meant to target a specific aspect of study from production, writing, performance, or criticism.

## Digital Cinema Courses

### **DCIN 253 - Beginning Video Production**

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, Final Cut and Adobe Premiere are used as the primary editing experiences. Cinema majors are expected to provide their own DSLR or camcorder for subsequent courses. Otherwise cameras are available for check-out for enrolled students. Offered every fall and spring. A lab fee will be charged. *3 hours*

This course will satisfy the fine arts core area requirement.

### **DCIN 360 - Narrative Video Production**

Centered on the *filmmaker as director* scenario, this studio course addresses the production of originally scripted material. Projects target work with actors, lighting, and location. An online portfolio is expected of all students by the end of the semester. *3 hours*

*Prerequisite(s):* DCIN 253, THEA 340 are strongly encouraged but not required.

### **DCIN 380 - Experimental Production**

Advanced editing techniques, multi-channel works, sound, and installation are addressed in this non-narrative course. Active dialogue is maintained with still photography and sculpture, meant to create hybrid forms of installation-based video. 16mm filmmaking may also be addressed. *3 hours*

*Prerequisite(s):* DCIN 253

This course will satisfy the fine arts core area requirement.

### **DCIN 390 - Special Topics in Cinema**

A rotating list of electives including: documentary, stop-motion animation, post-production image and sound, as well as Florentine sketches, images, and inventions. *3 hours*

### **DCIN 495 - Investigative Portfolio**

This capstone study places emphasis on the lens-based experience as an opportunity to execute a portfolio-length research project in narrative, documentary or experimental modes. Students design the final outcome from a range of options, including screening, online media and published media. A public lecture is expected of all participants at the annual Undergraduate Research Symposium every April. *3 hours*

*Prerequisite(s):* Senior standing.

# Engineering

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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 or Bachelor of Arts degree in mathematics, mathematics and computer science, or chemistry from Dominican University and a Bachelor of Science degree in engineering from IIT.

## Engineering - B.S.

During the first four semesters candidates take courses in mathematics, physics, chemistry, and computer programming in addition to liberal arts courses at Dominican University. Students not prepared to take calculus and university physics in their freshman year likely need to take additional summer courses. Starting with the junior year, qualifying participants take engineering courses at IIT while continuing to take science, mathematics, computer science, and liberal arts courses at Dominican. Students must apply to IIT for joint program participation with part-time student status. Tuition is paid at Dominican University only.

Seven engineering majors are offered through this program each of which is paired up with a major at DU:

Aerospace Engineering—Mathematics  
Architectural Engineering—Mathematics  
Chemical Engineering—Chemistry  
Civil Engineering—Mathematics  
Computer Engineering—Mathematics and Computer Science  
Electrical Engineering—Mathematics  
Mechanical Engineering—Mathematics

Students need to earn a cumulative G.P.A. of 3.0 or higher in their first two years at DU and earn at a B or higher in all mathematics, science, and computer science courses taken at Dominican University. Before applying to IIT for the joint program, students must have passed at least the following courses at Dominican University:

- MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 280 - Introduction to Differential Equations
- PHYS 221 - University Physics I
- PHYS 222 - University Physics II
- CHEM 120 - General Chemistry I (chemical engineering majors also need CHEM 121 - General Chemistry II, CHEM 253 - Organic Chemistry I, CHEM 254 - Organic Chemistry II)
- CPSC 155 - Computer Programming
- ENGL 102 - Composition II: Writing as a Way of Knowing
- Freshman and Sophomore Seminars

It is strongly recommended that students complete the modern foreign language program in their first two years of study.

Additional course work is necessary to complete the major at Dominican University and to be prepared for specific engineering courses. Please see the description of the respective majors at Dominican University in this bulletin. Students are advised to indicate their interest in the program and consult with the director of the engineering program as early as possible in their college careers.

# English

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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.

## English - B.A.

The Department of English offers three areas of concentration in the English major:

- Literature
- Writing
- English education

All English majors must pass the departmental English examination administered during the senior year. A minimum of 15 hours in the major field must be completed at Dominican.

### English with a 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:

- ENGL 272 - Writing for English Majors
- ENGL 274 - Introduction to English Studies
- ENGL 354 - Chaucer
- ENGL 359 - Shakespeare
- ENGL 404 - Comprehensive Examination
- ENGL 412 - English Senior Integrating Seminar

##### *Complete one genre course:*

- ENGL 210 - Autobiography
- ENGL 228 - Classical Drama
- ENGL 240 - Forms of Drama
- ENGL 245 - Reading Nature/Writing Nature
- ENGL 250 - Poetry: Form, Feeling, Meaning
- ENGL 260 - The English Drama
- ENGL 261 - Shakespeare's Romantic Couples
- ENGL 262 - Shakespeare's Tragic Families
- ENGL 263 - Introduction to Shakespeare
- ENGL 270 - The English Essay
- ENGL 284 - The English Novel
- ENGL 285 - The American Novel
- ENGL 286 - American Short Story
- ENGL 290 - Modern British Fiction
- ENGL 291 - Modern American Fiction
- ENGL 292 - Modern Drama
- ENGL 293 - Modern Poetry

##### *Complete one course from the following:*

- ENGL 221 - Literature of the African Diaspora
- ENGL 222 - Black Women Writers
- ENGL 230 - World Literature
- ENGL 234 - Bible, Mythology, and Literature
- ENGL 247 - Literary London and Beyond
- ENGL 248 - Modern Irish Literature
- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 289 - U.S. Latino/a Literature
- ENGL 294 - Southern Literature
- ENGL 295 - The Chicago Scene in Literature
- ENGL 297 - Postcolonial Literature
- ENGL 298 - African-American Literature

##### *Complete two period courses in American literature:*

- ENGL 342 - American Native/Colonial and Revolutionary Literature
- ENGL 343 - American Romantic and Realist Literature
- ENGL 344 - American Modern and Postmodern Literature

##### *Complete three period courses in British literature: at least one from before 1660 (ENGL 306, ENGL 310, ENGL 316) and one from after 1660 (ENGL 317, ENGL 322, ENGL 326)*

##### *Complete one 400-level seminar (420-439) in addition to ENGL 412*

#### Additional Requirements:

- Successful completion of the departmental English examination (see ENGL 404).

### English with a 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:

- ENGL 211 - Introduction to Creative Writing
- ENGL 272 - Writing for English Majors
- ENGL 274 - Introduction to English Studies
- ENGL 359 - Shakespeare
- ENGL 404 - Comprehensive Examination
- ENGL 405 - Senior Writing Portfolio
- ENGL 412 - English Senior Integrating Seminar

##### *Complete four courses in English or American literature beyond the 100-level, at least one of them at the 300 level or above.*

##### *Complete four courses from the following list. At least one of the four must be ENGL 337, ENGL 338, ENGL 339, or ENGL 340; at least one of the four must be ENGL 333, ENGL 335, or ENGL 336:*

- ENGL 333 - The Art of Editing

- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 337 - Writing Life Stories
- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Writing Drama
- ENGL 345 - Advanced Academic Writing
- CAS 256 - News Media Writing

### Additional Requirements:

- A writing portfolio.
- Successful completion of the departmental English examination (See ENGL 404).

## English with a 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:

- ENGL 230 - World Literature
- ENGL 272 - Writing for English Majors
- ENGL 274 - Introduction to English Studies
- ENGL 359 - Shakespeare
- ENGL 404 - Comprehensive Examination
- ENGL 412 - English Senior Integrating Seminar

#### *Complete three period courses in British literature:*

- Two courses from before 1660 (ENGL 306, ENGL 310, or ENGL 316; ENGL 354 may be substituted for one of these two courses)
- One course from after 1660 (ENGL 317, ENGL 322, or ENGL 326)

#### *Complete one genre course:*

- ENGL 210 - Autobiography
- ENGL 240 - Forms of Drama
- ENGL 245 - Reading Nature/Writing Nature
- ENGL 250 - Poetry: Form, Feeling, Meaning
- ENGL 260 - The English Drama
- ENGL 261 - Shakespeare's Romantic Couples
- ENGL 262 - Shakespeare's Tragic Families
- ENGL 263 - Introduction to Shakespeare
- ENGL 270 - The English Essay
- ENGL 284 - The English Novel
- ENGL 285 - The American Novel
- ENGL 286 - American Short Story
- ENGL 290 - Modern British Fiction
- ENGL 291 - Modern American Fiction
- ENGL 292 - Modern Drama
- ENGL 293 - Modern Poetry

#### *Complete one course from the following:*

- ENGL 234 - Bible, Mythology, and Literature
- ENGL 247 - Literary London and Beyond
- ENGL 248 - Modern Irish Literature
- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 294 - Southern Literature

- ENGL 295 - The Chicago Scene in Literature
- ENGL 297 - Postcolonial Literature
- ENGL 298 - African-American Literature

#### *Complete two period courses in American literature:*

- ENGL 342 - American Native/Colonial and Revolutionary Literature
- ENGL 343 - American Romantic and Realist Literature
- ENGL 344 - American Modern and Postmodern Literature

#### *Complete one 400-level seminar (420-439) in addition to ENGL 412*

### Additional Requirements:

- Successful completion of the departmental English examination (see ENGL 404).

## Teacher Licensure: English/Language Arts grades 9-12

Students who wish to teach English/Language Arts in grades 9 through 12 complete a major in English with a concentration in English education and they complete the School of Education's Teacher Education Program for secondary licensure.

### Teacher Education Program

- Professional education courses including EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) in a middle or secondary classroom.

For more information about 9-12 licensure, see the School of Education section of this bulletin.

## Teacher Licensure: Elementary Education

English majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## English Minor

### Minor Requirements:

Six English courses of at least 3 semester hours each beyond the 100-level courses:

### Required Courses:

- ENGL 359 - Shakespeare

#### *Complete three courses in English and/or American literature.*

#### *Complete two of the following writing courses:*

- ENGL 211 - Introduction to Creative Writing

- ENGL 272 - Writing for English Majors
- ENGL 333 - The Art of Editing
- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 337 - Writing Life Stories
- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Writing Drama
- ENGL 345 - Advanced Academic Writing

## Additional Requirements:

A minimum of 9 hours in the minor field must be completed at Dominican.

## Writing Courses

### ENGL 090 - Basic Skills in Reading and Composition

Development of fundamental skills in reading comprehension and writing, with emphasis on vocabulary development, sentence structure, and paragraph comprehension and composition. Open only to students with English as a second language. This course is offered on a satisfactory/fail basis.

This course is a developmental course and will not count toward the semester hours required for graduation. *3 hours*

*Prerequisite(s):* Placement through examination only.

### ENGL 100 - College Writing

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. *3 hours*

*Prerequisite(s):* Placement through examination.

### ENGL 101 - Composition I: Writing as Discovery and Action

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. *3 hours*

*Prerequisite(s):* ENGL 100 or placement through examination.

Students who have earned a grade of D in ENGL 100 will be required to take ENGL 103 concurrently with English 101.

### ENGL 102 - Composition II: Writing as a Way of Knowing

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. *3 hours*

*Prerequisite(s):* ENGL 101 or placement through examination.

Students who have earned a grade of D in ENGL 101 will be required to take ENGL 103 concurrently with English 102.

### ENGL 103 - Writing Tutorial

Individualized writing instruction through the university writing center. Placement examination results may require some students

to take this course in conjunction with ENGL 100 and ENGL 101 as a prerequisite for ENGL 102. This course may also be required by instructors for students taking ENGL 102. This course is graded on a satisfactory/fail basis and may be taken for credit more than one time. *1 hour*

*Prerequisite(s):* Placement or consent of instructor.

### ENGL 190 - Intermediate Composition

For students who have completed ENGL 101 and ENGL 102 or the equivalents, this course offers further instruction and practice in writing essays and other kinds of academic papers. This course includes the Information Access Workshop required of undergraduates. *3 hours*

*Prerequisite(s):* Placement (transfer students only), ENGL 102, or equivalent.

### ENGL 211 - Introduction to Creative Writing

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. *3 hours*

*Prerequisite(s):* ENGL 102 or equivalent.

This course will satisfy the literature core area requirement.

### ENGL 272 - Writing for English Majors

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. *3 hours*

*Prerequisite(s):* ENGL 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.

### ENGL 333 - The Art of Editing

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. *3 hours*

*Prerequisite(s):* ENGL 102, and junior standing or consent of instructor.

### ENGL 335 - Writing as Social Action

Study of the theory and practice of writing 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 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. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing, or consent of instructor.

### ENGL 336 - Writing at Work

In this course you will learn to write effective workplace correspondence (including job-search correspondence), proposals, and reports, and you will also learn to prepare and deliver workplace presentations. Assignments include both individual and group projects. *3 hours*

*Prerequisite(s):* ENGL 102 and junior standing, or consent of the instructor.

**ENGL 337 - Writing Life Stories**

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. 3 hours

*Prerequisite(s):* ENGL 102 and ENGL 211, or consent of instructor.

**ENGL 338 - Writing Fiction**

Study and analysis of effective short fiction by professional and student writers. Students will compose a portfolio of original short stories. 3 hours

*Prerequisite(s):* ENGL 102 and ENGL 211, or consent of instructor.

**ENGL 339 - Writing Poetry**

Study and analysis of effective poetry by professional and student writers. Students will compose a portfolio of original poems. 3 hours

*Prerequisite(s):* ENGL 102 and ENGL 211, or consent of instructor.

**ENGL 340 - Writing Drama**

Study and analysis of effective drama by professional and student writers. Students will compose an original script for a one-act play. 3 hours

*Prerequisite(s):* ENGL 102 and ENGL 211, or consent of instructor.

**ENGL 345 - Advanced Academic Writing**

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. 3 hours

*Prerequisite(s):* ENGL 102 and junior standing, or consent of instructor.

## English 220-229: Explorations

*Literature courses on varying topics, open to both majors and non-majors. These courses satisfy the literature core area requirement.*

**ENGL 220 - On the Origin of Stories**

Could storytelling be one of our most ancient behaviors, which helped us survive and evolve as a species, or is it a more recent, cultural development? Would knowing the answer to this question make a difference in how we understand stories? Drawing on insights from both science and literature, this course will explore these and related questions, which are the focus of lively, ongoing debates among evolutionary scientists, anthropologists, psychologists, philosophers, literary critics, and story tellers. 3 hours

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

**ENGL 221 - Literature of the African Diaspora**

This course will examine works by contemporary writers from Africa and the African diaspora. The term "African diaspora" refers to the various nations Africans were dispersed to during the African slave trade, including: North America, the Caribbean, South America, and Europe. This course will look into how the

enslavement and dispersal of Africans during the slave trade influences the themes and traditions represented by writers of African descent throughout the world today. In looking at these themes as emblematic of a shared cultural history partially inherited from African tradition, students will analyze how these themes also represent the traditions and values of those nations to which African slaves were dispersed. This course is open to both majors and non-majors. 3 hours

Listed also as BWS 221

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

**ENGL 222 - Black Women Writers**

An introduction to and exploration of writing by black women across America, Africa, and the Caribbean. Study of short stories, novels, and poetry of the African diaspora. 3 hours

Listed also as BWS 222 and SWG 222

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement and the multicultural core requirement

**ENGL 223 - African-American Popular Culture**

This course will focus on the production of "pop" culture in the United States, with special emphasis on the linkages between mainstream pop culture and pop culture originating in the African-American experience. The course will provide sociological, historical, and theoretical perspectives for understanding topics related to black film, R&B, literature, disco, art, and rap/hip-hop. Through the use of music, film, dance, and literary and visual arts, students will gain insight into ways that pop culture often serves to solidify the American populace's understanding of its national, racial, and cultural identities; especially as they relate to the unique contributions made by African-Americans to popular culture. 3 hours

Listed also as BWS 223

This course will satisfy the literature core area requirement and the multicultural core requirement.

**ENGL 224 - Native American Literature**

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. 3 hours

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement and the multicultural core requirement.

**ENGL 225 - Critical Race Theory**

This course offers an introduction to Critical Race Theory (CRT). In addition to surveying CRT's origins as a movement among legal scholars in the early 1980s, this course will examine its current influence in the fields of American studies, history, literature, ethnic studies, whiteness studies, gender and sexual studies, and African-American studies. In engaging this discourse, students will gain the knowledge to skillfully articulate and consider perspectives on one of the modern world's most pressing social issues. 3 hours

Listed also as BWS 225

This course will satisfy the literature core area requirement and the multicultural core requirement.

**ENGL 226 - King Arthur: From Myth to Fiction**

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. *3 hours*

*Prerequisite(s)*: ENGL 101.

This course will satisfy the literature core area requirement.

### **ENGL 228 - Classical Drama**

Origin, development, and function of Greek classical drama and comedy; close study of selected plays by Aeschylus, Sophocles, Euripides, and Aristophanes. *3 hours*

Listed also as THEA 228

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 229 - Sacramental Imagination**

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. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

## **English Literature Courses**

### **ENGL 210 - Autobiography**

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. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 230 - World Literature**

Study of classic texts in Western and non-Western world literature. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 234 - Bible, Mythology, and Literature**

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. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 235 - Literature and Medicine**

How can the study of literature help us better understand the experience of illness or the practice of medicine? Students will consider the artistic challenges inherent in representing pain, analyze the cultural contexts surrounding narratives of sickness and health, and explore what the literary imagination has to offer medicine through close readings of works in multiple genres. *3 hours*

*Prerequisite(s)*: ENGL 101

### **ENGL 240 - Forms of Drama**

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. *3 hours*

Listed also as THEA 240.

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 245 - Reading Nature/Writing Nature**

Study of classic and contemporary texts exploring connections—physical, ethical, and spiritual—between human beings and the natural world. Application of these texts to current environmental issues through critical and creative writing. *3 hours*

*Prerequisite(s)*: ENGL 102

This course will satisfy the literature core area requirement.

### **ENGL 246 - Telling Lives**

What good does it do to hear then tell the life stories of other people? It helps us learn who we are: where we come from and where we live now, how to dream and how to face adversity. In this course, students will study collections, both old and new, of stories people tell about their lives, taking from that study not only information about others' lives but an understanding of ways in which writing gives shape and meaning to experience. *3 hours*

*Prerequisite(s)*: ENGL 101

This course will satisfy the literature core area requirement.

### **ENGL 247 - Literary London and Beyond**

Study of literature about London and its environs. A survey of selected texts—poetry, fiction, nonfiction, and drama—from the 14<sup>th</sup> century to the present. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 248 - Modern Irish Literature**

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. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 250 - Poetry: Form, Feeling, Meaning**

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. *3 hours*

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 260 - The English Drama**

Survey of the development of the English drama, medieval through modern. *3 hours*

Listed also as THEA 260.

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 261 - Shakespeare's Romantic Couples**

Study of several of Shakespeare's romantic comedies, "dark" comedies, and romances, emphasizing his handling of the genre: comedy. *3 hours*

Listed also as THEA 261

*Prerequisite(s)*: ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 262 - Shakespeare's Tragic Families**

Study of several of Shakespeare's tragedies and at least one of his history plays, emphasizing his handling of the genre: tragedy. *3 hours*

Listed also as THEA 262

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the Literature core area requirement.

### **ENGL 263 - Introduction to Shakespeare**

Study of several of Shakespeare's plays, including a selection from his history plays, romantic comedies, "dark" comedies, romances, "problem" plays, and tragedies. *3 hours*

Listed also as THEA 263

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 270 - The English Essay**

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. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 274 - Introduction to English Studies**

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. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing. Must be taken before accumulating 90 credit hours.

### **ENGL 277 - Women, Gender, and Literature**

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. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 284 - The English Novel**

The development of the English novel from Defoe to the present. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 285 - The American Novel**

Survey of the most important developments in the American novel from its beginnings to the present. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 286 - American Short Story**

The rise and development of the American short story from its beginnings to the present. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 287 - Contemporary Multiethnic U.S. Literature**

Study of multiethnic 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. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement and the multicultural requirement.

### **ENGL 289 - U.S. Latino/a Literature**

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. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement and the multicultural core requirement.

### **ENGL 290 - Modern British Fiction**

Study of major trends and developments in British fiction since World War I. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 291 - Modern American Fiction**

Study of major trends and developments in American fiction since World War I. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 292 - Modern Drama**

Study of major trends and developments in drama, principally English and American. *3 hours*

Listed also as THEA 292.

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 293 - Modern Poetry**

Study of major trends and developments in poetry, principally English and American. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 294 - Southern Literature**

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. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 295 - The Chicago Scene in Literature**

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. *3 hours*

Listed also as AMST 305

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

### **ENGL 297 - Postcolonial Literature**

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. *3 hours*

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement and the multicultural core requirement.

**ENGL 298 - African-American Literature**

Study of major African-American writers and the literary and historical movement to which these writers contributed. *3 hours*

Listed also as AMST 298 and BWS 298.

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement and the multicultural core requirement.

**ENGL 306 - Medieval Literature**

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*. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 310 - 16<sup>th</sup> 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. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 316 - 17<sup>th</sup> Century English Literature 1600-1660**

Study of selected works of the pre-Restoration period with emphasis on works of Jonson, Milton, Donne, and Herbert. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 317 - Restoration and 18<sup>th</sup> Century British Literature**

Study of selected works of the period with emphasis on the works of Dryden, Pope, Swift, and Johnson. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 322 - 19<sup>th</sup> Century British Literature**

Study of major writers of the romantic and Victorian periods, including the romantic poets and the Victorian poets, novelists, and prose writers. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 326 - 20<sup>th</sup> Century British Literature**

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. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 342 - American Native/Colonial and Revolutionary Literature**

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. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 343 - American Romantic and Realist Literature**

Study of American literature from 1830 to 1914, highlighting the Transcendentalists, American literary realists, regional writers, and literary naturalism. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 344 - American Modern and Postmodern Literature**

Study of American literature from 1914 to the present, highlighting the major movements of the 20<sup>th</sup> century, including modernism, the New Negro Renaissance, and postmodernism. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 354 - Chaucer**

Detailed study of the *Canterbury Tales*. *3 hours*

*Prerequisite(s):* ENGL 102 and sophomore standing.

**ENGL 359 - Shakespeare**

Study of Shakespeare’s ideas and craftsmanship in a variety of his plays and of the critical response to his work. *3 hours*

Listed also as THEA 359.

*Prerequisite(s):* ENGL 102 and sophomore standing.

## English 420-439: Topics in History and Literary Theory

*A seminar for junior or senior English majors or minors offering advanced study, discussion, research, and writing focused on a literary period, genre, theory, theme, movement, or author(s). Topics and instructors vary from year to year; only one topics course is offered each year, in the fall. Students will be required to present a paper at Dominican’s Undergraduate Research, Scholarship, and Creative Investigations (URSCI) symposium or a suitable alternative venue in the spring semester. Students will receive an IP grade in the fall until completion of their spring presentation.*

**ENGL 420 - Modern Journeys**

*3 hours*

*Prerequisite(s):* English majors with senior standing.

**ENGL 421 - Piers Plowman**

*3 hours*

*Prerequisite(s):* English majors with senior standing.

**ENGL 422 - American Literary Realism**

*3 hours*

*Prerequisite(s):* English majors with senior standing.

**ENGL 423 - Literary Darwinism and Contemporary Critical Theory**

*3 hours*

*Prerequisite(s):* English majors with senior standing.

**ENGL 424 - Before Jane: Women Writers of the Long 18<sup>th</sup> Century**

*3 hours*

*Prerequisite(s):* English majors with senior standing.

**ENGL 425 - Multilingualism and Contemporary Multiethnic U.S. Literature**

*3 hours*

*Prerequisite(s):* English majors with senior standing.

**ENGL 427 - The Myth of Romance**

This course will explore the evolution of medieval romance beginning with its roots in historical texts and progressing to an analysis of political, cultural, and theological contributions to its flowering in the high middle ages. Starting with Geoffrey of Monmouth and ending with Malory, we will discuss in detail the historical realities and the myth making that went into creating this cultural phenomena. *3 hours*

*Prerequisite(s):* English majors with senior standing.

## Advanced Study Courses

### **ENGL 404 - Comprehensive Examination**

Selected readings in preparation for the senior comprehensive examination. Completion of the comprehensive exam with a passing grade is required for graduation. *1 hour*

*Prerequisite(s):* English majors with senior standing; enrollment in ENGL 412.

### **ENGL 405 - Senior Writing Portfolio**

Supervision in preparing the senior writing portfolio. The senior writing portfolio and registration in English 405 are required of English majors who plan to graduate with a concentration in writing. *1 hour*

*Prerequisite(s):* English majors with senior standing.

### **ENGL 412 - English Senior Integrating Seminar**

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. *3 hours*

*Prerequisite(s):* English majors with senior standing.

### **ENGL 450 - Independent Study**

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. *1-8 hours*

### **ENGL 455 - Internship**

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. *3-6 hours*

*Prerequisite(s):* ENGL 333 or ENGL 336, junior standing, and consent of instructor.

### **ENGL 495 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s):* *Consent of Instructor*

# Environmental Science

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## Environmental Science - B.S.

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:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 299 - Ecology
- BIOL 397 - Evolution
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II

#### Required Collateral Courses:

- PHYS 211 - College Physics I
- PHYS 212 - College Physics II
- Five additional courses (of at least 3 semester hours each) in environmental science will be chosen in consultation with a faculty advisor.

#### Additional Requirements:

- A minimum grade of C- must be earned in all courses required for the major.
- A minimum of eight courses in biology, chemistry, environmental sciences, and physics must be completed at Dominican.
- Independent research or an internship is required..

MATH 261 - Analytic Geometry and Calculus I and MATH 262 - Analytic Geometry and Calculus II are recommended.

## Environmental Studies Courses

### ENVS 185 - Marine Environmental Science

*3 hours*

Listed also as NSC 185

This course will satisfy the natural sciences core area requirement.

### ENVS 221 - Environmental Chemistry

*3 hours*

Listed also as CHEM 221 and NSC 221

This course will satisfy the natural sciences core area requirement.

### ENVS 231 - Environmental Geology

*3 hours*

Listed also as GEOL 231 and NSC 231

### ENVS 251 - Water, Wetlands, and Aquasphere

*3 hours*

Listed also as NSC 251

This course will satisfy the natural sciences core area requirement.

### ENVS 261 - Climate Change

*3 hours*

Listed also as PHYS 261 and NSC 261

### ENVS 292 - Environmental Biology

*4 hours*

Listed also as NSC 292.

This course will satisfy the natural science core area requirement.

### ENVS 295 - Politics and Environment

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. *3 hours*

Listed also as POSC 295.

This course will satisfy the social sciences core area requirement.

### ENVS 362 - Theology and Ecology

Both ecological crises and attempts to respond to these crises raise profound religious and theological issues this course seeks to address. Theological traditions to be considered during a particular semester might include Thomism, "Christian Realism," liberation theology, feminism, and Catholic social thought. *3 hours*

Listed also as THEO 362.

*Prerequisite(s):* Sophomore standing.

This course will satisfy the theology core area requirement.

### ENVS 455 - Internship

Training in an environmental organization. *1-8 hours*

*Prerequisite(s):* Junior or senior standing and consent of instructor.

# French

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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 FREN 319.

## French - B.A.

### Major Requirements:

#### Required Courses:

Thirty-two semester hours beyond FREN 201, including FREN 260, FREN 261, FREN 302, and one advanced course 300 level or above. Students must register for course intensification in order to count FREN 289 or FREN 290 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 Poitiers, France, and wish to have these courses count toward the French major must have prior written approval from the discipline director.

## French Education

### Teacher Licensure: French grades K-12

Students who wish to teach French in kindergarten through 12<sup>th</sup> grades complete a major in French and complete the School of Education's Teacher Education Program for K-12 licensure.

#### Additional French Education Requirements

- Three assessments that must be completed prior to clinical practice:
  - Cultures, Literatures, and Cross-Disciplinary Concepts assessment
  - Linguistic Terms Analysis and Presentation
  - Oral Proficiency Interview (Students must score at the *advanced low* level)

## Teacher Education Program

- Professional education courses including EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical Practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

## Teacher Licensure: Elementary Education

French majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## French Minor

### Minor Requirements:

Eighteen semester hours beyond FREN 201. A minimum of one-half the courses in the minor field must be completed at Dominican.

## Basic Language Courses

### FREN 101 - Elementary French I

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. *4 hours*

### FREN 102 - Elementary French II

This course continues to develop the four language skills. *4 hours*  
*Prerequisite(s):* FREN 101 or equivalent.

## Intermediate Language Courses

### FREN 201 - Intermediate French I

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. *4 hours*  
*Prerequisite(s):* FREN 102 with a minimum grade of C- or placement through examination.

### FREN 202 - Intermediate French II

This course continues the development of reading and writing skills with an emphasis on written and spoken communications. Visual, oral, and written materials form the point of departure for work that enhances students' communication skills. *4 hours*  
*Prerequisite(s):* FREN 201 or equivalent.

## Advanced Language Courses

### **FREN 272 - Oral French**

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. *3 hours*

*Prerequisite(s):* FREN 202 or equivalent.

### **FREN 301 - Advanced Discussion**

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. *3 hours*

*Prerequisite(s):* FREN 272 or equivalent.

### **FREN 302 - Advanced Grammar and Composition**

Development of writing skills with emphasis on the complexities of structure and idiom; composition techniques and grammar review. *4 hours*

*Prerequisite(s):* FREN 202 or equivalent.

## Civilization and Culture Courses

### **FREN 261 - French Culture and Civilization**

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 historical events helped shape French society. *3 hours*

*Prerequisite(s):* FREN 202 or equivalent.

### **FREN 262 - French Culture and Civilization II**

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 historical events helped shape French society. *3 hours*

*Prerequisite(s):* FREN 261 or instructor consent.

### **FREN 280 - Contemporary France**

Designed to engage students with France's most contemporary sense of culture, this course moves over four topics and combines media (internet journals, film, YouTube) with traditional genres (short stories, poetry, popular music) to create a virtual immersion experience in which language is experienced and produced in its most current usage. *3 hours*

*Prerequisite(s):* FREN 202 or equivalent.

### **FREN 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present**

This course traces the history of French cinema from the first films produced by the Lumiere brothers to the latest films coming out of France and the larger French-speaking world. (This course is conducted in English.) To receive credit for the French major or minor, students who have taken FREN 202 or the equivalent will register for the 1-credit intensification for reading, writing, and discussion in French. *3 hours*

Listed also as MFL 289, BWS 289, and CAS 289.

*Prerequisite(s):* ENGL 102.

This course will satisfy the fine arts core area requirement.

### **FREN 353 - Contemporary France Through Film**

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. *3 hours*

*Prerequisite(s):* FREN 202

## Literature Courses

### **FREN 260 - Introduction to French Literature**

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 20<sup>th</sup> century. Students will be introduced to French literary terminology and *explication de texte*. *4 hours*

*Prerequisite(s):* FREN 302 or equivalent.

This course will satisfy the literature core area requirement.

### **FREN 290 - French Women Writers: Poetry, Theater, Prose**

In this course, taught in English, students read a wide variety of texts authored by French or French-speaking women across multiple historical periods. Students will also practice literary analysis based on several different approaches. To receive credit for the French major or minor, students will register for the 1-credit intensification for reading, writing, and discussion in French. This course will fulfill the literature core area requirement. *3 hours*

Listed also as SWG 290

### **FREN 295 - Literary Paris**

Conducted in English, this course explores aspects of the two thousand year history of the capital of France through world literature in which Paris plays a key role. From its Gallo-Roman origins through the French Revolution to its twenty first century status as a multicultural capital, students will gain perspectives and insight on the role of Paris in France, French society and the world. To receive credit for the French major or minor, students who have completed FREN 202 or the equivalent will register for the one credit intensification for reading, writing, and discussion in French. *3 hours*

*Prerequisite(s):* ENGL 102

This course will satisfy the literature core area requirement.

### **FREN 374 - France in Its Literature**

Analysis and discussion of representative literary works, with an emphasis on the manner in which they reflect the cultural reality of France. *3 hours*

*Prerequisite(s):* FREN 260 and FREN 261 or consent of instructor.

## Professional Courses

### **FREN 319 - Professional French**

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. *3 hours*

## Other French Courses

### **FREN 399 - Directed Study**

This option is to be selected only when absolutely necessary (i.e., the student has already taken all courses offered that semester or has a scheduling conflict that cannot be resolved otherwise). The student will work closely with the instructor. *1-4 hours*

### **FREN 450 - Independent Study**

Open to advanced students of exceptional ability with consent of the instructor and senior standing. *1-4 hours*

### **FREN 455 - French Internship**

*1-8 hours*

# Geography

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## **GEOG 250 - World Regional Geography**

A study of the physical and cultural patterns of the world to observe specific types of interrelationships and distributions of processes and people. *3 hours*

## **GEOG 320 - Global Economic Geography**

A consideration of the location and functioning of economic activities in various parts of the world. *3 hours*

# Geology

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## **GEOL 200 - Our Dynamic Planet**

This is a course in basic physical geology. Study of the formation, occurrences and 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 4 semester hours and attend the lab section. *4 hours*

Listed also as NSC 202.

This course will satisfy the natural sciences core area requirement.

## **GEOL 231 - Environmental Geology**

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. *3 hours*

Listed also as NSC 231 and ENVS 231

This course will satisfy the natural sciences core area requirement.

# German

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## **GERM 101 - Elementary German I**

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. *4 hours*

## **GERM 102 - Elementary German II**

This course continues to develop the four language skills. *4 hours*

*Prerequisite(s):* GERM 101 or equivalent.

## **GERM 201 - Intermediate German I**

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. *4 hours*

*Prerequisite(s):* GERM 102 with a minimum grade of C-, or placement through examination.

## **GERM 202 - Intermediate German II**

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. *4 hours*

*Prerequisite(s):* GERM 201 or equivalent.

## **GERM 450 - Independent Study**

*1-4 hours*

# Health Sciences

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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 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 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/Dental Program  
Pre-Pharmacy Program  
Nursing  
Occupational Therapy

## 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 biological science department.

## Pre-Medical/Dental Program

Students interested in medicine follow a sequence of courses that fulfill all pre-professional requirements. Most students major in either biology, neuroscience, chemistry, 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.

## Required Courses:

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:

- ENGL 101 - Composition I: Writing as Discovery and Action
- ENGL 102 - Composition II: Writing as a Way of Knowing
- CAS 200 - Business and Professional Speech
- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 351 - Advanced Human Anatomy
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- MATH 251 - Calculus of Transcendental Functions
- PHYS 211 - College Physics I
- PHYS 212 - College Physics II
- ECON 190 - Principles of Microeconomics or ECON 191 - Principles of Macroeconomics
- Liberal Arts and Sciences Freshman and Sophomore Seminars
- One non-science elective

# History

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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.

Students who major in history learn to 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. Students with a strong academic background may, with the department's consent, substitute courses at the 200 or 300 level for the required 100-level history courses within concentrations.

## History - B.A.

### Major Requirements:

Thirty-six semester hours, including:

- One course that focuses on the time period before 1500
- One course that focuses on the time period after 1500
- HIST 300 - Introduction to Historical Studies
- HIST 400 - History Research Seminar
- 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, Latin American, or global history in partial fulfillment of major requirements.

### Areas of Concentration:

Students must complete one of the following concentrations:

#### Concentration in African History:

Fifteen semester hours chosen from courses listed under African history including two from:

- HIST 180 - Pre-Colonial Africa
- HIST 280 - Colonial Africa
- HIST 380 - Contemporary Africa

#### 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:

- HIST 111 - World History Before 1500
- HIST 112 - World History After 1500

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 one course focusing on the time period before 1877, one course focusing on the time period after 1877, and at least one course above 300.

#### Concentration in Latin American History:

Fifteen semester hours chosen from courses listed under Latin American history, including:

- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America

and at least one course above 300.

### Additional Major Requirements:

- Students may count no more than 12 semester hours at the 100 level toward the major
- Students interested in graduate school are strongly encouraged to study a foreign language beyond the 102 level.

A minimum of 15 hours in the major field must be completed at Dominican.

## History Education

### Teacher Licensure: History grades 9-12

Students who wish to teach social studies in grades 9 through 12 complete a major in history and they complete the School of Education's Teacher Education Program for secondary licensure.

### History Requirements

- Students must complete the history major
- Students must take the following additional courses:
  - ECON 190 - Principles of Microeconomics
  - POSC 170 - American Government
  - Either POSC 240 - International Relations or POSC 250 - Comparative Politics
  - SOC 110 - Introduction to Sociology
  - Either GEOG 250 - World Regional Geography or GEOG 320 - Global Economic Geography
- Students must complete exit exams in economics, history, political science, and sociology. These must be completed prior to clinical practice.

## Teacher Education Program

- Professional education courses including EDUC 406 - Instructional Strategies for Teaching Social Studies in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) in a middle or secondary classroom.

For more information about 9-12 licensure, see the School of Education section of this bulletin.

## Teacher Licensure: Elementary Education

History majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## History Minor

### Minor Requirements:

Twenty-one hours, including:

- HIST 300 - Introduction to Historical Studies
- Six additional history courses with at least one course numbered above HIST 300.

Students may count no more than six semester hours at the 100 level toward the minor.

A minimum of 10 hours in the minor field must be completed at Dominican.

## History Courses by Concentration

### African History Courses

- HIST 180 - Pre-Colonial Africa
- HIST 280 - Colonial Africa
- HIST 380 - Contemporary Africa
- HIST 390 - Atlantic Africa
- HIST 391 - Apartheid in South Africa

### European History Courses

- HIST 217 - Modern Britain and the British Empire, 1714-Present
- HIST 261 - Greek Civilization Golden Age
- HIST 262 - The Roman World
- HIST 267 - Crusade and Jihad
- HIST 271 - The Viking World
- HIST 275 - Medieval and Renaissance Europe
- HIST 276 - The Fall of Rome: From Constantine to Charlemagne
- HIST 291 - Europe Between Popes and Kings
- HIST 292 - Making European National States 1688-1871
- HIST 293 - European National States in Crisis 1871-1945
- HIST 294 - Post-War Europe, 1945 to the Present
- HIST 308 - The Catholic Church in the Middle Ages
- HIST 323 - England in the Tudor-Stuart Period, 1485-1715
- HIST 332 - The Social World of the Renaissance
- HIST 350 - Medieval Women and Gender
- HIST 371 - Work, Family, and Gender 1500-1945
- HIST 372 - European Popular Culture 1500-1900
- HIST 381 - France 1750-1815: Enlightenment, Revolution, Dictatorship
- HIST 385 - Nazism and the Holocaust
- HIST 388 - European Thought and Art, 1500 to the Present
- HIST 393 - The Coming of Capitalism
- HIST 461 - Topics in European History

### Global History Courses

- HIST 201 - A History of Globalization
- HIST 213 - Modern China Since 1800
- HIST 214 - Modern Japan Since 1800
- HIST 216 - Foundations of Islamic Civilization to 1456
- HIST 217 - Modern Britain and the British Empire, 1714-Present
- HIST 219 - Islamic Civilizations in the Modern World
- HIST 226 - The Modern Middle East
- HIST 267 - Crusade and Jihad
- HIST 270 - The Silk Road
- HIST 271 - The Viking World
- HIST 301 - Jerusalem From Antiquity to the Present

- HIST 314 - History of International Relations Since 1914
- HIST 328 - Latin American and United States Relations
- HIST 379 - The United States in World War I
- HIST 392 - Cold War International History
- HIST 420 - History of Islam in the United States
- HIST 421 - History of Islamic Banking Systems
- HIST 451 - Inventing Victory: The United States in World War II
- HIST 452 - War on Two Fronts: Combat in Vietnam and Upheaval in the United States
- HIST 457 - Topics in Global History

## Latin American History Courses

- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 244 - Latin American Women
- HIST 315 - Latin American Revolutions
- HIST 328 - Latin American and United States Relations
- HIST 329 - Caudillos and Dictators in Latin America
- HIST 459 - Topics in Latin American History

## United States History Courses

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877
- HIST 221 - American Encounters: The Colonial Age
- HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction
- HIST 223 - Changing America: The Gilded Age Through the New Deal
- HIST 224 - The American Century, 1940-1990
- HIST 296 - American Mass Media History
- HIST 312 - American Intellectual History
- HIST 317 - Family in America
- HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877
- HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877
- HIST 328 - Latin American and United States Relations
- HIST 333 - 19th Century American Popular Culture
- HIST 334 - 20th Century American Popular Culture
- HIST 344 - Historical Experience of Women in the United States
- HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800
- HIST 346 - Making a Living: U.S. Working-Class History
- HIST 348 - Race and Ethnicity in the U.S.
- HIST 367 - The American West
- HIST 368 - Gender and Urban Life
- HIST 378 - Native American History
- HIST 379 - The United States in World War I
- HIST 420 - History of Islam in the United States
- HIST 440 - The American Civil War

- HIST 451 - Inventing Victory: The United States in World War II
- HIST 452 - War on Two Fronts: Combat in Vietnam and Upheaval in the United States
- HIST 453 - The Military in the United States
- HIST 460 - Topics in United States History

## History Courses

### HIST 101 - History of Western Civilization Before 1500

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. *3 hours*

*Prerequisite(s):* This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement.

### HIST 102 - History of Western Civilization Since 1500

This course will investigate the history of Western civilization from 1500 to the present. Topics will include European societies, cultures, economies, and politics. *3 hours*

*Prerequisite(s):* This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement.

### HIST 111 - World History Before 1500

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. *3 hours*

*Prerequisite(s):* This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement and multicultural core requirement.

### HIST 112 - World History After 1500

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. *3 hours*

*Prerequisite(s):* This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement and multicultural core requirement.

### HIST 143 - History of the American People to 1877

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 that led to the Civil War and the subsequent reconstruction of the nation.

This course may be applied to the United States History concentration. *3 hours*

Listed also as AMST 143.

*Prerequisite(s):* This course is not open to juniors or seniors without consent of department.

This course will not satisfy the history core area requirement.

**HIST 144 - History of the American People From 1877**

At the end of Reconstruction, a new America emerged, marked by rapid expansion, industrial growth, and technological change. In the 20<sup>th</sup> 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 20<sup>th</sup> century.

This course may be applied to the United States History concentration. *3 hours*

Listed also as AMST 144.

*Prerequisite(s):* This course is not open to juniors and seniors without consent of department.

This course will not satisfy the history core area requirement.

**HIST 152 - The Atlantic World 1400-1888**

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. *3 hours*

*Prerequisite(s):* This course is not open to juniors and seniors without consent of the department.

This course will satisfy the history core area requirement and the multicultural core requirement.

**HIST 154 - South Pacific World**

This course offers an overview of a roughly 200 year period (1700—1900) in the history of the South Pacific. It examines how the era of European expansionism through earlier periods of cartographic exploration (navigational mapping) culminated in the establishment of a network of colonial trading outposts in the 18<sup>th</sup> century and then transposed into a multi-purpose strategic, scientific, economic and imperial enterprise in the 19<sup>th</sup> century. In other words, our guiding question is, “How did the Pacific world change from its own pace of historically unfolding contexts to one that involved European colonialism and ultimately imperialism across approximately two centuries?” Our deeper purpose is two-fold: to examine how Europeans’ motives for sailing the Pacific Ocean underwent change as society itself changed back home in Europe, as well as to study broader processes of inter-cultural contact. *3 hours*

*Prerequisite(s):* This course is not open to juniors or seniors without the consent of the department.

This course will satisfy the history core area requirement and the multicultural core requirement.

**HIST 180 - Pre-Colonial Africa**

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.

This course may be applied to the African history concentration. *3 hours*

Listed also as BWS 180

*Prerequisite(s):* This course is not open to juniors or seniors without the consent of the department.

This course will satisfy the history core area requirement and the multicultural core requirement.

**HIST 201 - A History of Globalization**

This course analyzes the ebb and flow of global economic and cultural interdependence, emphasizing developments since 1850.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and multicultural core requirement.

**HIST 213 - Modern China Since 1800**

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.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department

This course will satisfy the history core area requirement and the multicultural core requirement.

**HIST 214 - Modern Japan Since 1800**

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 19<sup>th</sup> and 20<sup>th</sup> centuries.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

**HIST 216 - Foundations of Islamic Civilization to 1456**

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.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

**HIST 217 - Modern Britain and the British Empire, 1714-Present**

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.

This course may be applied to the European or global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

**HIST 219 - Islamic Civilizations in the Modern World**

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.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* HIST 216 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

**HIST 221 - American Encounters: The Colonial Age**

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.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 226.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

**HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction**

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 19<sup>th</sup> century.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 343

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

**HIST 223 - Changing America: The Gilded Age Through the New Deal**

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 the Ku Klux Klan and the Great Migration, and the impact New Deal programs had on everyday Americans.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 225.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

**HIST 224 - The American Century, 1940-1990**

Arguably the United States played a dominant role in global events during the 20<sup>th</sup> 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?

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 224.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

**HIST 226 - The Modern Middle East**

This course introduces students to the general history of the modern Middle East from the end of World War I to the present.

Topics discussed will include the fall of the Ottoman Empire and the subsequent remapping of the Middle East, the place of oil in the local economies, the Iranian Revolution, the transition toward democratization, the Iraq War, and the causes and consequences of the Arab Spring. No prior knowledge of the Middle East is required to take this course.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement and the multicultural core requirement

**HIST 241 - Colonial Latin America**

This 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.

This course may be applied to the Latin American history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement and multicultural core requirement.

**HIST 242 - Modern Latin America**

This course is a survey of Latin America since the colonial wars for independence (1810s) 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.

This course may be applied to the Latin American history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or departmental consent.

This course will satisfy the history core area requirement and multicultural core requirement.

**HIST 244 - Latin American Women**

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*.

This course may be applied to the Latin American history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area and multicultural core requirements.

**HIST 261 - Greek Civilization Golden Age**

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, and Aristophanes, and modern works on the ancient economy and politics.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 262 - The Roman World**

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 also to reciprocal cultural changes with the peoples of the empire.

This course may be applied to the European history concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 267 - Crusade and Jihad**

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.

This course may be applied to the European or global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and multicultural core requirement.

### **HIST 270 - The Silk Road**

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.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and multicultural core requirement.

### **HIST 271 - The Viking World**

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.

This course may be applied to the European or global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 275 - Medieval and Renaissance Europe**

This course offers an overview of the political, religious, cultural, social, and economic history of medieval and Renaissance Europe from the decline of Roman authority in the West to the Peace of Augsburg (1555 C.E.). The class also provides an introduction to the many disciplines from which scholars study the past. It is the core class for the medieval and Renaissance studies minor.

This course may be applied to the European history concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 276 - The Fall of Rome: From Constantine to Charlemagne**

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.

This course may be applied to the European history concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 280 - Colonial Africa**

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.

This course may be applied to the African history concentration. *3 hours*

Listed also as BWS 281.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and multicultural core requirement.

### **HIST 291 - Europe Between Popes and Kings**

History of Europe's change from a universal Christian community of dynastic realms to a community of territorialized dynastic states and territorialized Christian sects.

This course may be applied to the European History concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement.

### **HIST 292 - Making European National States 1688-1871**

This course studies the programs of sovereignty and popular sovereignty as they developed in Europe between the middle of the 18<sup>th</sup> century and World War I. Particular attention will be paid to the interaction of politics, class, and political institutions.

This course may be applied to the European history concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 293 - European National States in Crisis 1871-1945**

This 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.

This course may be applied to the European history concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 294 - Post-War Europe, 1945 to the Present**

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.

This course may be applied to the European history concentration.  
*3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.  
This course will satisfy the history core area requirement.

### **HIST 296 - American Mass Media History**

This course may be applied to the United States history concentration. *3 hours*

Listed also as CAS 294 and AMST 294.

This course will satisfy the history core area requirement.

### **HIST 300 - Introduction to Historical Studies**

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. *3 hours*

*Prerequisite(s):* One college history course.

This course will not satisfy the history core area requirement.

### **HIST 301 - Jerusalem From Antiquity to the Present**

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.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and multicultural core requirement.

### **HIST 307 - Voices from the Past: Introduction to Oral History**

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. *3 hours*

*Prerequisite(s):* One history class. Recommended for all history majors.

### **HIST 308 - The Catholic Church in the Middle Ages**

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.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 312 - American Intellectual History**

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.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 317.

*Prerequisite(s):* ENGL 102 or departmental consent.

This course will satisfy the history core area requirement.

### **HIST 314 - History of International Relations Since 1914**

This course surveys international relations, international institutions, and war since the outbreak of World War I.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 315 - Latin American Revolutions**

This course examines social and political upheavals in 19<sup>th</sup>- and 20<sup>th</sup>-century Latin America. Students will study theories of "revolution" as a social science concept and apply this knowledge to analyze specific case studies, namely the Latin American independence movements, the Mexican Revolution, and the Cuban Revolution.

This course may be applied to the Latin American history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and multicultural core requirement.

### **HIST 317 - Family in America**

This course examines family life in America from the colonial era to the present. Investigation into the lives of families will examine how race, class, and gender shape the experience of the men, women, and children within American families. This course approaches the topic using historical, anthropological, literary, and sociological methods.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 315.

*Prerequisite(s):* ENGL 102 or consent of the department.

### **HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877**

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 the 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.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 321 and BWS 321.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877**

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.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 320 and BWS 320.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 323 - England in the Tudor-Stuart Period, 1485-1715**

This course is a socio-economic history of Renaissance England and the interrelationship of social change with the development of political and religious institutions.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 328 - Latin American and United States Relations**

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 19<sup>th</sup> and 20<sup>th</sup> centuries.

This course may be applied to the global, Latin American, or United States history concentration. *3 hours*

Listed also as AMST 328

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement and multicultural core requirement.

### **HIST 329 - Caudillos and Dictators in Latin America**

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.

This course may be applied to the Latin American history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 332 - The Social World of the Renaissance**

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 socio-economic and political setting.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or departmental consent.

This course will satisfy the history core area requirement.

### **HIST 333 - 19<sup>th</sup> Century American Popular Culture**

This class offers students an introduction to the main currents of American popular culture from the 19<sup>th</sup> century and the very early 20<sup>th</sup> century and its relationship to our current society. In addition to identifying the varied aspects of American popular culture and tracking the development of its many manifestations, this class will demonstrate how these aspects reflected and were shaped by historical trends and events. We will also consider how entertainment, technology, consumerism, and mass communication mold the individual's perceptions of his or her world. Some of the topics covered include the circus, P.T. Barnum's world, the minstrel show, vaudeville, and burlesque.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 333.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 334 - 20<sup>th</sup> Century American Popular Culture**

This class offers students an introduction to the main currents of American popular culture of the 20<sup>th</sup> century. In addition to identifying the varied aspects of American popular culture, and tracking the development of its many manifestations, this class will demonstrate how these aspects reflected and were shaped by historical trends and events. We will also consider how entertainment, technology, consumerism, and mass communication mold the individual's perceptions of his or her world. Some of the topics covered include baseball, the blues, jazz, country and western music, rock and roll, the radio, television, and the comic strip.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 334.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 344 - Historical Experience of Women in the United States**

This course examines women's history from the colonial period to the present. Readings, assignments, and discussion uncover the tremendously varied experiences of women in America. Understanding how race, class, gender and region have impacted the lives of American women is central to our examination. Throughout the course readings and discussion focus on women's work, political restrictions and opportunities, family relations, formal and informal networks of power, and the construction of gendered identities.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 344.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800**

Emphasizing Chicago, this course explores the historical development of American cities, focusing upon the interaction between the urban environment and its inhabitants and exploring reasons for the growth and development of cities as well as how this growth influenced culture.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 345.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 346 - Making a Living: U.S. Working-Class History**

This course examines the American working-class experience since the 19<sup>th</sup> century. Readings, films, and discussions will explore class formation, working-class communities, workplace culture and collective action including unionization. We will explore how industrialization, deindustrialization, and the construction of a service economy have shaped the experience of the American working class. How race and gender intersect with class will be central to our study. Americans are decidedly self-conscious and even anxious about discussing social class. This course will “make class visible” and explore the experience of American working-class people, their lives at work, at home, and in politics and popular culture.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 336.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 348 - Race and Ethnicity in the U.S.**

This course examines the role of ethnic and racial identity in American history, with a focus on the construction of “whiteness.” Readings and discussion for this course will address the immigration experience, the interaction among ethnic and racial groups in America, the creation of ethnic enclaves, and the development of unique hyphenated-American ethnic group identities and how these phenomena have changed over time.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 348.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 350 - Medieval Women and Gender**

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.

This course may be applied to the European history concentration. *3 hours*

Listed also as SWG 350.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 367 - The American West**

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.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 337.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 368 - Gender and Urban Life**

This course addresses the relationship between urban America and ideas of gender as well as race and class. Through readings and discussion, students examine how the urban experience both reflects and influences cultural definitions of gender and sexuality. Critical themes under investigation include the commercialization of sexuality, the idea of the city as a place for personal freedom and institutional oppression for both men and women, and the city as a dangerous place for women.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 338.

*Prerequisite(s):* ENGL 102 or consent of department.

### **HIST 371 - Work, Family, and Gender 1500-1945**

This course explores the changing relationship between family, work, and gender roles as the European world developed and learned to live with capitalism.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 372 - European Popular Culture 1500-1900**

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.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement.

### **HIST 378 - Native American History**

This course introduces students to the complex and rich culture, history, and worldview of Native American peoples. The course will address the period from the ancient civilizations of North America to the European/Native American contact as well as life for native peoples under the aegis of the United States. There will be a special focus upon the tribes of the arid Southwest, the woodland peoples of the Northeast, the agricultural societies of the Southeast, and the roving bands of the plains.

This course may be applied to the United States history concentration. *3 hours*

Listed also as AMST 378.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 379 - The United States in World War I**

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.

This course may be applied to the global or United States history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement.

### **HIST 380 - Contemporary Africa**

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.

This course may be applied to the African history concentration. *3 hours*

Listed also as BWS 380.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 381 - France 1750-1815: Enlightenment, Revolution, Dictatorship**

This course will examine three key movements in France: the Enlightenment, the French Revolution, and the Napoleonic era, all of which had a profound and lasting impact, not only in France, but also in the world. Emphasis will be placed not only upon the political developments of this period, but also upon social, cultural, and intellectual themes. Connections also will be drawn between the French Revolution and the various revolutionary movements of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries. *3 hours*

*Prerequisite(s):* ENGL 102

This course will satisfy the history core area requirement.

### **HIST 385 - Nazism and the Holocaust**

This course explores the processes and events leading up to and including the different acts of genocide that occurred in the context of the Second World War. Some experience with a college-level history class is recommended.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement.

### **HIST 388 - European Thought and Art, 1500 to the Present**

This course explores European thinkers, writers, and visual artists since the beginning of the 16<sup>th</sup> century.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department.

This course will satisfy the history core area requirement.

### **HIST 390 - Atlantic Africa**

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.

This course may be applied to the African history concentration. *3 hours*

Listed also as BWS 390.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 391 - Apartheid in South Africa**

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.

This course may be applied to the African history concentration. *3 hours*

Listed also as BWS 391.

*Prerequisite(s):* ENGL 102 or consent of department.

This course will satisfy the history core area requirement and the multicultural core requirement.

### **HIST 392 - Cold War International History**

This course will explore the origins of the 45-year-long United States-Soviet struggle, the key themes and crises, and the eventual end of the Cold War with the collapse of Soviet power in 1989-91. Students will be expected to understand the aims of the major players and the diplomatic, political, economic, social, and cultural tools they brought to the fight.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* ENGL 102 or consent of the department

This course will satisfy the history core area requirement.

### **HIST 393 - The Coming of Capitalism**

*3 hours*

Listed also as HNHI 393.

### **HIST 400 - History Research Seminar**

This is the capstone class for history majors. Students will conduct an independent research project guided by the seminar instructor and other departmental faculty. Students will also work with portfolios of their academic writing to use this capstone course as an opportunity to integrate their studies while developing proficiency in research methods, critical reasoning, and precise historical writing with citations. *3 hours*

*Prerequisite(s):* HIST 300.

### **HIST 420 - History of Islam in the United States**

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.

This course may be applied to the global or United States history concentration. *3 hours*

*Prerequisite(s):* One history class or consent of department.

This course will satisfy the multicultural core requirement.

### **HIST 421 - History of Islamic Banking Systems**

This course seeks to provide students with a general overview of the evolution of the Islamic banking systems from the seventh-

century Arabia to the present, which are based on the Holy Quran, Islamic law (sharia), and the prophetic tradition (sunna). We will discuss the methods of lending and borrowing available to Muslims and how crucial concepts such as profit, interest, and alms giving have been interpreted, understood, and practiced over time and space. We will also explore specific case studies about Islamic institutions, existing both inside and outside of the United States. The course will combine lectures, readings, classroom presentations, and field trips in the Chicago metropolitan area, and some guest speakers will also be invited to share their knowledge, backgrounds, and experiences with students.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* One history course.

#### **HIST 440 - The American Civil War**

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.

This course may be applied to the United States history concentration. *3 hours*

*Prerequisite(s):* One college history course.

This course will not satisfy the history core area requirement.

#### **HIST 450 - Independent Study**

*1-3 hours*

*Prerequisite(s):* Consent of instructor.

#### **HIST 451 - Inventing Victory: The United States in World War II**

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.

This course may be applied to the global or United States history concentration. *3 hours*

Listed also as AMST 451.

*Prerequisite(s):* One college history class.

This course will not satisfy the history core area requirement.

#### **HIST 452 - War on Two Fronts: Combat in Vietnam and Upheaval in the United States**

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.

This course may be applied to the global or United States history concentration. *3 hours*

Listed also as AMST 452.

*Prerequisite(s):* One college history class.

This course will not satisfy the history core area requirement.

#### **HIST 453 - The Military in the United States**

The course is an overview of U. S. military history with an emphasis on military policy, the formulation of national 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.

This course may be applied to the United States history concentration. *3 hours*

*Prerequisite(s):* One college history course.

This course will not satisfy the history core area requirement.

#### **HIST 455 - Internship**

*1-8 hours*

*Prerequisite(s):* Consent of instructor.

#### **HIST 457 - Topics in Global History**

This is one of several courses designed by instructors to explore particular aspects of global history.

This course may be applied to the global history concentration. *3 hours*

*Prerequisite(s):* One history course.

#### **HIST 459 - Topics in Latin American History**

This is one of several courses designed by instructors to explore particular aspects of Latin American history.

This course may be applied to the Latin American history concentration. *3 hours*

*Prerequisite(s):* One history course.

#### **HIST 460 - Topics in United States History**

This is one of several courses designed by instructors to explore particular aspects of the history of the United States.

This course may be applied to the United States history concentration. *3 hours*

*Prerequisite(s):* One history course.

#### **HIST 461 - Topics in European History**

This is one of several courses designed to explore particular aspects of European history.

This course may be applied to the European history concentration. *3 hours*

*Prerequisite(s):* One history course.

# Honors Seminars and Courses

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Honors Seminars and Honors Courses are open only to students admitted to the university's honors program.

## Freshman Honors Seminars: Thoughts and Passions

### **HNSM 160 - Evil and the Paradox of Hope**

*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. 3 hours

### **HNSM 161 - Beyond a Reasonable Doubt?**

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. 3 hours

### **HNSM 165 - Suffering, Grace, and Redemption**

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 freshmen 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. 3 hours

### **HNSM 168 - Love and Faith**

Love and faith are widely considered the most essential and profound of human experiences; at the same time, they are often seen in strictly emotional or irrational terms. In this course we will explore the role of the intellect in love and faith. Does "thinking too much" necessarily hinder our ability to act in passionate relationships or to believe in God? How do we practice love and faith thoughtfully? These are the kinds of questions that will guide us as we pursue answers in Dostoevsky's *The Brothers Karamazov* as well as in other works of fiction, philosophy, and popular culture (primarily music and film). 3 hours

### **HNSM 169 - Dostoevsky, Dominican, and the Daily News**

Fyodor Dostoevsky's *The Brothers Karamazov* is in every sense a "classic" when it comes to exploring deep thoughts and sometimes subtle, sometimes explosive passions. But great literature is not the only place where thoughts and passions live. "Intellectual passions", as the philosopher of science Michael Polanyi called them, inform the sciences and other academic disciplines in a university such as ours and an astonishing array of thoughts and

passions are bundled together in the daily news. In this seminar we will read and relate three texts, each of which points beyond itself: *The Brothers Karamazov*, myBulletin, and the New York Times. How do the brothers in Dostoevsky's novel teach us to understand anew both our education and the wider world? How might reading the three "texts" together illuminate our lives? 3 hours

### **HNSM 170 - Thoughts and Passions on Trial**

Dostoevsky's *The Brothers Karamazov* leads up to a murder trial which, along with this great novel as a whole, turns out to be a trial in more than one sense of the word. In this seminar we will consider the trial of Dmitri Karamazov along with other trials, both from the past (Socrates, Jesus, Adolf Eichmann) and in our own day. As readers, we may find ourselves in the role of judge or jury, prosecutor or defender, character witness or expert for either side. But we may just as likely find ourselves, with our own thoughts and passions, to be on trial as well. Great trials, as the word implies, can try the soul-but they can also teach. 3 hours

## Sophomore Honors Seminars: Human Being and Citizen

### **HNSM 257 - Good Life: Morality, Conscience, and Virtue**

What is a good life? This deceptively simple question will guide us through this course as we explore what it means to be a human being and citizen and to live a good life from the perspective of ancient Greek philosophers (Plato and Aristotle), a 17<sup>th</sup> century British philosopher (Hobbes), an 18<sup>th</sup> century Anglican bishop and moral philosopher (Butler), a contemporary philosopher (Midgley), and a contemporary moral psychologist (Callahan). We will engage a number of questions related to our search for "the good life." What is morality, and why do people behave morally? Are human beings inherently good, or is moral behavior contrary to our natural inclinations? Does the moral life consist of obligations and demands that we must meet, or is morality concerned with the qualities and characteristics that we embody? Can we make universal claims or judgments about what is good and just? What role do reason, emotion, religion, and conscience play in all of this? We will consider these questions in relation to the course readings and in light of our own experiences, current events, and challenges facing the world today. 3 hours

### **HNSM 261 - Gender Issues in Western Political Thought**

An exploration of gender issues in Western political thought through major texts and commentaries, as well as accounts of popular political discourse. 3 hours

### **HNSM 262 - Globalization and Civilization**

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 Fail 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. 3 hours

### **HNSM 263 - Plato's World Society Tomorrow**

In *The Republic*, Plato asks the questions, What does it mean for a human being to be just? And is it worth it? To answer the questions 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. *3 hours*

### **HNSM 264 - Individual, Community, Justice**

The answer to the question "What is Justice?" is at least in part dependent on one's understanding of what it means to be human. In this course we will examine differing paradigms of what it means to be human and then ask how each understands the nature of justice. We will explore how an emphasis on either individualism or communalism affects one's understanding of justice and thus one's responsibility to her or his community. Finally, we will examine concrete examples of how these differing paradigms of human nature and justice respond to acts of injustice. Possible examples to be explored are The Nuremberg trials, cases brought before the International Criminal Court or South Africa's Truth and Reconciliation Commission. *3 hours*

*Prerequisite(s):* Sophomore standing

### **HNSM 265 - Rights, Responsibilities, and Living Together**

This seminar considers the foundational shared text of Plato's *Republic* in light of a major tenet of Catholic social teaching, rights and responsibilities, and how the rights of an individual balance with one's responsibility to the common good of society. The seminar will examine a range of issues from modern political tensions to everyday problems of the average college sophomore. The reading material will lead students to evaluate how we make decisions as individuals and interact with families, faith communities, neighbors, and strangers. *3 hours*

## **Junior Honors Seminars: Human Being and Natural Being**

### **HNSM 352 - Darwin, Monkeys, Computers and Shakespeare**

What makes human beings human? Can 100 monkeys with iPads produce Hamlet? The central work of the course, Darwin's *Origin of Species*, presents an evolutionary theory that questions the existence of a natural end for man. For most Darwinians, man is just another animal that evolves without any particular end. There is a natural being that is biologically driven and a human being who is culturally constructed, but no natural human being. Since man has no natural end, then no society, culture, or behavior can be universally wrong, just culturally unacceptable. This course will examine whether a Darwinian natural moral sense in the species can exist by discussing topics such as a parents love of children, conjugal bonding of opposite sex partners, slavery, and psychopaths. Along with Darwin's major work and smaller readings, we will read Darwinian Natural Right: The Biological Ethics of Human Nature by Larry Arnhart. *3 hours*

### **HNSM 363 - Science and Responsibility**

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 of science and other human activities. The course will focus on Darwin's *Origin of Species* and on questions relating to global warming and/or climate change. *3 hours*

### **HNSM 366 - Darwinian Thinking Across Disciplines**

Evolutionary biologist Theodosius Dobzhansky famously said that nothing in biology makes sense except in the light of evolution. This seminar will explore what it might mean to see all of human knowledge through the lens of Darwinian thinking. Students will use insights from evolutionary science to explore topics in their own disciplines and, drawing on each other's disciplinary knowledge and expertise, will develop proposals for interdisciplinary research or social action projects. *3 hours*

### **HNSM 381 - Continuous and Discrete**

Darwin's great book, "Origin of Species" can be looked at as raising the question whether the line of descent from one species to another is continuous transition or progression. In this way, it prepares us to think about the difference between human beings and other natural beings. Is the difference between human beings and the non-humans the world in which they live? The continuous and the discrete is a theme with many variations. What is the relation between a point and a line, between rest and motion, between particles and waves, between knowing and learning. This course will explore as many of these topics as time allows. *3 hours*

### **HNSM 382 - Contemporary Issues: Science and Technology**

Scientific discoveries in the 19<sup>th</sup> 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 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. *3 hours*

### **HNSM 383 - The Evolution of Science: Human Being and Natural Being**

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? *3 hours*

### **HNSM 384 - Evolution, Eugenics, and Disability in America**

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. *3 hours*

## Senior Honors Seminars: Wisdom and Power

### **HNSM 453 - The Wisdom and Power of This World Only?**

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. *3 hours*

### **HNSM 462 - The Book of Job, Oedipus the King, and King Lear**

These three great texts, from the Old Testament, from fifth-century (BCE) Athens, and from Renaissance early 17<sup>th</sup>-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? *3 hours*

### **HNSM 463 - Tragedy and Hope**

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 inescapable, 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. *3 hours*

### **HNSM 464 - Personal Transformation**

There is a saying that “change is inevitable; growth is optional,” but how is it that some people are forged by suffering while others become defeated? Does this have something to do with how we see ourselves in relation to our difficulties? Is it a matter of faith? good luck? chance: In looking at what Job, Oedipus, Lear, and the poetry of T.S. Eliot can offer us, perhaps we can fortify ourselves to “suffer” in the real sense of the word and we might say, as the voice in “Ash Wednesday” articulates, “Teach us to care and not to care/Teach us to sit still.” *3 hours*

### **HNSM 465 - Learning the Hard Way: Know Yourself to Know the World**

*Antigone, Job, King Lear* and *Sir Gawain and the Green Knight* share a common theme of what disasters that having power without wisdom can bring; ignorance, especially of one’s self, can wreak havoc in a world where human suffering is somehow connected to

our understanding of human agency and divine power. This semester will be devoted to exploring ways of achieving wisdom and self-knowledge, as well as, a discussion of how our society constructs the concepts of both human and divine power and wisdom. *3 hours*

### **HNSM 466 - Wisdom and Suffering**

Does suffering bring wisdom? Is that wisdom worth what it costs? Conversely, can too much knowledge cause us to suffer? Is there a difference between knowledge and wisdom? What do we hope wisdom will bring to our lives? Through critical readings and discussions of Sophocles’ “Oedipus Rex”, Shakespeare’s “King Lear”, “The Book of Job” and Aristotle’s “Poetics”, we will explore these and other questions. *3 hours*

### **HNSM 467 - Tragedy and Response: the Measure of Our Lives**

The novelist Peter DeVries’ asserts, “What people believe is a measure of what they suffer”. But, our texts (Job, Oedipus Tyrannus, and King Lear) ask, Is what people suffer also a measure of what they believe? In this seminar, these classic texts will guide our consideration of this and related questions: What are the alleged sources of our suffering? Does knowing the source(s) matter? How to respond to one’s suffering? To the suffering of others? And when no response is adequate, what then? *3 hours*

## Honors Courses

### **HNEC 190 - Principles of Microeconomics**

*3 hours*

Listed also as ECON 190.

### **HNEN 102 - Composition II: Writing as a Way of Knowing**

*3 hours*

### **HNEN 297 - Post Colonial Literature**

*3 hours*

Listed also as ENGL 297.

### **HNEN 345 - Advanced Academic Writing-Honors**

*3 hours*

Listed also as ENGL 345.

### **HNEN 354 - Chaucer-Honors**

*3 hours*

Listed also as ENGL 354.

### **HNHI 261 - Greece Honors**

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 and Aristophanes, and modern works on the ancient economy and politics. *3 hours*

*Prerequisite(s):* English 102 or consent of department.

This course will satisfy the history core area requirement.

### **HNHI 275 - Medieval Europe**

HONOR STUDENTS ONLY. *3 hours*

**HNHI 301 - Jerusalem Antiquity Present**

3 hours

Listed also as HIST 300

This course will satisfy the literature core area requirement and the multicultural requirement

**HNHI 393 - The Coming of Capitalism**

The history of Europe's transition from a society with markets to a market society. The development of new classes and class conflicts. The development of new forms of production in agriculture and industry as well as the origins as a way of supporting families. 3 hours

Listed also as HIST 393

*Prerequisite(s):* Honors students only.

**HNHI 400 - American Empire**

This course studies invasions, coups and other interventions carried out by the United States from 1805 to the present. Our guiding questions will be: Why did Americans decide to carry out a particular intervention? How was it communicated, or "sold" to the public? How was the intervention executed? What have been its long-term effects? We will also look for patterns that help explain what drives the United States to intervene in other countries, what tools it has available for these interventions, and what lessons American leaders learn from the successes or failures of intervention. We will also seek to apply what we have learned, considering the prospects for future interventions and trying to estimate their chances for success. 3 hours

*Prerequisite(s):* Honor Program students only or consent of Honors Department.

**HNID 305 - Violence, Religion, and the Hope for Peace: Can We Survive the Clash of Civilizations?**

In this course, students will explore the essential role played by religious diversity in the world today in both creating and also diminishing tensions and conflict among and between cultures and civilizations. Primary emphasis would be on the major religions of the world, Christianity, Islam, Hinduism and Buddhism, but with regard to the important role of "minority" faiths - Buddhism, hybrid forms (e.g. Indonesian religion), and native religions. This is an examination of the current religious dimensions of international and national tensions in the light of challenges and issues created by globalization, the possibility of nuclear war, and global climate change. The course will draw on the resources of the Interfaith Youth Core to involve students experientially in interfaith encounter. Service Learning included. 3 hours

Listed also as HNPS 305

*Prerequisite(s):* Sophomore standing or consent.

This course will satisfy the Social Science core area requirement.

**HNPH 284 - Law, Freedom And Justice**

3 hours

**HNPH 339 - Nietzsche-Honors**

3 hours

Listed also as PHIL 339.

**HNPS 200 - Government Policies and Their Effect on Social Justice**

A review of the effects of government policy on organizations that champion social justice. A survey of 10 social justice interest areas from housing to health care and how government policy in Illinois effects outcomes. Policy, law and funding models in other communities will be researched to identify potential improvements. 3 hours

*Prerequisite(s):* Honors program only or consent.

This course satisfies the social sciences core requirement.

**HNPS 305 - Violence, Religion, and the Hope for Peace: Can We Survive the Clash of Civilizations?**

3 hours

Listed also as HNID 305

**HNPY 102 - General Psychology-Honors**

4 hours

Listed also as PSYC 102.

**HNTA 270 - The American Scene**

3 hours

Listed also as THEA 270 and AMST 273.

**HNTA 350 - Images of Women in Drama-Honors**

3 hours

Listed also as THEA 350.

**HNTO 122 - The Gospels-Honors**

3 hours

Listed also as THEO 122.

**HNTO 273 - Great Women Mystics**

3 hours

Listed also as THEO 273

**HNTO 371 - Law and Legal Reasoning in Judaism, Christianity, and Islam**

3 hours

Listed also as THEO 371.

*Prerequisite(s):* Honors program only.

This course will satisfy the theology core area requirement

**HNTO 383 - The Book of Revelation and Apocalyptic Literature**

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 the apocalyptic in our time. 3 hours

*Prerequisite(s):* Honors Program or consent of instructor.

This course will satisfy the theology core area requirement.

# Information Literacy

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## **LIB 000 - Information Literacy Workshop**

A noncredit workshop offered by the library to transfer degree completion 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. *0 hours*

# Interdisciplinary Courses

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## **ID 090 - Student Success Workshops**

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. *0 hours*

## **ID 091 - Academic Success: How to Study in College**

Do you want your study habits to produce better results? Would you like to create new and more effective habits? This workshop emphasizes self-exploration, personal growth, and wise decision-making and covers such specific skills as note-taking, test-taking, time management, and other skills needed to ensure success in college. *0 hours*

## **ID 102 - Strategies for Academic Success**

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. *3 hours*

## **ID 103 - The Art of Reading Well**

Individualized reading instruction. Entrance scores/placement results may require some students to take this course as a prerequisite for ENGL 102. This course is graded on a satisfactory/fail basis and may be taken for credit more than once. *1 hour*

*Prerequisite(s):* Placement or consent of instructor.

## **ID 110 - Career Planning and Major Exploration**

This course is designed to help students with selecting college majors and identifying potential careers within their chosen fields. Students will develop a strong foundation for major/career planning through career assessments, industry research and personal reflection. We will explore a variety of career options and determine the required skills, certifications and/or advanced degrees necessary for employment. Upon completion of this course

students will have a better understanding of their career interests and the academic programs to support them in their desired fields. This course is offered on a satisfactory/fail basis. *1 hour*

## **ID 190 - Portfolio Development**

For first-year students seeking to build and maintain a portfolio of their work at Dominican, with particular attention to integrating learning across courses and over time. Students enrolled in the course will reflect on their academic and co-curricular experiences at Dominican, and connect ideas, theories, and methods encountered in multiple courses. At the end of this course, students will have assembled a portfolio of their best work, which may be developed in their subsequent years in college and, ultimately, shared with others (potential employers, graduate admissions committees, etc.). *1 hour*

*Prerequisite(s):* Freshman seminar (LAS or honors).

## **ID 210 - Becoming a Campus Change Agent**

How do you use your knowledge of leadership theory and social change as well as your leadership skills to make change in our campus community? What recommendations do you have to create a more just and humane campus experience for Dominican students? This 1-credit capstone course for the Leadership Certificate is designed as a research project in which students will choose a campus issue they would like to see changed. Using their background on the stages of social change, students will conduct research and make recommendations on options for addressing their particular issue. *1 hour*

## **ID 260 - Interdisciplinary Topic**

*1 hour*

## **ID 290 - Portfolio Development: Sophomores and Above**

This course is for students at the sophomore rank or above seeking to build and maintain a portfolio of their work at Dominican, with particular attention to integrating learning across courses and over time. Students enrolled in the course will reflect on their academic and co-curricular experiences at Dominican, and connect ideas, theories, and methods encountered in multiple courses. At the end of this course, students will have assembled a portfolio of their best work, which may be developed in their subsequent years in college and, ultimately, shared with others (potential employers, graduate admissions committees, etc.). *1 hour*

*Prerequisite(s):* Sophomore standing or above. (ID 190 is not a prerequisite.)

## **ID 450 - Independent Study**

*1-8 hours*

# International Relations and Diplomacy

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## International Relations and Diplomacy - B.A.

The major in international relations and diplomacy is designed to prepare students to enter into the Department of State's 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), and the World Bank. The major is wonderful preparation for worldwide service in the creation of a more just and humane world.

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 affairs and at least one foreign language are considered essential for minimal competitiveness in the international field. The field of international relations and diplomacy is one of the most competitive in politics and successful students must be willing to go beyond the minimum requirements to be accepted into the best graduate schools and to gain entry-level positions in the international community. The student will work with the major advisor to develop a coherent course of studies for his or her area of interest.

### Major Requirements:

Thirty-nine credit hours in course work as directed below plus fulfillment of the language requirement through completion of one of three available options arranged with major advisor.

### Required Courses:

- POSC 170 - American Government

*Complete one of the following two courses:*

- POSC 240 - International Relations
- POSC 250 - Comparative Politics

*Complete one of the following two courses:*

- POSC 343 - International Law

*POSC 380 - Constitutional Law I: Institutional Powers*

*Complete the capstone course:*

*POSC 440 - Senior Capstone*

*Complete two courses in political philosophy*

*Complete four courses in world politics*

*Complete one course in European history at the 200 level or above*

*Complete one course in each of two different political areas outside of Western Europe*

### Additional Requirements:

Two years of university-level language training or equivalent, or additional coursework as directed by the major advisor (see below).

Courses in economics, world history, and U.S. history are also strongly recommended.

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.

A minimum of one-half the courses in the major field must be completed at Dominican.

### Language Requirement

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. Students arrive at Dominican University at different levels and it is our job to maximize student success in the field by tailoring every student's program to his or her skills. Therefore, students will complete one of the following three options for completion of the language requirement in the major. Language proficiency for the major is considered completion of two years of university coursework or equivalent. It is important to note that this is the major language requirement, and students are also responsible for the university language requirement.

### Option #1: Zero or Limited Second Language Proficiency

Students without proficiency in a second language, as determined by the modern foreign language department placement test, must take at least 16 credit hours (through the second-year sequence) in an available language. Students who test into a language beyond 101 (first-semester, first-year language), but not through the end of the second-year sequence, must complete the second-year sequence or 7 credit hours in the language—whichever is more earned credit hours. In other words, students who test into second-semester, second-year language must complete the second-year sequence and take an additional course in the language.

### Option #2: Second Language Proficiency With a United States Secondary Education

Students with proficiency in a second language, as determined by the modern foreign language department placement test, must complete either 9 additional credit hours in the language of proficiency or 8 credit hours (the first-year sequence) in a third language. If students believe, in consultation with their major advisor, that their English skills are in need of improvement, they may be approved for option #3.

### **Option #3: Second Language Proficiency with a Non-English-Speaking Country Secondary Education**

Students whose first language is not English, and who have completed their secondary school education in a non-English-speaking country, must take either 8 credit hours (the first-year sequence) in a third language or 9 additional credit hours of course work. Students choosing the 9 additional credit hours must take ENGL 190 , CAS 150, or CAS 155, and an additional English (beyond university requirements), communications, or world politics course.

Language proficiency 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. This “exception” does not include English as a second language or a native language; both these circumstances fall under options #2 or #3 above. The department, in consultation with language experts, is the final arbiter on language proficiency for purposes of degree completion.

# Italian

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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.

## Italian - B.A.

### Major Requirements:

Thirty-two semester hours beyond ITAL 201, including ITAL 255 and ITAL 256, and two literature courses selected in consultation with the MFL advisor. Students must register for course intensification in order to count ITAL 260, ITAL 263, ITAL 264, ITAL 275, ITAL 276, ITAL 277, or ITAL 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.

### Italian Education

#### Teacher Licensure: Italian grades K-12

Students who wish to teach Italian in kindergarten through 12<sup>th</sup> grades complete a major in Italian and complete the School of Education's Teacher Education Program for K-12 licensure.

#### Additional Italian Education Requirements

- Three assessments that must be completed prior to clinical practice:
  - Cultures, Literatures, and Cross-Disciplinary Concepts assessment
  - Linguistic Terms Analysis and Presentation
  - Oral Proficiency Interview (Students must score at the *advanced low* level)

#### Teacher Education Program

- Professional education courses including EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio

- Clinical Practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

## Teacher Licensure: Elementary Education

Italian majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Italian Minor

### Minor Requirements:

Eighteen semester hours beyond ITAL 201. A minimum of one-half the courses in the minor field must be completed at Dominican.

## Basic Language Courses

### ITAL 101 - Elementary Italian I

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. *4 hours*

### ITAL 102 - Elementary Italian II

This course continues to develop the four language skills. *4 hours*  
*Prerequisite(s):* ITAL 101 or equivalent.

## Intermediate Italian Courses

### ITAL 192 - Italian for Spanish Speakers

We will use students understanding of Spanish to move more quickly through the Italian material. 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. *4 hours*

*Prerequisite(s):* Placement by exam. Students who have taken ITAL 201 or above or placed into ITAL 201 or above may not take this course.

### ITAL 201 - Intermediate Italian I

This course 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 grammatical concepts. *4 hours*

*Prerequisite(s):* ITAL 102 with a minimum grade of C- or placement through examination.

### ITAL 202 - Intermediate Italian II

This course completes the grammar cycle and 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. *4 hours*

*Prerequisite(s):* ITAL 201 or equivalent.

## Advanced Language Courses

### **ITAL 300 - Advanced Grammar and Composition**

Development of writing skills with emphasis on the complexities of structure and idioms and composition techniques. *3 hours*

*Prerequisite(s):* ITAL 202 or equivalent.

### **ITAL 301 - Advanced Discussion**

Development of increased fluency in spoken language in a variety of forms through conversations, reports, and the use of relevant contemporary materials contained in films, magazines, and newspaper articles. *3 hours*

*Prerequisite(s):* ITAL 202 or equivalent.

## Civilization and Culture Courses

### **ITAL 255 - Italian Civilization and Culture I**

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. *3 hours*

*Prerequisite(s):* ITAL 202 or equivalent.

### **ITAL 256 - Italian Civilization and Culture II**

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. *3 hours*

*Prerequisite(s):* ITAL 202 or equivalent.

### **ITAL 260 - Italian-American Culture**

An exploration through film and literature of the position of Italian-Americans in the United States during the 20<sup>th</sup> and 21<sup>st</sup> centuries. This course is conducted in English. *3 hours*

Listed also as MFL 260.

This course will satisfy the literature core area requirement.

### **ITAL 280 - Italia Oggi (Italy Today) I**

Designed to engage students with Italy's most contemporary sense of culture, this course moves over four topics and combines media (internet journals, film, YouTube) with traditional genres (short stories, poetry, popular music) to create a virtual immersion experience in which language is experienced and produced in its most current usage. Students will gather and share information through class discussions and through participation in Skype communities. This course is conducted in Italian. *3 hours*

*Prerequisite(s):* ITAL 202 or equivalent.

### **ITAL 281 - Italia Oggi (Italy Today) II**

Designed to engage students with Italy's most contemporary sense of culture, this course moves over four topics and combines media (internet journals, film, YouTube) with traditional genres (short stories, poetry, popular music) to create a virtual immersion experience in which language is experienced and produced in its most current usage. Students will gather and share information through class discussions and through participation in Skype communities. This course is conducted in Italian. *3 hours*

*Prerequisite(s):* ITAL 202 or equivalent. Completion of ITAL 280 - Italia Oggi (Italy Today) I is recommended but not required.

### **ITAL 295 - Italian Cinema**

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. *3 hours*

Listed also as CAS 295.

This course will satisfy the fine arts core area requirement.

### **ITAL 320 - History of the Italian Language**

This course is designed to provide students with an overview of the evolution of the Italian language. Course material covers *La Questione della Lingua*, linguistics, and dialects. *3 hours*

*Prerequisite(s):* ITAL 300.

## Professional Courses

### **ITAL 345 - Business Italian**

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. *3 hours*

*Prerequisite(s):* ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

## Literature Courses

### **ITAL 263 - Women of the Italian Renaissance**

In the Italian Renaissance women were visible not only at the subject of male writers and artists, but as writers and artists in their own right. This course considers women both as objects of male works and as active contributors to culture by exploring the literature and art of the Italian Renaissance. This course is conducted in English. *3 hours*

Listed also as SWG 263.

This course will satisfy the literature core area requirement.

### **ITAL 264 - Modern Italian Women Writers**

This course will focus on the 20<sup>th</sup> century works of Italian women writers such as Elsa Morante, Natalia Ginzburg and Dacia Maraini. We will consider the position of women and literary production in Italy from World War II to the present. This course is conducted in English. The course does not count towards the Italian major or minor. *3 hours*

Listed also as MFL 264 and SWG 264.

This course will satisfy the literature core area requirement.

**ITAL 275 - Dante's Inferno**

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. *3 hours*

Listed also as MFL 275.

This course will satisfy the literature core area requirement.

**ITAL 276 - Dante's Divine Comedy I**

This course will first study Dante's *La Vita Nuova* as the preparatory text to Dante's great poem, the *Divine Comedy*. The majority of this course concentrates on the poem's first canticle, the *Inferno*. Through a close examination of the text, this course will look to the poem's manuscript art as the visual commentary that accompanied the work in its earliest circulations. It will also consider the art that shaped the poet's creation of the poem and the places it describes. This course is conducted in English. *3 hours*

Listed also as MFL 276

This course will satisfy the literature core area requirement.

**ITAL 277 - Dante's Divine Comedy II**

This course will study the *Purgatorio* and the *Paradiso*—the second and third canticles of Dante's great poem, the *Divine Comedy*. Through a close examination of the text, this course will look to the poem's manuscript art as the visual commentary that accompanied the work in its earliest circulations; it will also consider the art that shaped the poet's creation of the poem and the places it describes. This course is conducted in English. *3 hours*

Listed also as MFL 277.

*Prerequisite(s)*: ITAL 276 is recommended but not required.

This course will satisfy the literature core area requirement

**ITAL 360 - Italian Short Story**

A study of the novella from the Middle Ages to the present. *3 hours*

*Prerequisite(s)*: ITAL 255, ITAL 256, ITAL 300, or ITAL 301

This course will satisfy the literature core area requirement.

**ITAL 365 - Literature of the Italian Middle Ages**

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. *3 hours*

*Prerequisite(s)*: ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the literature core area requirement.

**ITAL 366 - Literature of the Italian Renaissance**

The course covers the literary production of the Renaissance. Works include those of Francesco Petrarca, Niccolò Machiavelli, and Ludovico Ariosto, among others. *3 hours*

*Prerequisite(s)*: ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the literature core area requirement.

**ITAL 367 - Literature of the Italian Romantic Period**

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. *3 hours*

*Prerequisite(s)*: ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the literature core area requirement.

**ITAL 368 - Literature of Modern Italy**

An introduction to Italian literature from the 20<sup>th</sup> century to the present through a study of representative selections of prose and poetry. *3 hours*

*Prerequisite(s)*: ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the literature core area requirement.

## Other Italian Courses

**ITAL 399 - Directed Study**

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. *1-4 hours*

*Prerequisite(s)*: Junior standing and consent of instructor.

**ITAL 450 - Independent Study**

Independent study is for students who have already taken all Italian courses offered in a given semester. *1-4 hours*

*Prerequisite(s)*: Senior standing and consent of instructor.

# Latino and Latin American Studies

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## Latino and Latin American Studies Minor

The Latino and Latin American studies minor invites students to engage in focused multidisciplinary analysis of the transnational Spanish-speaking American world. From wide-ranging perspectives students study the cultural, economic, political, and social realities, both past and present, of more than 20 American countries where Spanish is spoken as a native or heritage language. With the United States now second in the world in its national Spanish-speaking population, the study of Latin America and Latinos in the United States is both timely and needed.

The minor grounds students' academic studies in experiential learning through service learning in the Chicago-area Latino community, and/or through study abroad. It further distinguishes its students by requiring higher minimum language proficiencies in the four key skills in Spanish than those required by the core curriculum in foreign languages for graduation.

### Minor Requirements:

The minor requires 18 credit hours, including:

### Required Courses:

- LLAS 200 - Introduction to Latino and Latin American Studies
- 15 hours of approved electives chosen from at least three different disciplines

### Additional Requirements:

- Minimum of 40 hours of service learning in the Chicago-area Latino community or study abroad in Latin America
- Language proficiency requirement minimum: intermediate-high (this level will be achieved by most students at the end of successfully completing SPAN 246 - Introduction to Spanish America, and will be tested by an oral proficiency interview and a writing sample.)

### Approved Elective Courses

#### *Apparel Design and Merchandising Courses:*

- APRL 200 - Cultural Perspectives in Dress (with 1-credit course intensification focused on Latin American dress)

#### *Art History Courses:*

- ARTH 295 - Latin American Art

#### *Communication Arts and Sciences:*

- CAS 298 - Global Media
- CAS 321 - Intercultural Communication (with 1-credit course intensification focused on Latin American/Latino subjects)

- CAS 396 - Leadership in a Diverse Multicultural Environment

#### *English Courses:*

- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 289 - U.S. Latino/a Literature

#### *History Courses:*

- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 315 - Latin American Revolutions
- HIST 328 - Latin American and United States Relations
- HIST 329 - Caudillos and Dictators in Latin America

#### *Nutrition Courses:*

- NUTR 280 - Multicultural Foods: Experiencing Culture Through Food

#### *Political Science Courses:*

- POSC 242 - Latin American Politics

#### *Psychology Courses:*

- PSYC 245 - Cross-Cultural Psychology

#### *Sociology Courses:*

- SOC 204 - Latin America Today
- SOC 205 - Latina/o Sociology
- SOC 302 - Sociology of Globalization and Development
- SOC 342 - El Salvador, Human Rights, Globalization
- SOC 350 - Women and Development

#### *Spanish Courses:*

- SPAN 231 - Spanish Language and Culture for Heritage Speakers
- SPAN 246 - Introduction to Spanish America
- SPAN 301 - Advanced Grammar and Composition
- SPAN 325 - Introduction to Hispanic Cinema
- SPAN 390 - Latin-American Literature I
- SPAN 391 - Latin-American Literature II
- SPAN 427 - Special Topics

#### *Study of Women and Gender Courses:*

- SWG 381 - Transnational Feminist Theories

#### *Study Abroad Courses:*

- STA 299 - International Service Study Abroad: Guatemala, El Salvador, Haiti, South Africa (Cuernavaca, Mexico or Haiti)
- STA 330 - Cuba-Culture, History, and Politics
- STA 342 - El Salvador: Human Rights, Gender, and Globalization

#### *Theology Courses:*

- THEO 239 - Latin@ American Religious Experience and Theology

*Additional courses not listed here may, with the approval of the director, count towards the minor.*

# Latino and Latin American Studies Courses

## **LLAS 200 - Introduction to Latino and Latin American Studies**

This course introduces the major concepts, issues and debates currently found in the fields of Latino studies and Latin American studies. It also provides an overview of regional geographies, national demographic profiles and the various socio-economic conditions characteristic of contemporary Latin America. The course includes study of the main demographic features of the diverse Latino communities in the United States today, a comparison of each group's unique immigration and settlement patterns, and an investigation of adaptive and resistant Latino cultural practices. For an additional credit hour, students complete 20 hours of service to the Chicago-area Latino community, along with service learning assignments. *3 hours*

## **LLAS 204 - Latin America Today**

*3 hours*

Listed also as SOC 204

This course will satisfy the multicultural core requirement.

## **LLAS 205 - Latina/o Sociology**

*3 hours*

Listed also as SOC 205.

This course will satisfy the multicultural core requirement.

## **LLAS 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People**

*3 hours*

Listed also as THEO 238

This course will satisfy the theology core area requirement and the multicultural core requirement.

## **LLAS 239 - Latino/a Religious Experience And Theology**

*3 hours*

Listed also as THEO 239.

## **LLAS 295 - Pre-Columbian Art**

*3 hours*

Listed also as ARTH 295

This course will satisfy the fine arts core area requirement.

## **LLAS 350 - Women and Development**

*3 hours*

Listed also as SOC 350 and SWG 351

This course will satisfy the multicultural core requirement.

## **LLAS 427 - Special Topics**

*3 hours*

Listed also as SPAN 427.

*Prerequisite(s):* SPAN 320 and either SPAN 380, SPAN 381, SPAN 390, or SPAN 391, or consent of instructor.

# Liberal Arts and Sciences Seminars

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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:** The Examined Life (100 level)
- **Sophomore Seminar:** Life in Community (200 level)
- **Junior Seminar:** A Life's Work (300 level)
- **Senior Seminar:** The Good Life (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 one another. 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, they place at the center of students' Dominican education a shared experience; they embody for students the distinctive community of learners they have joined.

Most important, 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 engage texts from diverse fields of study, connect ideas and experiences across contexts, assert a defensible response to the questions under consideration, communicate effectively in oral forms, and communicate effectively in writing.

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.

## LAS Seminar Learning Goals and Outcomes

As they engage texts (e.g. written, visual, oral, or experiential) from diverse fields of study, students will be able to

- identify and explain the main idea or ideas within the texts;
- discern distinct positions within the text or between and among texts; and

- make judgments about the text in relation to the guiding questions for each seminar level.

In connecting ideas and experiences across contexts, students will

- draw on relevant examples of personal experience to explore the guiding questions under consideration at each seminar level;
- demonstrate an awareness of diverse responses to the guiding questions for each seminar level; and
- make connections across disciplines in ways that illuminate the guiding questions at each seminar level.

To assert a defensible response to the guiding questions under consideration, students will

- articulate a clear response;
- situate one's response in relation to others' responses; and
- defend the rationale for one's responses.

To communicate effectively in oral forms, students will

- demonstrate attentiveness to the oral contributions of others;
- contribute to discussions in ways that build upon or synthesize the ideas of others; and
- foster a constructive class climate.

To communicate effectively in writing, students will

- articulate a clear, specific, and complex thesis in response to the questions;
- support the thesis with appropriate evidence; and
- demonstrate correct syntax and mechanics.

Seminar Themes, Guiding Questions, and Common Texts:

### Freshman Seminars: The Examined Life

Freshman seminars begin the process of examining one's life and take as a focal point these fundamental questions:

- What is the self?
- Who am I? How did I become who I am? Who will I be in the world?
- What does it mean to live mindfully and reflectively? What helps and hinders that process?

Common text: Thich Nhat Hanh's *Living Buddha, Living Christ*

### Sophomore Seminars: Life in Community

The central questions raised in all sophomore seminars are:

- How are personal identity and group membership interrelated?
- What are the causes and effects of inequality among and within groups?
- What does it mean to live in diverse communities and cultures?

Common text: Diana Eck's *Encountering God*

### Junior Seminars: A Life's Work

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 the place of work in the life of the individual and in society?
- How do technology and leisure shape our lives?
- What part does making a living play in making a life?

Common text: Hannah Arendt's *The Human Condition*

#### Senior Seminars: The Good Life

In the senior seminar, students take up the questions:

- What does it mean to be good, to lead a good life?
- How does one reconcile self-interest with a sense of social responsibility?

Common text: Aristotle's *Nicomachean Ethics*

## Freshman Seminars

#### LAS 123 - Dragons, Secret Agents, Wizards, Saviors, and You

This course serves as your introduction to the Liberal Arts Seminar sequence of the core curriculum. A Liberal Arts Seminar at Dominican is a discussion-centered course focused on a class-level theme. All freshmen explore the same theme - "The Examined Life". In this course, we will approach this primarily through the lens of fantasy, science fiction, and psychology. 3 hours

#### LAS 124 - Who I Am and the Choices I Make

In this seminar we will explore how who I am and what I value influences the choices I make. Similarly, we will explore how the choices I make will influence who I become. We will read selections from economics and psychology to explore choice theory and decision making. 3 hours

#### LAS 125 - Journeys of the Self

From the ancient through the modern, narrative forms have employed the physical journey as a metaphoric foundation for psychological journeys to self-awareness. Utilizing the common text and selections from alternative texts ranging from *Gilgamesh*, to *Hamlet* and *Don Quixote*, Virginia Wolff's *Orlando*, Hesse's *Siddhartha*, and others we will read closely, think critically, discuss passionately, and write concisely about the singular inward journeys that lead to self-awareness and to the subsequent focus of the self on service to the directed life. 3 hours

#### LAS 126 - Writing the Self and Its Other

Modern individuals regard themselves as singular, authentic beings, capable of self-knowledge. In this seminar we will study the origins of the modern self as a self-conscious "subject," contained within gender, racial, national, economic and religious limits. However, we will also consider more fluid forms of identification, deemed antagonistic, even mutually exclusive, by dominant discourses. By examining these two modes of self-representation, we will question the role of self-awareness, individuality, and individualism across different cultural and religious traditions. We will also consider how the development of "personal identity" is intrinsically tied to the act of reflection, invention, and writing of one's self and its other. Readings will include essays, short stories, memoirs, philosophical and religious discourse, poetry, film and novels. This seminar may require off-campus service-learning hours. 3 hours

#### LAS 127 - The Artist and the Examined Life: Meditation on Craft

Using a variety of artistic methods including drawing, painting, collage and the practice of creating block prints, we will explore the process of making art as a spiritual endeavor and examine how making art is a mindful and reflective expression of ourselves and our perspective of the world around us. We will examine the self as artist and the interdependence of the artist and society. 3 hours

#### LAS 128 - My Education

The course focuses on how to understand the concept of learning and identifying when one has attained knowledge, be it in a formal or informal setting. Questions the course can address include: How do I identify moments of learning and self-awareness? Who/what serve as exemplars from which I derive paths to knowledge? At what point in time do I feel that I serve as an exemplar for others? How do I define education? 3 hours

#### LAS 131 - The Natural Self

Beginning with the story of one man's search for his genetic identity, continuing with an exploration of the human genetic heritage, and ending with a discussion of what this all means about who we are and our place in the world, this seminar examines the relationships between biological life, the self, and the planet. 3 hours

#### LAS 132 - A Groovy Movie: You in the 1960s

In this class we will enter a portal and go back in time. The first day of class will be in Levittown, New York, the day before John F. Kennedy was shot, and the last day of class will be in the quad of Kent State University, May 4, 1970. You will participate in historical events, not to learn about them, but to be in them and of them. We will study aspects of the self through the lens of history. You will explore friendship as a member of a platoon in Vietnam, travel to India with the Beatles to experience spirituality, come to understand dissent when you protests as a student at Kent State, learn about fairness as you fight for equal rights with feminists, and look for a deeper meaning as you become one with a bird named Jonathan Livingston Seagull. Each unit will be paired with readings from classical scholars as well as modern writers, and we will use films and YouTube videos along with our readings. There will be vibrant discussion with no wrong answers, only answers that lead to more questions, in the never ending search to answer the question: who am I? 3 hours

#### LAS 133 - The Civil Disobedient Self

Are you willing to take a stand? Are you willing to act upon your beliefs? Individual and communal nonviolent resistance—civil disobedience—has a long history. Its writings constitute a significant body of work, which includes Greek texts, Hebrew scripture, oral declarations, abolitionist tracts, and other works pertaining to social justice, civil rights and peace movements. Students will read, think, and write critically about the extent to which social activism has impacted individuals and society. This seminar includes a required service activity. 3 hours

#### LAS 134 - The Courage of Leadership

In this seminar, we will consider the role of courage in shaping one's identity as a leader. We will use various texts and discussions to investigate the following questions: Do you have the courage to be yourself? Do you have the courage to make decisions that are consistent with your values? Do you have the courage to change and challenge the "norm"? This course will help you explore who you are now and help you discover the leader you want to become in the future. 3 hours

#### LAS 135 - Success!

This course serves as your introduction to the seminar sequence of the core curriculum. A seminar at Dominican is a discussion-centered course focused on a class-level theme. All freshmen

explore the theme of “the examined life.” In this course, we will approach this theme from an exploration of facets of succeeding. The guiding questions for the freshman seminar will be addressed directly and reflected in corresponding questions oriented around the concept of success. *3 hours*

### **LAS 136 - Choosing Your Path**

How did I become who I am? Who will I be in the world? Choosing your path in the world calls for active reflection on your past, your present, and your future. Through the process of structured discussions and with the help of readings and other materials, we will investigate your history and your values, seeking insight into what makes you who you are and how your values shape who you hope to become. Using stories from the lives of others, we will study ourselves. *3 hours*

### **LAS 137 - Heritage and Identity**

In this seminar, we will explore the ways that our individual identities are connected to and shaped by our heritage. To what extent is a person’s identity influenced by the culture(s) to which s/he belongs? What is the role of ethnicity? Of family? Of tradition? Of customs? As we consider these questions, we will read various texts (fiction, non-fiction, autobiography, and poetry) that also examine the idea of heritage, revealing both the gifts and the burdens that individuals can inherit. This course will ask you to think about who you are now, where you’ve come from, and what you might become in the future. This seminar will require off-campus service hours. *3 hours*

### **LAS 138 - Personal Awakenings, Social Struggles, and Dreams of Transformation**

Some of our most intense learning experiences can feel like awakenings from mistaken understandings of our world. We experience some of these awakenings – like learning that we have the power to reason our way through misunderstandings with loved ones or morally complicated social situations – as empowering turning points in our lives. Not all of these awakenings are pleasant. Learning that others are suffering and denied opportunities due to systematic injustice can leave us feeling ill at ease and less at home in the world. But awakenings, whether gratifying or upsetting, call us to ask ourselves many questions. How do we hold onto new insights, feelings of purpose, and desires to relate differently to others once we have these moments of awakening? What personal, social, and political forces encourage us to live less mindfully and justly? Must we change our lives? In this seminar, we will explore these questions and examine how writers, philosophers, religious thinkers, leaders of social movements, and other people of conscience have answered these questions. But we will not assume that mindfulness is something we leave to the experts. Through in-class exercises (including five-minute memoirs, group discussion, and civil debate) and reflective essays, participants in this seminar will pursue the work of mindfulness independently and with one another. *3 hours*

### **LAS 139 - Self and Leadership**

This seminar will examine the development of the self as a leader. Looking at leaders throughout history, both famous and unknown, students will discover what they value in others and themselves. Leadership will be discussed from the perspective of historical development and context in which individuals find themselves living. *3 hours*

### **LAS 140 - Re: Visioning the World**

Contemporary life gives us access to more images and visual information than ever before, but sometimes without any

meaningful context. In this seminar we will explore ways to learn about ourselves through understanding as well as creating our own visual vocabulary. *3 hours*

### **LAS 141 - Social Selves - Got Privilege?**

We will examine the role social forces play in shaping one’s sense of self, and how communities can play both positive and negative roles in our development. *3 hours*

### **LAS 142 - Moral Compass: The Means to Find Oneself**

Using the lens of selected literary works, students will be challenged not only to find their moral compasses, but also learn to use them as a means to uncover their own personal identities in the midst of life’s numerous obstacles. This quest of self-discovery happens not only in the great tribulations of life, but also in the mundane and ordinary stretches of existence. This seminar sheds light on the great importance of utilizing one’s moral compass each and every day, as well as the significance it plays in understanding and shaping one’s personal identity. *3 hours*

### **LAS 144 - Wealth, Poverty and Identity**

To what extent is who you are determined by what you have? This seminar will examine the connections between material affluence and identity. We will develop working definitions of wealth and poverty, and through the examination of a variety of texts we will study the many ways that conceptions of identity are influenced by being rich or being poor. We will also discuss the environmental implications of materially determined identity, and we will consider not only American wealth and poverty, but also the extreme poverty and income inequality that exist in developing countries throughout the world. *3 hours*

### **LAS 147 - My Authentic Self - Roads Taken and Not Taken**

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 of your choices. How will you shape your hopes and dreams? *3 hours*

### **LAS 148 - Who Do You Want to Become?**

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. *3 hours*

### **LAS 153 - Faith and Life Today**

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. *3 hours*

#### **LAS 163 - Transforming the Self**

There are many paths to transformation, many ways to grow and change. In the Common text, *Living Buddha, Living Christ*, transformation occurs through the practice of “mindfulness,” or focusing within. St. Francis of Assisi wrote, “If you want your dream to be, build it slow and surely...stone by stone, build your secret slowly.” In this seminar, you will meet many individuals in world drama who are transformed through their difficult choices. They dream; they risk; they love. Whether characters are historical or fictional, they will guide you along a path of transformation. Ask yourself: how did my struggles, decisions, self-awareness, and search for God, contribute to the shaping of my identity and ultimately to my inner transformation? *3 hours*

#### **LAS 164 - Exploring the Creative Human Spirit**

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 we have learned to propose solutions to both personal and global problems. *3 hours*

#### **LAS 168 - What's in a Name?**

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. *3 hours*

#### **LAS 170 - Doing That Thing You Do**

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. *3 hours*

#### **LAS 171 - Thinking for Oneself**

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. *3 hours*

#### **LAS 175 - Leadership for Life**

How does the self become a leader? What does it mean to be a leader? Why do leaders become engaged in the community? In order to develop our full human potential, our leadership skills and abilities need to grow, change, and meet new challenges. The self as leader will be explored through readings, discussion, reflection, service, and interfaith dialogue. This seminar will require off-campus service hours. *3 hours*

#### **LAS 178 - iAm My iPod**

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. *3 hours*

#### **LAS 186 - Know Thyself**

This seminar takes as its starting point the famous Greek maxim, *Gnothi seauton* (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?” *3 hours*

#### **LAS 187 - Inner and Outer Realities**

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, physical and intellectual capacity play important roles. But what about those invisible yet real inner dimensions that transcend yet include what others see? *3 hours*

#### **LAS 189 - This I Believe**

“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.” *3 hours*

#### **LAS 194 - The Grand and the Simple**

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. *3 hours*

### **LAS 199 - Mindful Crossroads to Compassion and Awareness**

Buddhist monk and social activist Thich Nhat Hanh teaches that there is nothing we experience that can't be approached with mindfulness and compassion. Our seminar will focus on understanding Hanh's identification of Christianity with Buddhism to better understand how we experience ourselves in the world. Through literature and film, we will focus on the discovery and the formation of personal identity by asking, What are the key influences on a person's development? How does the "self" interact with a community? How can mindfulness lead to a better understanding of who we are as individuals? *3 hours*

## **Sophomore Seminars**

*Prerequisite for all sophomore seminars: sophomore standing and completion of a freshman seminar.*

### **LAS 227 - Men in Community: An Exploration**

This course will examine the modern construction of masculinity in our communities and societies, and how this affects individuals, groups, institutions, and societies, with particular focus on the impact of men. We will explore how our diverse identities (race, class, sexuality, physical ability, performance, etc.) are implicated in the construction of masculinity and in-group equality. We will use these guiding questions to guide our path: How are men's personal identity and group membership interrelated? What are the causes and effects of equality among and within groups? What does it mean for men to live in diverse communities and cultures? *3 hours*

### **LAS 228 - Communication Through Dress**

This course explores dress as a multifaceted communication tool that provides insight into one's culture, beliefs, faith, identity, power, and emotions. Clothing conveys messages about how members of groups identify with those inside and outside of the group, and it communicates meaning to others in society. Signals sent by clothing can bring people together but also be the impetus for discrimination and injustice. This course explores and discusses possible interpretations of the many aspects of body adornment encountered in today's diverse communities. *3 hours*

### **LAS 229 - Who's Stirring the Melting Pot?**

Religious groups at war with each other over sacred spaces and beliefs; migrants both legal and illegal in multicultural groups discriminated against; colonization and its lasting effects; God, Yahweh, Buddha, Allah; rich versus poor. Who is "the other"? Who is "your other"? More importantly, why is this person "your" other? Expanding on the theme of identify, this course will examine the concept of communities, how they are created, and how they have and should function. Through a multi-cultured voice, we will examine concepts such as love, hate, war, peace, tolerance, and tradition, analyzing them through theological and cinematic lenses in regard to our "melting pot" society. We will pay special attention to "outsiders" who come in and to "insiders" who are out of the mainstream societies. Most material will be international and multicultural. *3 hours*

### **LAS 230 - Life in Chicago's Communities**

Life in Chicago's Communities will explore the reciprocal and impactful relationship between neighborhoods and individuals. Sophomore level students will begin by reflecting on the influence community had in their development. Students will then engage in an exploration of a Chicago neighborhood or community, and learn about faith and social justice institutions serving its constituents. Through reflections, texts, group activities, and peer presentations, students will examine the guiding questions: How are personal identity and group membership interrelated? What are the causes and effects of inequality among and within groups? What does it

mean to live in diverse communities and cultures?

*3 hours*

### **LAS 231 - Invest in the Global Community**

Real dollars, real time, real difference. This course will provide students with an opportunity to engage with and better understand our global communities in our backyard and around the world. Students will also be given dollars to invest through KIVA, a global micro-financing organization. Students will use their investments as a way to learn about regions of the world. Books, films and events will also be used as resources to expand global understanding. *3 hours*

### **LAS 232 - Islam in America**

This seminar explores Islam in America, including its history and followers, and examines the different ethnicities in the American Muslim population. Students will be introduced to Islamic culture and traditions as well as the contributions of Muslims to American society. Further discussion will touch on the similarities between American Muslims and their fellow Americans, as well as understanding points of conflict and controversies that arise between American Muslims and America. *3 hours*

### **LAS 233 - Food in the U.S. Today: Production, Choice, and Policy**

How is food produced in the United States today? Food politics and policies in the United States have heated up in recent years as legislators, regulators, educators, farmers, and many others battle over subsidies, restrictions, and questions of public health. What shapes our choices as consumers? How do these choices impact our lives and our communities? We will explore these critical issues as we learn about food production in the United States. *3 hours*

### **LAS 235 - Social Justice and Intercultural Communication**

Social justice and intercultural communication are examined in the context of geopolitical, economic, and cultural contexts. Through the various texts, guest speakers, presentations, community based learning, and exchanges with international students in Dominican's ELS program, students will examine discrimination, racial profiling, and ethnic conflicts as well as local and global wealth disparities. The class is designed to provide a framework to create a more just and humane world through communication. *3 hours*

### **LAS 236 - Undocumented Students: Americans or Not?**

The U.S. Supreme Court mandates that undocumented children be accepted as students, but, because of current immigration laws, they are not accepted as citizens. This puts these students in an ambiguous situation. For many, the U.S. is the only country they know and English is the only language they speak. They nonetheless face enormous barriers to obtaining legal employment or trying to enter college. In this seminar, students will explore the sophomore level themes by examining student narratives, academic discourse, legislation, public policy, and media attention to the issues of immigration reform, social and political marginalization, and access to higher education for undocumented students. *3 hours*

### **LAS 237 - Globalization and Personal Spirituality**

We live in a world of GPS, texts, "tweets" and YouTube, where communication technologies have allowed us to be instantaneously present to one another no matter where we are physically located on the planet. Our thoughts and images flow so quickly over such vast space that we are virtually present in more than one place at a time. In an ever-shrinking global community, within an exponentially expanding cosmos, how do you begin to describe exactly where YOU are right now? How does the process of globalization impact our orientation to that which is beyond our known personal experience? Who are we, and how do we situate

ourselves within a cosmology that has redefined our place in the universe and perhaps even our purpose? This seminar will examine the interconnectedness of planetary being with personal spirituality—the inmost energy of entanglement with the Divine. We will explore the noosphere, morphogenic fields, human compassion, and “cosmosophia” as bridges to understanding how personal spirituality can create a unitive consciousness that will serve, rather than oppose, the immense diversity present in humanity and creation. *3 hours*

#### **LAS 238 - Exploring Diversity in Popular Culture**

Our actions and our communication can have a significant impact on our lives, on others, and on the development of our communities. When it comes to popular culture, the entertainment industry promotes contradictions about diversity and what it means to live in an increasingly interdependent world. Though a powerful medium to help bring about societal change, popular culture has a record of contributing to inclusive thinking. Using film, popular TV shows, and literature, we will explore questions that focus on identity, nationality, commonalities and differences, perceptions and stereotypes: How are personal identity and group membership interrelated? What are the causes and effects of inequality among and within groups? What does it mean to live in diverse communities and cultures? *3 hours*

#### **LAS 239 - Conflict, Competition and Community**

Amid the rise of globalization and the increasing interconnectedness of the world in the 21<sup>st</sup> century, the notion of community has grown more varied and complex. In this course, students will explore the opportunities and challenges that arise as they encounter diverse cultures; we will ask how our ideas of community are re-defined when we embrace (or come into conflict with) worldviews that are different from our own. We will also examine the cultural role of competition, particularly in its connections to debates over social conflict (as in capitalism) and celebrations of diversity (as in sports). *3 hours*

#### **LAS 241 - Communities of Consumption: Comparing Cultures and Cuits**

Consumerism can mean many things: the pleasure of buying more, the movement toward buying less, and the culture of consumption. The world of the consumer is one that generates fierce loyalty, righteous activism, and a lot of money for businesses. This seminar will examine these aspects of consumerism from several perspectives: as a creator of the cult-like loyalty to brands and brand communities, as a phenomenon so strong it can build corporate empires and shopping mall cathedrals, and as a search for meaning that in some cases can rival religious allegiance. *3 hours*

#### **LAS 242 - Conflict Resolution**

The resolution of destructive conflict is at the heart of this seminar. Destructive conflict reduces our quality of life, puts our health at risk, reduces our productivity and creativity, disrupts teamwork and cooperation, creates war zones, and leads to other kinds of unsafe conditions. Our focus is on disputes between individuals; these interpersonal conflicts are key factors in creating and maintaining dysfunctional social groups (e.g., families, neighborhoods, and organizations). We will study the role of social identities and social status in fueling intergroup conflicts. A major seminar goal is for students to build conflict resolution skills that will enable them to achieve true reconciliation when dealing with all manner of disputes. *3 hours*

#### **LAS 243 - Searching for China's Cultural Diversity: From Confucianism to Dragon Dance**

Searching for China's Cultural Diversity examines many aspects of Chinese culture including religions, philosophies, arts, music, customs and language. The course focuses on exploring the multifaceted religious heritage of pre-modern China, the practice of different religions in China today, and the spread and influence of Chinese religions throughout the world. It also exposes students to Chinese diverse customs among the 55 ethnic minorities, different genres in arts and music, and fascinating traditions in regards to Chinese holidays. Basic spoken Chinese will be introduced in class throughout the semester as well. *3 hours*

#### **LAS 246 - Science and Religion in Culture**

Diverse scientific views of the world can greatly influence popular culture—the collection of perspectives, attitudes and images that influence the way individuals in that culture determine what works and what doesn't work. The discoveries of some theoretical physicists have influenced the way those of us in a Western culture think about how the world works. It started with Isaac Newton's theory of classical mechanics, which held sway as the way to construct successful organizations. The concepts of string theory have the same influence today. In this seminar, we will compare our own assumptions of how things work in our faith traditions and cultures through the lenses of various scientific theories. *3 hours*

#### **LAS 249 - Music and Diversity: How Popular Music Binds and Divides Us**

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 is white, and classical is WASP. Music fosters division by playing off stereotypes. We will study the 1979 Disco Demolition and ask “what that was 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. *3 hours*

#### **LAS 254 - Multicultural Theatre: Communities in Conflict**

In our interdependent world, we can no longer “go it alone.” The most urgent question raised in the common text, *Encountering God*, is how do we “go it together?” How can we break the cycle of violence, and create “the imagined community” envisioned by Gandhi and other adherents of non-violence? In this seminar, African-American, Asian-American, and Latino/Latina playwrights, as well as gay and feminist artists, confront divisive, even life-threatening issues. Students will examine late 20<sup>th</sup> and 21<sup>st</sup> century plays and other texts, as well as view documentary films and live theatre productions. The nature and causes of prejudice and discrimination; the impact of racial, religious, and homophobic violence; the struggle to create community; and the hunger for artistic expression will be addressed. A service learning component will be required. *3 hours*

This seminar will satisfy the multicultural core requirement.

#### **LAS 258 - The Road to Africa**

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. *3 hours*

This seminar will satisfy the multicultural core requirement.

### **LAS 263 - Voices of the Silent Ones: Literary Protests in America**

This course will explore various literary texts dealing with the issues and problems facing minorities in their respective societies. During much of the 20<sup>th</sup> 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. *3 hours*

This seminar will satisfy the multicultural core requirement.

### **LAS 264 - Native American Spirituality**

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 peoples and make connections to stories and customs, rituals and traditions. *3 hours*

This seminar will satisfy the multicultural core requirement.

### **LAS 267 - Dancing in the Streets**

"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. *3 hours*

### **LAS 275 - Unity and Diversity: Problems and Promises**

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. *3 hours*

### **LAS 276 - Consequences of War, Racism, and Immigration: Making Selves and Communities from WWII to the Present**

American and European cultures in the 20<sup>th</sup> and 21<sup>st</sup> centuries have 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 traditional ways of life, entire communities, and families. We will see the shocks wrought by war and anti-Semitism during and after WWII in the diary of Anne Frank. We will also examine the social and spiritual divisions—and the many barriers to national unity—created by racial and ethnic prejudice against peoples in Europe and the United States. Finally, the economic and spiritual displacement and subjugation that class and racial barriers enforce in the contemporary United States is a related subject of our readings and thinking. We will ask questions

about the ways in which war, racism, and the widening economic division into haves and have-nots in the United States leave lasting marks on our fragile sense of self and on our ideas of community health and the common good. *3 hours*

### **LAS 280 - Exposing the Cultural Gap: Literary Wanderings**

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. *3 hours*

### **LAS 289 - Multicultural Chicago**

The city of Chicago provides a stimulating topic of study in relation to the seminar theme of diversity, culture and community. This course will focus on the cultures and histories of various ethnic and racial groups in Chicago. Topics we may consider include: African American migration to and settlement in Chicago; the Italian American community in the city and suburbs; the different ethnic and national groups, such as Mexican Americans and Puerto Ricans, that make up Latino/a Chicago; and the formation of Chinatown. We will consider differences of gender, class and sexuality within these communities and their contact and conflict with other groups. Texts from different disciplinary perspectives and selected works of literature will help us better understand the cultural complexity of this diverse city. *3 hours*

This course will satisfy the multicultural core requirement.

### **LAS 290 - The Challenge of Solidarity**

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. *3 hours*

### **LAS 296 - Diversity, Food, and Social Justice**

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. *3 hours*

## **Junior Seminars**

*Prerequisite for all junior seminars: junior standing and completion of a sophomore seminar.*

### **LAS 328 - Smart Search, Better Communication**

We are in the age of search engines plus social media. Beyond keyword searching, chatting and sharing, are there more effective ways for us to retrieve/send quality or even unexpected information online than average users? In this seminar, we will

first focus on using search engines to explore the “invisible world” or predict business trends. Then, with the help of social media, student will be trained to become active members of crisis response teams. Upon finishing the semester, you can experience the latest tools to scan the world, the best ways to protect us online, and more importantly, the most effective strategies to disseminate information. *3 hours*

### **LAS 330 - Being and Doing: A Life's Work**

We are in the age of search engines plus social media. Beyond keyword searching, chatting and sharing, are there more effective ways for us to retrieve/send quality or even unexpected information online than average users? In this seminar, we will first focus on using search engines to explore the “invisible world” or predict business trends. Then, with the help of social media, student will be trained to become active members of crisis response teams. Upon finishing the semester, you can experience the latest tools to scan the world, the best ways to protect us online, and more importantly, the most effective strategies to disseminate information. *3 hours*

### **LAS 331 - Communities and Their Organizations: Where Recreation Meets Vocation**

This seminar will explore the nature of community organizations and the opportunities they afford for those who serve them and those who are served by them. Apart from assigned reading that will explore the difference between a job, a profession, and a vocation, as well as the elements of community both as “space” and “cyberspace,” students will visit and perhaps spend time volunteering with various community organizations, chat with current and past students who work with community organizations (as well as other community leaders), and map the assets of a community of their choice. *3 hours*

### **LAS 332 - Living Sustainably in a Modern World**

Living in a modern world has its challenges. With conveniences and technology developing at a faster pace than ever, how do we slow it down a bit and consciously live a more sustainable life? This seminar course will focus on various aspects of living a less consumed, more sustainable lifestyle, through work and leisure. The five themes of agriculture, conservation, global impact, political initiatives and affairs, and transportation will be fully explored. *3 hours*

### **LAS 333 - Becoming a Professional**

What is the difference between a job and a profession? The “learned professions” have expanded from law, medicine, and theology to include any occupation requiring a background in the liberal arts and sciences. Why is this grounding in the liberal arts and sciences significant? The root of the word professional is the verb “to profess,” meaning to make public declaration, like the vows taken by those entering religious life. As students prepare to embark upon their professions, they will consider what it is that they are willing to profess. *3 hours*

### **LAS 334 - Labor, Work, and Action**

The way social and political dynamics work is shifting because of the rapid development of our inventions. How does this trend affect the way we define our culture and what are the implications of these shifts on whom we view and what we consider as our work? *3 hours*

### **LAS 341 - 20<sup>th</sup> Century Workers' Tales**

This course will focus on the social, political and emotional turmoil that workers faced during the first half of the 20<sup>th</sup> Century, and how many lives were affected by a system that was indifferent to their struggles. The course will include classics like Upton Sinclair's *The Jungle*, John Steinbeck's *Of Mice and Men*, and selections from James Joyce's *Dubliners* and Ernest Hemingway's *In Our Time*. Bob Dylan's protest songs will also be studied to

further illuminate the literature as well as establish an historical framework for class discussions. *3 hours*

### **LAS 342 - The Game of Life 2.0**

We all know how it ends. Point is, what are you going to do with the life you've got in the meantime? Work? Check. Play? Check. Change the world? Maybe. Do it all with cool gadgets? No doubt. Text, visual media, game-making, art, and philosophy will guide us in answering: What is the place of work in the life of the individual and in society? How do technology and leisure shape our lives? What part does making a living play in making a life? For the intellectually adventurous. *3 hours*

### **LAS 343 - Art As Work**

How can one make their life's work art and can one's life be art? How do you make the distinction? What does it mean to survive or thrive as an artist and/or introduce creativity into your life? What are the practicalities and real life applications of art and how is the current state of the economy affecting the art world? How have artists historically coped with the economic realities of being an artist? We will explore various ways to make art a career, both philosophically and practically. *3 hours*

### **LAS 344 - The Story of Our Lives**

In this course, we will explore how the chapters of our lives make up the story of our lives. We will read and research a variety of formats, such as biographies, short stories, newspapers, and journals, to learn from others' experiences and how these experiences apply to our lives. *3 hours*

### **LAS 346 - Work vs. Leisure: Where Is the Path to Happiness?**

In this course we will examine how work and leisure in particular relate to happiness. In order to determine where and how we can find happiness through our work and leisure, we will use, in addition to the common text, the “Art of Happiness at Work” by the Dalai Lama and selected other readings from the “happiness” literature in economics and psychology. *3 hours*

### **LAS 347 - Work and Leisure: Striking a Balance**

Do we need to strike a balance between work and leisure in our lives or are work and leisure part of an integrated continuum of achievement, fulfillment and satisfaction? How does technology factor into the work-leisure equation? In order to answer these questions the seminar will explore the philosophical, historical, sociological, and psychological approaches to work and leisure. We will consider whether leisure is work, how to make a living of leisure, and what constitutes a career. The seminar will include readings from studies, literature, and the popular press, case studies, media presentations, and guest speakers. Students will work independently, as well as in teams, to formulate and express their views of work and leisure. *3 hours*

### **LAS 348 - Finding a Job and Finding a Life**

We will work most of our lives- so does our work define who we are? If work is to be a major part of our life, it will be worthwhile to examine how we approach the search for work. The process of self-assessment, knowing ourselves, and understanding our values are all important in deciding where to work and what to do. Technology is a great resource for educating us about career paths and for sourcing jobs and connecting with employers. As we examine the many tools available in a job search, we will also need to consider that life is not all about work: leisure, free time, personal pursuits, etc., help to balance our lives. Do our leisure pursuits define us? How have some companies meshed their employees' leisure pursuits into their culture? What are the various forms of “technology as leisure pursuits” and how have social websites crossed over into the working world? In this seminar, we will take up such questions as we ask, What does finding a job have to do with finding a life? *3 hours*

### **LAS 349 - Technology and Spirituality**

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. *3 hours*

### **LAS 356 - Meaning of Work, Technology, and Leisure Across the Life Course**

This seminar 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? The course will use a multidisciplinary approach while exploring writings from the humanities. *3 hours*

### **LAS 357 - All in the Family? Technology’s Impact on Families’ Decisions About Work and Leisure**

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 demonstrate 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. *3 hours*

### **LAS 367 - The Ultimate Price of Technology: Literary Warnings**

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. *3 hours*

### **LAS 375 - Energy Resources and Life Choices**

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. *3 hours*

### **LAS 376 - Work: What You Do or Who You Are?**

This course will use a labor economist’s approach to examine all aspects of various career choices and how these choices impact individual lives. Short stories, novels, plays, and films will be used to explore the idea that while initially money may be important, it is more often the case that the non-monetary aspects of a job—status, stress, satisfaction, use of technology, a sense of accomplishment to name a few—have a much greater impact on how life turns out. *3 hours*

### **LAS 377 - Making a Buck versus Making a Difference**

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. *3 hours*

### **LAS 378 - Tracking Your GPS-Grace, Place, and Interior Space**

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?” “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. *3 hours*

### **LAS 379 - Daily Meaning and Daily Bread**

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. *3 hours*

### **LAS 380 - Work, Community, and Action**

This seminar will examine the ways workers build distinctive workplace cultures on the job and how work communities relate to wider communities. Out of common experience workers search for shared meaning and avenues for expression and action and the right to leisure and autonomy in their lives. From colonial slaves to modern-day air traffic controllers, American workers have found ways to control the place of work in their lives, challenge or adapt technology in ways that support their aims and shape leisure to both build up and escape their work lives. Through history, ethnography, fiction, and film we will discover how workers shape work, technology and leisure, both on the job and away from it. *3 hours*

### **LAS 390 - Risk and Reward**

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 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. *3 hours*

#### **LAS 391 - U.S. Immigrants: Modern African Labor Migrants**

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 of 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. *3 hours*

#### **LAS 393 - From Gutenberg to Gigabytes**

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. *3 hours*

#### **LAS 397 - Work and Leisure in a Cellular Society**

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. *3 hours*

## **Senior Seminars**

*Prerequisite for all senior seminars: senior standing and completion of a junior seminar.*

#### **LAS 445 - Good Life: Fate and Responsibility**

What are the roles of fate and responsibility for "the good life"? How does deliberation allow us to grapple with the determinants of fate and accept responsibility for our actions? In this seminar, we will answer those questions through the lenses of both science and literature. After developing a framework for approaching "the good life" through a close reading of Aristotle's *Nicomachean Ethics*, we will explore the issues of fate and responsibility in genetics and in works of poetry and short fiction. In the final weeks of class, student will analyze the value of both science and literature for "the good life" and anticipate where issues of fate and responsibility will surface in their lives and intended careers. *3 hours*

#### **LAS 446 - Education's End**

Dominican University hopes that its students will develop "an emerging sense of personal and professional vocation" and come to "possess character, knowledge, and skills to take informed, ethical action in the world and to influence others for the good" (Vision for Undergraduate Education). This seminar asks seniors approaching graduation to recall and take stock of their own learning over the last few years, to make connections across their coursework, to track changes in their assumptions, beliefs, and values, and to envision their future selves. Recollection and reflection on each student's trajectory will be done in dialogue with diverse readings, films, and other media introduced in the seminar, all exploring the basic question of discerning one's calling and leading a life that "pursues truth, gives compassionate

service, and participates in the creation of a more just and humane world." *3 hours*

#### **LAS 447 - Supreme Court Cases That Have Changed History**

How do legality and morality fit together? Are these concepts always in agreement or do they conflict with one another? We will discuss significant Supreme Court decisions and their impact on American society. We will also consider Aristotle's *Ethics*. *3 hours*

#### **LAS 448 - On the Exemplary, the Troubled, and the Lucky Individual**

How easy or difficult is it to choose to lead a good life? Is one always able to choose a good life? Does one choose to lead a troubled life? What is our responsibility towards each other in making sure we lead a good life? As we try to answer these questions, we will review the literature about the mental health system, the prison system, drug policies, etc. *3 hours*

#### **LAS 449 - Impact the Outcome**

How do we live out Dominican values in future leadership roles? What role has *caritas et veritas* played on the type of leader we are to be? Are we shaped by our past or have we changed since starting at Dominican University? Building on previous seminars and consistent with the ideal that leadership is not just an act but a way of being, this course will explore the foundations that inform our personal and professional practices as well as the type of values of leadership to which we wish to aspire. Students will examine value and ethical theories and concepts applied to leadership challenges and real-world situations. Through a multicultural lens, emphasis will be placed on understanding ethical leadership for social and organizational change and the leader's role as a moral agent, as well as the organization's role as a moral agent in society. *3 hours*

#### **LAS 458 - Celebrities, Heroes, Prophets, Leaders, Saints, Witnesses, and You**

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. *3 hours*

#### **LAS 459 - Mask, Individual, and Society**

Through a study of texts such as Machiavelli's *The Prince* and Castiglione's *The Book of 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? *3 hours*

#### **LAS 460 - Right Relationship**

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*. *3 hours*

#### **LAS 461 - The Art of Contemplation**

Aristotle argues that contemplation is the aim and fulfillment of a good and happy life. Modern scientific studies similarly indicate that meditative and contemplative practice promotes mental, physical, and spiritual health and development. By providing students access to practical skills in and reflective understanding of meditation and contemplation as found in classical Western Christian and Asian traditions as well as modern applications, this seminar aims to assess the cogency of Aristotle's doctrine as well

as the place and value of these arts in the light of contemporary research and the students' own experience. *3 hours*

#### **LAS 462 - Personal Conduct and Character and Professional Ethics**

The topic of professional ethics and personal morality will be the subject matter of this course. The approach will be interdisciplinary, with various insights into ethics and values from several professional perspectives (business, law, nutrition, genetics, medicine, etc.) Simultaneously, students will engage in ongoing discussion about personal ethical conduct and character. *3 hours*

#### **LAS 465 - Aikido as Contemplation**

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. *3 hours*

#### **LAS 466 - The Pursuit of Happiness**

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. *3 hours*

#### **LAS 471 - Literary Underworlds**

As a primer for leading a virtuous life, Aristotle's *Nicomachean Ethics* outlines the framework to create the quintessential human being. This course will examine the literary reverse of Aristotle's vision through the works of existential authors such as Kafka, Camus, and Sartre. Dante's *Inferno* will also be examined to illustrate the ultimate plight of the lost souls who exist without hope for redemption. Together, all these works will serve to underscore the importance of the ethics as a pivotal work of "human architecture." *3 hours*

#### **LAS 476 - The Pursuit of Truth in a Culture of Confusion**

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 one another through real, human, interpersonal means—discourse. 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. *3 hours*

#### **LAS 478 - Change for the Better, Virtue and Conversion**

Aristotle's *Nicomachean Ethics* will serve to form a 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 caused 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. *3 hours*

#### **LAS 482 - Live Good Life Despite Today's World**

Everyone wants to be happy. How can we attain true happiness? What is a virtuous life? How does today's social networking and other technologies impact being happy? We will look at the concepts of Aristotle's idea of happiness as well as other accounts such as hedonism, utilitarianism, existentialism, and objectivism. We will also review current academic research into how social networking and other technologies is impacting the concept of happiness. *3 hours*

#### **LAS 483 - Gandhi and the Western Classics**

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. *3 hours*

#### **LAS 486 - Ethical Communication**

How we communicate with one another determines who we are as a community and as individuals. In a world that is seemingly coming together and growing smaller due to communication technologies, we must guard against assuming we know how to communicate with people. If we are to build stronger communities and grow as individuals, we have to deal with the problems of communicating in our modern society and culture. We need to confront the challenges of how to use these technologies to communicate ethically by starting with what is meant by ethical communication. In this seminar, we discuss what it means to use communication technologies to communicate ethically: whether it is individual to individual, across gaps in beliefs, or even the creation of mass media. In reading Aristotle's *Ethics*, we will consider how his values of character are being affected by the methods of communication we engage in on a daily basis, and then, conversely, how these values could be applied to improve these methods. *3 hours*

#### **LAS 487 - To Live or Not to Live? What Does It Mean to Live With Virtues and Values?**

What is right? What is wrong? Better yet, why is it right or wrong? This course will examine the essential insights of Christian ethics and virtues as they relate to everyday living in this present time and experience. Through a multi-cultural lens we will examine several questions: Is what we believe to be right or wrong universal? Do other cultures have the same virtues we have? Why are they the same or different and does that matter? Has technology and the access to global information affected what we view to be virtuous? We will examine contemporary issues in the world today to see how they shape our understanding of virtues, the formation of a Christian ethical society, and any changes to our understanding of human dignity, rights, freedoms, natural law, stages of social/moral development, and commitments. Christian social teachings will be integrated with Aristotle's *Nicomachean Ethics* through the use of films and case studies on various contemporary topics such as economic justice, social justice, violence, human sexuality, and environmental justice. *3 hours*

#### **LAS 489 - You Are What You Eat: Good Food for the Good Life**

What should we eat for the good life? In this seminar, we will explore the ethical and aesthetic values that inform our daily decisions about food. We will explore the moral obligations that do (or might) guide those decisions, the role of pleasure in determining what counts as good food, the environmental and social consequences of food production and distribution, and the cultural and religious significance of what we eat. *3 hours*

#### **LAS 490 - Being Good in a World of Gray**

How is it possible to be good in a world where there are very few absolute rights and wrongs? How do you ethically choose the

lesser of two evils? This seminar will examine what it means to be good through readings from Aristotle and then attempt to apply those ideas to historical situations and fictional parables. Questions of justice, personal responsibility, and the greater good will be explored through readings of Victor Hugo, Ursula LeGuin, Simon Wiesenthal, and others, and discussion will be key to that exploration. *3 hours*

#### **LAS 491 - Is the Good Life to Be Lived or Strived For?**

This seminar will examine definitions of “the good” and “the virtuous” in an effort to explore the degree to which either can be applied as a model for living one’s life. Explorations of this topic will often stem from our consideration of what constitutes goodness and virtue. Are they set absolutes whose characteristics define and set the limits of what qualifies as living a good life? Or are they inscrutable ideals whose values lie not in their attainability, but in the pursuits their indeterminable natures inspire? We will work to understand the significance of these questions’ answers within the context of contemporary society and Dominican’s mission. *3 hours*

#### **LAS 492 - The Good Woman; the Good Life**

What does it mean to be a “good” woman? Is there one ideal or many? Is the good woman also a happy woman, especially when and where it has been “a man’s world”? Building on the foundation of Aristotle’s *Nicomachean Ethics*, this seminar examines texts—both non-fiction and fiction—describing the virtues and behavior of the “ideal” woman, one who consequently lives a happy life. *3 hours*

#### **LAS 493 - Love’s Failings and Fruition**

This seminar will examine how what we love and the way we love plays a major role in attaining a good life. Readings from philosophy, religion, and literature will help us explore the link between love and morality. Some works, like the *Inferno*, *Othello* and *The Bluest Eye* will help us analyze the failings of corrupted or immature love. Other writers, like St Augustine, Thich Nhat Hahn, and Thomas Merton, will offer us wonderful insight into the traits and benefits of higher, holier love. We will examine how some

loves are self-centered and exploitative whereas others seek nurture, worship, and communion. *3 hours*

#### **LAS 494 - Ethics and the University**

Today’s world presents enormous moral challenges. Yet our diversity—religious, ethnic, economic, etc.—renders shared moral perspectives on and judgments about “the good life” difficult to achieve. Given this situation, this seminar explores the crucial role of the university as a community of moral as well as intellectual discourse. Special attention is given to liberal learning as a possible way of moving beyond “moral isolationism”, “lazy pluralism”, and “bumper-sticker ethics” and towards more satisfactory answers to the question: How ought we to live? *3 hours*

#### **LAS 495 - French Kiss: Ideas of Love from the Middle Ages to the Present**

From its earliest exemplars, French literature has been preoccupied with the question of love. Aristotle’s *Nicomachean Ethics* will ground our analysis of the ethics of love in the French tradition, from Arthurian romance narratives and medieval codes of courtly love to contemporary francophone fiction. Topics and genres may include renaissance poetry, classical conceptions of love and honor, romanticism, the realist novel, surrealism, nouveau roman, postmodernism, and autobiographical fiction. *3 hours*

#### **LAS 496 - The Creative Good**

The seminar considers the role creative expression plays in the pursuit of the good. By critically examining visual narratives that explore moral choices, as well by addressing the creative act itself as a vehicle for resolving such questions, the participant can better define, the pursuit of the good as a life’s vocation and the means by which to do it. The student draws comparison with the contemporary anti-hero, from such collectively known narratives as *The Sopranos* and *The Wire* as well as classic films, such as *The Conversation* and *The Bridge on the River Kwai* that ask the necessary What If? moral dilemmas. The course uses Aristotle’s *Ethics* as a springboard for the rest of the seminar, negotiating his basic assertion that good is “that at which all things aim.” *3 hours*

# Mathematics

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## Mathematics - B.A./B.S.

The mathematics major offers students a wide range of courses leading to opportunities in education, statistics, finance, actuarial science, operations research, computer and information science, engineering, and many other applied and theoretical fields.

### Major Requirements:

#### Required Courses (Bachelor of Arts):

- MATH 230 - Linear Algebra
- MATH 245 - Introduction to Proof Techniques
- *Complete one of the following two courses:*
- MATH 251 - Calculus of Transcendental Functions
- MATH 261 - Analytic Geometry and Calculus I
- *Complete the following courses:*
- MATH 262 - Analytic Geometry and Calculus II
- MATH 270 - Multivariable Calculus
- MATH 311 - Probability and Statistics I
- MATH 421 - Abstract Algebra
- MATH 441 - Methods of Real Analysis
- MATH 480 - Senior Capstone Seminar
- *Complete one of the following two courses:*
- CPSC 140 - Introduction to Computer Programming for Non-Majors
- CPSC 155 - Computer Programming
- Four additional elective mathematics courses numbered at or above MATH 280 not including MATH 299 or MATH 411.

#### Actuarial Studies Concentration (optional)

Actuaries have interesting and highly rated careers in the insurance and risk management industry. To become an SOA (Society of Actuaries) certified actuary, one must pass a number of actuarial examinations over a number of years and earn validated educational experiences (VEE) in economics, corporate finance, and applied statistics. This program is designed to prepare students for the actuarial exam on probability (P) and to earn VEE credit in economics, corporate finance, and the regression analysis portion of the applied statistics requirement.

In place of the four additional elective mathematics courses noted above, students pursuing the actuarial studies concentration complete the following:

- MATH 312 - Probability and Statistics II\*
- MATH 313 - Applied Statistical Analysis Using SAS\*
- MATH 411 - Multivariate Probability Distributions
- One additional elective course in mathematics (recommended: MATH 280, MATH 340, or MATH 360)
- ECON 190 - Principles of Microeconomics\*
- ECON 191 - Principles of Macroeconomics\*
- BAD 350 - Managerial Finance\*

\* must be completed at Dominican University

Students pursuing the actuarial studies concentration are urged to complete an internship and to add a minor in business administration or economics.

### Additional Requirements:

- Students are required to complete a course with a service learning component or MATH 299.
- Successful completion of departmental exit examinations.
- A minimum of 18 semester hours in mathematics must be completed at Dominican University.

Please consult your mathematics advisor for specific recommendations for elective mathematics courses based on area of specialization or career interest. Students should also consider working on an independent research project or participating in a research experience for undergraduates.

## Bachelor of Science option

Mathematics majors seeking a Bachelor of Science degree must complete one additional course in computer science, natural science, biology, chemistry, or physics.

## Mathematics Education

### Teacher Licensure: Secondary Mathematics

Students who wish to teach mathematics in grades 9 through 12 complete a major in mathematics and complete the School of Education's Teacher Education Program for a secondary licensure.

#### Additional Mathematics Education Requirements

- MATH 330 - Modern Geometry
- MATH 312 - Probability and Statistics II (recommended)

### Teacher Education Program

- Professional education courses including EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) in a middle or secondary classroom

For more information about 6-12 licensure, see the School of Education section of this bulletin.

### Teacher Licensure: Elementary Education

Math majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Mathematics Minor

### Minor Requirements:

#### *Required Courses:*

#### *Complete one of the following two courses:*

- MATH 251 - Calculus of Transcendental Functions
- MATH 261 - Analytic Geometry and Calculus I

#### *Complete the following course:*

*MATH 262 - Analytic Geometry and Calculus II*

*Complete 10 semester hours of elective mathematics courses 200 level or above excluding MATH 250, MATH 299, and MATH 411. At least one elective must be at the 300 level or above.*

### Additional Requirements:

A minimum of 9 semester hours in mathematics 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.

## Mathematics and Computer Science - B.S.

### Major Requirements:

#### Required Courses:

- MATH 230 - Linear Algebra
- MATH 240 - Discrete Structures

#### *Complete one of the following two courses:*

- MATH 251 - Calculus of Transcendental Functions
- MATH 261 - Analytic Geometry and Calculus I

#### *Complete the following mathematics courses:*

- MATH 262 - Analytic Geometry and Calculus II
- MATH 270 - Multivariable Calculus
- Two additional mathematics courses at the 280 level or above not including MATH 299

#### *Complete the following computer science courses:*

- CPSC 155 - Computer Programming
- CPSC 165 - Computer Programming II - Data Structures
- CPSC 323 - Advanced Data Structures and Algorithm Analysis

### Additional required courses

- Students who are completing the mathematics and computer science major along with another major need to complete five additional computer science courses of 3 or more credits at the 200 level or above.
- All other students need to complete the following seven courses:
  - CPSC 275 - Windows-Based Application Development
  - CPSC 280 - Web Development
  - CPSC 285 - Database Design and Programming
  - CPSC 321 - Web Development II
  - CPSC 430 - Systems Analysis and Design
  - CPSC 475 - Senior Software Development Experience
  - A third elective course in mathematics at the MATH 280 level or above, not including MATH 299 or MATH 411.

### Additional Requirement:

#### *Complete one of the following community-based learning courses:*

- CPSC 299 - Community-Based Learning
- MATH 299 - Community-Based Learning

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.

## Mathematics Courses

### **MATH 090 - Basic Skills in Mathematics**

The fundamental operations with integers, rational numbers, and real numbers; basic algebra. This course is offered on a satisfactory/fail basis only. *3 hours*

*Prerequisite(s):* Placement through examination only.

This course is a developmental course and will not count toward the semester hours required for graduation.

### **MATH 120 - Intermediate Algebra**

Polynomial and rational expressions; solving linear, quadratic and rational equations; applications; graphing techniques; and systems of linear equations. *3 hours*

*Prerequisite(s):* Placement through examination or MATH 090. Not open to students who have completed any higher-numbered mathematics course.

### **MATH 130 - College Algebra**

Expressions and equations; inequalities; graphing techniques; functions: linear, quadratic, power, absolute value, exponential and logarithmic; applications. *3 hours*

*Prerequisite(s):* Placement through examination or MATH 120. Not open to students who have completed any 200-level mathematics course or above.

This course will satisfy the mathematics foundation requirement.

### **MATH 131 - Trigonometry and Analytic Geometry**

Trigonometric functions, identities, equations, applications, polar coordinates, and conic sections. *3 hours*

*Prerequisite(s):* MATH 130 with a C- or better. Not open to students who have completed any mathematics course above MATH 211.

### **MATH 150 - Contemporary Mathematics**

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. *3 hours*

*Prerequisite(s):* Placement through examination or MATH 120.

This course will satisfy the mathematics foundation requirement.

### **MATH 160 - Mathematics for the Elementary Teacher**

An introduction to numeration systems, sets, logic, relations, number systems, and geometry. *3 hours*

*Prerequisite(s):* Placement through examination or MATH 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.

### **MATH 170 - Introduction to Finite Mathematics**

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. *3 hours*

*Prerequisite(s):* Placement through examination or MATH 120. Not open to students who have completed any 200-level mathematics courses or above.

This course will satisfy the mathematics foundation requirement.

### **MATH 175 - Mathematical Concepts in Clinical Science**

A survey of mathematical concepts in clinical science including the use of proportions in unit conversions and dosage calculations, acid-base balance, pharmacokinetics, and diagnostic tests. *3 hours*

*Prerequisite(s):* MATH 130 with a C- or better and a course in biology.

### **MATH 211 - Principles of Statistics**

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. *3 hours*

*Prerequisite(s):* MATH 130 with a C- or better or consent of instructor.

### **MATH 230 - Linear Algebra**

A study of systems of linear equations, linear independence, matrices, linear transformations, determinants, vector spaces, and applications of these topics. These concepts are increasingly being used in applications of mathematics to the natural and social sciences. *4 hours*

*Prerequisite(s):* MATH 251 or MATH 261 with a C- or better.

### **MATH 240 - Discrete Structures**

An introduction to the mathematics needed in computer science. Logic, digital logic circuits, number systems, proofs, sequences, induction, recursion, counting, and graphs and trees. *3 hours*

*Prerequisite(s):* MATH 170 or MATH 230 or placement above this level, and CPSC 155.

### **MATH 245 - Introduction to Proof Techniques**

An introduction to the tools needed for higher mathematics. Topics include logic, set theory, relations, functions, basic proof techniques, and applications of proof techniques to selected areas of mathematics. *3 hours*

*Prerequisite(s):* MATH 230 or MATH 262 with a C- or better.

### **MATH 250 - Introduction to Calculus**

Functions and their graphs, limits, differentiation with applications, basic integration, and the fundamental theorem of calculus. This course covers polynomial and rational functions only. *4 hours*

*Prerequisite(s):* Placement through examination or MATH 130 with a C- or better. Not open to students who have completed MATH 251 or MATH 261.

### **MATH 251 - Calculus of Transcendental Functions**

Trigonometric, exponential, and logarithmic functions; limits, differentiation with applications, and integration; conic sections. *4 hours*

*Prerequisite(s):* MATH 250 with C- or better. Not open to students who have completed MATH 261.

### **MATH 261 - Analytic Geometry and Calculus I**

A study of the basic techniques of calculus with early transcendentals. Topics include limits, differentiation with applications, integration, and the fundamental theorem of calculus. *4 hours*

*Prerequisite(s):* Placement through examination or MATH 131 with a C- or better. Not open to students who have completed MATH 251.

### **MATH 262 - Analytic Geometry and Calculus II**

Advanced integration techniques and applications such as area, volume, arc length, and work; introduction to parametric and polar equations; sequences, infinite series, and power series. *4 hours*

*Prerequisite(s):* MATH 251 or MATH 261 with C- or better.

### **MATH 270 - Multivariable Calculus**

Functions in multiple variables; partial differentiation, multiple integrals, and vector calculus. *4 hours*

*Prerequisite(s):* MATH 262 with a C- or better.

### **MATH 280 - Introduction to Differential Equations**

First- and second- order differential equations with applications, power series solutions, Laplace transform, and first-order linear systems of differential equations. *3 hours*

*Prerequisite(s):* MATH 262 with C- or better.

### **MATH 299 - Community-Based Learning**

Students provide community service using their mathematical and analytical skills for a total of 30 hours. This course can only be taken on a satisfactory/fail basis. *1 hour*

*Prerequisite(s):* Junior or senior standing. Open only to students majoring in mathematics or mathematics and computer science.

### **MATH 311 - Probability and Statistics I**

Design of experiments, axioms of probability, random variables, discrete and continuous distributions. *3 hours*

*Prerequisite(s):* MATH 262 or consent of instructor.

### **MATH 312 - Probability and Statistics II**

Estimation theory, hypothesis testing, linear regression, and correlation and analysis of variance. *3 hours*

*Prerequisite(s):* MATH 311.

**MATH 313 - Applied Statistical Analysis Using SAS**

Review of descriptive statistics, hypothesis testing and estimation, SAS programming language, DATA step applications, SAS procedures, report generation, and working with large data sets. 3 hours

*Prerequisite(s):* MATH 312 or consent of instructor.

**MATH 320 - Dynamics and Chaos**

Fundamental concepts and techniques of discrete dynamical systems, asymptotic behavior, elementary bifurcations, symbolic dynamics, chaos, and fractals. 3 hours

*Prerequisite(s):* MATH 262 with a C- or better.

**MATH 330 - Modern Geometry**

A study of axiomatics, Euclidean and non-Euclidean geometries, and transformal geometry. 3 hours

*Prerequisite(s):* MATH 262 with a C- or better.

**MATH 340 - Mathematical Modeling**

An introduction to the development and analysis of deterministic and probabilistic models. Includes curve fitting, simulations, difference and differential equations. Applications from ecology, environmental science, economics, and other fields. 3 hours

*Prerequisite(s):* MATH 262 with C or better, and sophomore standing or higher.

**MATH 345 - Complex Analysis**

An introduction to the theory of functions of a single complex variable. Topics will include differentiation, power series expansions, path integrals in the complex plane, residues and poles, conformal mappings, and applications to fluid flow, electrostatic potential, and heat flow. 3 hours

*Prerequisite(s):* MATH 245 and MATH 270.

**MATH 345 - Complex Analysis**

An introduction to the theory of functions of a single complex variable. Topics will include differentiation, power series expansions, path integrals in the complex plane, residues and poles, conformal mappings, and applications to fluid flow, electrostatic potential, and heat flow. 3 hours

*Prerequisite(s):* MATH 245 and MATH 270.

**MATH 360 - Operations Research**

Linear programming, simplex and Hungarian method, decision analysis, network analysis, and selected topics. 3 hours

*Prerequisite(s):* MATH 170 or MATH 230, or consent of instructor.

**MATH 370 - Number Theory**

Prime numbers, congruencies, quadratic residues, continued fractions, and selected topics. 3 hours

*Prerequisite(s):* MATH 245.

**MATH 375 - Cryptography**

Cryptography is the study of how to protect information. Topics include modular arithmetic, divisibility, matrix algebra, private key

cryptography, substitution ciphers, block ciphers, public key cryptography and digital signatures. 3 hours

*Prerequisite(s):* MATH 230 or MATH 240 or concurrent enrollment in either course.

**MATH 380 - Partial Differential Equations**

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. 3 hours

*Prerequisite(s):* MATH 280.

**MATH 411 - Multivariate Probability Distributions**

Discrete and continuous multivariate probability distributions including joint probability functions and joint probability density functions, joint cumulative distribution functions, conditional and marginal probability distributions, means and variances for joint, conditional, and marginal probability distributions, covariance and correlation coefficients. 1 hour

*Prerequisite(s):* MATH 270 with a B or better and MATH 311 with a B or better.

**MATH 421 - Abstract Algebra**

The study of groups, rings, fields, and other algebraic structures. 3 hours

*Prerequisite(s):* MATH 230 with a C- or better, MATH 245 with a C- or better, and junior or senior standing.

**MATH 441 - Methods of Real Analysis**

Topology of the real number line, limits of sequences and functions, continuity and differentiation. 3 hours

*Prerequisite(s):* MATH 245 with a C- or better and junior or senior standing.

**MATH 450 - Studies in Mathematics**

Independent reading and/or research on special topics. 1-3 hours

**MATH 455 - Internship**

Experience in a mathematical field under the joint supervision of a college faculty member and an assigned field professional. 3 hours

*Prerequisite(s):* Junior or senior standing and consent of instructor.

**MATH 460 - History of Mathematics**

A study of the history of mathematics from earliest recorded time through the 17<sup>th</sup> century. Selected topics in mathematics and its applications are included. 3 hours

*Prerequisite(s):* MATH 230 and MATH 262.

**MATH 480 - Senior Capstone Seminar**

Summary and extension of core mathematical ideas covered throughout the mathematics major. 2 hours

*Prerequisite(s):* MATH 421 with a C- or better and MATH 441 with a C- or better (students may be concurrently enrolled in MATH 480 and one of the two prerequisite courses); senior standing. Open only to students majoring in mathematics

# Medieval and Renaissance Studies

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## Medieval and Renaissance Studies Minor

This minor offers an interdisciplinary approach to the study of the medieval and Renaissance periods. The program reflects the nature of knowledge during the Middle Ages and the Renaissance, a period in which theologians wrote poetry, poets studied philosophy, philosophers pursued scientific truths, and scientists produced works of art. We offer a set of related courses that open up not only the medieval and Renaissance periods, but also the classical origins of those periods and the global contexts in which they took place.

### Minor Requirements:

Six courses (19-21 credits) chosen in conference with advisor:

### Required Courses:

*Foundation Course (recommended as first course in the minor):*

- HIST 275 - Medieval and Renaissance Europe

*Three Area Courses:*

- Three courses selected from approved offerings of three different departments. See below for list of approved courses from art history, English, French, history, Spanish, Italian, political science, and theology.
- Two courses from approved list of elective courses or designated areas

### Approved Area Courses:

*Art History Courses:*

- ARTH 215 - Medieval Art
- ARTH 225 - Renaissance Art
- ARTH 315 - Issues in Medieval Art
- ARTH 320 - Issues in Renaissance Art
- ARTH 329 - Special Topics in Art History

*English Courses:*

- ENGL 226 - King Arthur: From Myth to Fiction
- ENGL 261 - Shakespeare's Romantic Couples
- ENGL 262 - Shakespeare's Tragic Families
- ENGL 263 - Introduction to Shakespeare
- ENGL 306 - Medieval Literature
- ENGL 310 - 16<sup>th</sup> Century English Literature
- ENGL 316 - 17<sup>th</sup> Century English Literature 1600-1660
- ENGL 354 - Chaucer
- ENGL 359 - Shakespeare
- ENGL 421 - Piers Plowman

*French Courses:*

- FREN 261 - French Culture and Civilization

*History Courses:*

- HIST 267 - Crusade and Jihad
- HIST 271 - The Viking World
- HIST 276 - The Fall of Rome: From Constantine to Charlemagne

- HIST 301 - Jerusalem From Antiquity to the Present
- HIST 308 - The Catholic Church in the Middle Ages
- HIST 332 - The Social World of the Renaissance
- HIST 350 - Medieval Women and Gender

*Italian Courses:*

- ITAL 255 - Italian Civilization and Culture I
- ITAL 263 - Women of the Italian Renaissance
- ITAL 275 - Dante's Inferno
- ITAL 276 - Dante's Divine Comedy I
- ITAL 277 - Dante's Divine Comedy II
- ITAL 365 - Literature of the Italian Middle Ages
- ITAL 366 - Literature of the Italian Renaissance

*Political Science Courses:*

- POSC 230 - Shakespeare's Politics
- POSC 309 - Medieval Political Philosophy

*Spanish Courses:*

- SPAN 380 - Peninsular Literature I

*Theology Courses:*

- THEO 250 - History of Christianity I: From Its Origins to the Eve of the Reformation
- THEO 273 - Great Women Mystics
- THEO 281 - Dominican Saints and Mystics

### Approved Elective Courses

*Apparel Design and Merchandising:*

- APRL 360 - History of Dress I

*History Courses:*

- HIST 261 - Greek Civilization Golden Age
- HIST 262 - The Roman World
- HIST 270 - The Silk Road
- HIST 291 - Europe Between Popes and Kings

*Liberal Arts and Sciences Seminars:*

- LAS 459 - Mask, Individual, and Society
- LAS 478 - Change for the Better, Virtue and Conversion

*Philosophy Courses:*

- PHIL 341 - Greek Philosophy: Plato and Aristotle

*Political Science Courses:*

- POSC 310 - Classical Political Philosophy

*Theology Courses:*

- THEO 232 - New Testament II: Acts, Paul, and Other Writings

## Additional Requirements:

- Minors must complete an integrative project either through intensifying an approved course or by enrolling in MRST 395 or 495. The capstone project or intensification will count toward the elective credits.
- Students must take 13 credits, including the foundation, at Dominican University or in an approved study abroad program.
- Students must take classes in at least three departments.
- At least one class must be taken above the 300 level.
- Students must maintain a C- average in all courses that count toward the minor.
- Students may not take courses that count towards the minor on a satisfactory/fail basis.

## Additional Information

- Students may petition the medieval and Renaissance studies director to waive the foundation course if they can demonstrate satisfactory completion of substantively equivalent college-level material.
- Students may petition the medieval and Renaissance studies director to consider credit for additional classes; this may include relevant directed and independent studies.
- Study abroad programs may count for credit toward the minor depending on which options students select. Students should consult with the study abroad director and director of medieval and Renaissance studies.

## Medieval and Renaissance Studies Courses

### **MRST 395 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s): Consent of instructor.*

### **MRST 495 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s): Consent of instructor.*

# Modern Foreign Languages

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The Department of Modern Foreign Languages offers majors in French, Italian, and Spanish; offers courses in language and culture; and encourages participation in study abroad programs. For individual language programs, consult the French, German, Italian, and Spanish sections.

## Modern Foreign Language Courses

### **MFL 260 - Italian-American Culture**

*3 hours*

Listed also as ITAL 260

This course will satisfy the literature core area requirement.

### **MFL 264 - Modern Italian Women Writers**

*3 hours*

Listed also as ITAL 264 and SWG 264.

This course will satisfy the literature core area requirement.

### **MFL 275 - Dante's Inferno**

*3 hours*

Listed also as ITAL 275.

This course satisfies the literature core area requirement.

### **MFL 276 - Dante's Divine Comedy I**

*3 hours*

Listed also as ITAL 276.

This course will satisfy the literature core area requirement.

### **MFL 277 - Dante's Divine Comedy II**

*3 hours*

Listed also as ITAL 277.

This course will satisfy the literature core area requirement.

### **MFL 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present**

*3 hours*

Listed also as FREN 289, CAS 289 and BWS 289.

This course will satisfy the fine arts core area requirement.

### **MFL 295 - Literary Paris**

*3 hours*

Listed also as FREN 295.

*Prerequisite(s):* ENGL 102

This course will satisfy the literature core area requirement.

# Music

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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.

## 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 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 lesson settings. Individual instruction depends upon evaluation and consent of instructor. Repertoire, technical studies, and final performance criteria (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 - B.A.

### 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 director of the music program and the dean of the Rosary College of Arts and Sciences for guidance in planning their academic program.

## Applied Music Courses

### MUS 115 - Private Instruction-Piano

Individual instruction in piano at the elementary through late-intermediate level. This course is designed for students who have completed two semesters of class piano or the equivalent amount of previous private piano instruction. Absolute beginners should enroll in MUS 101. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Audition and consent of instructor.

### MUS 122 - Private Instruction-Voice

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. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Instructor assessment and consent.

### MUS 131 - Private Instruction-Oboe

Students will work on embouchure to develop a good tone. Regular study of etudes will help develop technique. As the oboe was developed during the Baroque era, concentration will be on learning literature from this period. Also studied will be some of the important repertoire needed for playing in an orchestra or wind ensemble. Basic skills of reedmaking will be developed. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Consent of the instructor

### MUS 133 - Private Instruction-Saxophone

Students will explore the technical aspects of the instrument (embouchure, reeds, fingerings, breathing, etc) while studying standard repertoire for the saxophone. Both classical and jazz styles are offered and students may specialize in either. Course fee applies. This course may be repeated for credit.

*1-2 hours*

*Prerequisite(s):* Consent of the instructor

### MUS 135 - Private Instruction-Drumset And Percussion

Students of beginning to advanced experience levels will be able to study essential percussion techniques and drum set styles, including various drum set grooves such as Afro-Cuban, Brazilian, jazz, fusion, African styles and others. If interested, students could also learn hand drumming skills and styles, including congas, and djembe. Drum set and hand drumming topics would include proper hand technique, coordination and independence, learning or improving solos and improvisations, and addressing any other specific goals or weaknesses the student has. Course fee applies. This course may be repeated for credit. *1-2 hours*

### MUS 136 - Private Instruction-Guitar

Individual guitar instruction at the beginning to intermediate levels. Students will work on technique, note reading, scales, chords, and improvisation all while building a repertoire of music from various styles. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Audition and consent of the instructor.

### MUS 220 - Private Piano Instruction - Advanced

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. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Audition and consent of instructor.

**MUS 228 - Private Guitar Instruction - Advanced**

Individual guitar instruction at the advanced level. Students will work on technique, note reading, scales, chords, and improvisation all while building a repertoire of music from various styles. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Audition and consent of instructor.

**MUS 232 - Private Voice Instruction - Advanced**

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 the student's talents to his or her full potential. Preparation for public performance will be an integral part of the class. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Completion of 6 hours of MUS 122 and consent of instructor.

**MUS 236 - Private Saxophone Instruction-Advanced**

Students will further their technical skills and explore more advanced concepts of saxophone playing and repertoire. Course fee applies. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* Consent of the instructor

**MUS 245 - Private Drumset and Percussion Instruction - Advanced**

Individual instruction in percussion for students at the late-intermediate level and beyond. Course fee applies. This course may be repeated for credit. *1-2 hours*

Audition and consent of the instructor.

**MUS 246 - Private Guitar Instruction - Advanced**

Individual instruction in guitar for students at the late-intermediate level and beyond. Course fee applies. This course may be repeated for credit. *1-2 hours*

Audition and consent of the instructor.

**MUS 248 - Private Oboe Instruction-Advanced**

Students will explore the technical aspects of playing the oboe (fingering, reeds, breathing, embouchure, tone, etc) while exploring the repertoire of etudes and other compositions for oboe. As the oboe was developed during the Baroque era, concentration will be on learning literature from this period. Also studied will be some of the important repertoire needed for playing in an orchestra or wind ensemble. Skills of reedmaking will be furthered. Course fee applies. This course can be repeated for credit. *1-2 hours*

*Prerequisite(s):* Consent of the instructor

## Applied Music/Group Courses

**MUS 101 - Fundamentals of Music and Class Piano I**

Basic skills in music theory and beginning piano. This course is designed for the absolute beginner who has not played any musical instrument. This course concludes with a performance. *3 hours*

This course will satisfy the fine arts core area requirement.

**MUS 132 - Group Guitar I**

This class is geared towards beginning guitar students. The students will learn the basics of reading music and guitar playing. Students will work on technique, chords, scales, and improvisation while building a repertoire of music from various styles. *3 hours*

This course will satisfy the fine arts core area requirement.

**MUS 134 - World Beats: Group Percussion**

This class is an introduction to playing percussion instruments. We will cover fundamental percussion techniques (hand drumming technique and stick technique) on some of the more common percussion instruments, including conga, djembe, cowbells, shakers, drums, etc. Students will learn to understand, discern, and perform a variety of rhythms and parts from all over the world in a group context. While listening carefully to and interacting musically with their fellow ensemble members, students will discover a rewarding means of musical self expression (and group expression) via percussion. No experience is needed. *3 hours*

This course will satisfy the fine arts core area requirement.

**MUS 150 - University Chorus**

The University Chorus is a vocal ensemble that explores choral literature in a variety of genres, styles, eras, and languages. During the rehearsal process, the student will be guided through areas of vocal technique, musicianship, diction, and conduct expected from the professional singer. The course will culminate in a performance at the end of the semester. Participation in the University Chorus is open to all Dominican students, subject to audition. This course may be repeated for credit. *3 hours*

*Prerequisite(s):* Audition for the instructor

This course will satisfy the fine arts core area requirement.

**MUS 178 - Fundamentals of Music and Class Piano II**

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 MUS 101 or studied piano privately over the years. Knowledge of music notation is required. *3 hours*

This course will satisfy the fine arts core area requirement.

**MUS 231 - Group Guitar II**

Students will advance their music reading and guitar playing. Students will work on technique, chords, scales, and improvisation all while building a repertoire of music from various styles. Ensemble music will be used. *3 hours*

*Prerequisite(s):* MUS 132 or private guitar lessons and consent of the instructor.

**MUS 247 - Concert Band**

Music selected for daily rehearsal and performances may, through the course of the year, include the following styles: popular, world, folk, classical, 20<sup>th</sup>- century, and jazz. Rehearsals will include exercises and work on the proper performance of the above styles; individual/ensemble tone production; individual/group intonation; group balance and blend; rhythmic accuracy in duple and triple meter; technique; problem-solving; and expressive playing within the ensemble. The following is a list of instrumentalists that may audition: bassoon, E-flat clarinet, B-flat clarinet, alto clarinet, bass clarinet, flute, oboe, piccolo, alto sax, tenor sax, baritone sax, trumpet/cornet, french horn, trombone, tuba, and percussion. Students must have had at least 2-3 years of experience playing in an ensemble. You will also be asked to audition for the director prior to the first day of class. You must be able to provide your own instruments (percussion instruments are provided by Dominican University) or be willing to rent. The band is required to perform at the end-of-the-semester music discipline performance event. This course may be repeated for credit. *3 hours*

*Prerequisite(s):* Two to three years of ensemble playing experience. Audition for the instructor.

This course will satisfy the fine arts core requirement.

**MUS 272 - Group Voice**

Group instruction in voice. The students and voice teacher will explore the fundamentals of singing technique. The class is open to all students, with the consent of the instructor, based on a brief

audition on the first day of class to determine pitch-matching ability. Prior musical knowledge is not required. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **MUS 290 - Liturgical Choir**

Understanding and experience of liturgical music and worship within the university community. *1 hour*

*Prerequisite(s):* Consent of instructor.

## Music History and Literature Courses

#### **MUS 180 - A Study of Music Through Movies: Middle Ages, Renaissance And Baroque**

The class will examine the life of the musicians, the evolution of instruments, the influence of dance and song to music, the role of the court as an employer of middle ages, Renaissance, and baroque through period movies. We will study the influence of dance and song and the life of musicians. We will be watching period movies such as *Elizabeth*, *Molière*, and *Le Roi dansi*. Not to be missed! *3 hours*

#### **MUS 266 - Blues and Jazz Appreciation**

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; 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 20<sup>th</sup> century and beyond. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **MUS 268 - History of Rock and Roll**

A survey of the origins, development, and worldwide mass popularity of rock 'n' roll. From its roots in blues and rhythm and blues in the '50s to the explosion of creativity and development in the '60s, renewal and revolution in the '70s and its worldwide mass popularity ever since, rock has become the lingua franca of popular music around the world. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **MUS 269 - World Music**

This course will take students on an exciting global journey of musical and cultural discovery, exploration, and experience. Through clearly focused case studies of diverse music and cultural traditions, from traditional folk, ritual, and classical genres to contemporary popular and art music, jazz, and world beat, integral connections between particular styles of music and their historical, cultural, and international contexts are consistently emphasized. The course will include a globally inclusive introduction to core elements of music and culture that make a unique and friendly approach accessible to music majors and non-majors alike. *3 hours*

This course satisfies the fine arts core area requirement.

#### **MUS 274 - Western Music History: An Overview**

An introduction to Western music covering multiple historical periods and genres. Students will experience the music as when it was first performed. The course uses a unique book that allows access to an ebook, streaming music, dynamic author videos, and other online listening tools. *3 hours*

#### **MUS 278 - The Beatles**

Few artistic entities had as large an impact on our popular culture as The Beatles. In this course, we explore their background, history, development, evolution, and legacy on multiple fronts. We look at the Beatles' core competencies, expert craftsmanship, and uncompromising will. We look at how they specifically changed the state of contemporary songwriting, recording technology, music business practices, television and radio trends, marketing techniques, and social norms. We look at who adored them and why. We sidestep the hype and attempt to analyze how the Beatles lead a community of new-thinking artists and consumers into an unpredictable musical and social landscape that they were creating and the complex relationship that exists between uniquely innovative creativity, commerce, technology, and consequences. Even students who are not fans of the Beatles will learn how their impact on our current pop culture is still resonating and influencing today's artists. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **MUS 450 - Independent Study**

Directed study in special topics not covered by regularly scheduled courses. *1-3 hours*

## Music Theory/Composition Courses

#### **MUS 107 - Music Theory I**

The student will study in detail and become familiar with intervals, triads, and seventh chords in both major and minor scales. It is important that the student become familiar with the color of each degree of the scale through many rigorous exercises in class and through assigned homework. The class will cover material that includes common chord modulation, cadences, and the importance of the dominant seventh chord and all of its inversions and resolutions. Secondary dominants will also be introduced. These concepts will be applied to musical examples and to music that the student is studying when appropriate to the theory being studied in class. *3 hours*

This course will satisfy the fine arts core area requirement.

#### **MUS 108 - Music Theory II**

Students will develop a comprehension of formal structures, for example binary and ternary forms, sentence structures in the music of the Baroque and Classical eras. Emphasis will be focused in the second half of the course on the chromatic harmony of the 19<sup>th</sup> century including Neapolitan chords, diatonic seventh chords, mode mixtures, and augmented sixth chords. Toward the end of the course, concepts of early 20<sup>th</sup> century music will be introduced. *3 hours*

*Prerequisite(s):* MUS 107 or consent of the instructor.

This course will satisfy the fine arts core area requirement.

#### **MUS 120 - Private Instruction-Tonal Harmony**

This course will explore many facets of the study of tonal harmony including the recognition of intervals, chordal and non-chord tones; understanding the fundamentals of rhythm; principles of part writing; basic analysis of musical scores; recognition of cadences, phrases and periods in music of the Baroque and Classical periods; and a preliminary study of the chromaticism of 19<sup>th</sup> century music. Final project will be to compose a short original piece for solo piano. Course fee applies. *3 hours*

This course satisfies the fine arts core area requirement.

#### **MUS 129 - Fundamentals of Music Theory**

This course is designed for the students who have no formal training in music. It explores basic note reading in the treble and

bass clefs, time signatures, intervals, basic rhythm and key signatures. Students interested in music theory but who have no prior theory classes start with this course. Students with prior experience can test out of this class and proceed with MUS 107 - Music Theory I. Please contact the head of the music discipline with questions.

*3 hours*

### **MUS 130 - Private Instruction-Composition**

Beginners and more advanced-level composers are welcome to study any style composition. Students will be introduced to the many different approaches developed in the 20<sup>th</sup> century. Important composers to study are Igor Stravinsky, Arnold Schoenberg, Bela Bartok, Olivier Messiaen, George Gershwin, Ruth Crawford Seeger, Elliott Carter, and Steve Reich among others. The study of composition from song writing to the many forms that have developed for creating music over the last 1000 years in Western music will also be explored. *1-2 hours*

*Prerequisite(s):* Consent of the instructor.

### **MUS 200 - Private Instruction: Composition-Advanced**

This class is for more advanced-level composers. Class includes studies in any style of composition. Class covers the 20<sup>th</sup> century. Important composers to study are Igor Stravinsky, Arnold Schoenberg, Bela Bartok, Olivier Messiaen, George Gershwin, Ruth Crawford Seeger, Elliott Carter, and Steve Reich, among others. The study of composition from song writing to the many forms that have developed for creating music over the last 1000 years in Western music will also be explored. This course may be repeated for credit. *1-2 hours*

*Prerequisite(s):* MUS 130 and consent of instructor.

### **MUS 210 - Songwriting With Software**

This class will teach you how to write contemporary songs in various styles, and use lyrics, chords and melodies. Explore how the songwriting business works. All creative, ambitious songwriters are welcome. Student does not need to be able to sing. *3 hours*

*Prerequisite(s):* Consent of instructor.

### **MUS 230 - Composition and Music Software Private Instruction**

In studying composition, students will be led through an exploration of musical forms, sounds, styles, and possibilities, and

challenges in an effort to help them become more easily able to develop their own original musical ideas into strong compositions. This is not necessarily traditionally “classical” music composition instruction, but is instead a way for students who might have their own preferred musical genres to learn new, specific and time-tested techniques to help them develop their own compositional talents. Students interested in studying composition are expected to have experience on a musical instrument, as well as some understanding of basic chords, melodies, and music notation. *1-2 hours*

*Prerequisite(s):* Consent of the instructor

This course will satisfy the fine arts core area requirement.

## **Other Music Courses**

### **MUS 119 - Diction For Singers**

Basic rules of singing diction using the International Phonetic Alphabet, a system of notation recognized by singers, actors, and other speech/language-oriented professions. Students will apply IPA to repertoire study and performance in English, Italian, Latin, Hebrew, German, French, and Spanish. *3 hours*

### **MUS 277 - Entrepreneurship for Creative and Performing Artists**

This seminar introduces entrepreneurial concepts to assist artists in supporting their passion. Students will be presented with an overview of business structures, business plan examples, and free or low-cost marketing resources, including e-mail list management, website creation, social media integration, and mobile fundraising and crowdfunding tools. Sessions will include group brainstorming, discussion, and collaboration. The course culminates with business plan submission and pitch presentation. *3 hours*

### **MUS 291 - Pastoral Music Ministry**

This course will help to develop the skills necessary to foster the art of musical liturgy. The student will work closely with the director of the liturgical choir, learning to select, prepare, and rehearse a diverse repertoire of music for the Catholic Mass. An overview of the following will increase the student's understanding of pastoral music ministry: cantor training, choral techniques, sight singing, conducting, basic keyboard accompaniment, and liturgical planning. *3 hours*

# Natural Science

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The natural science major is appropriate for students interested in entry-level masters nursing programs and other allied health fields, 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.

## Natural Science - B.S.

### Major Requirements:

#### Required Courses:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- Two courses in physics and/or geology
- Five additional courses from biology, chemistry, environmental science, geology, natural science, or physics.

#### Additional Requirements:

Seven of the required courses must have a laboratory component and at least 9 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.

#### Optional Areas of Concentration:

### Health Sciences Concentration:

The concentration in health sciences within the natural sciences major provides students with the necessary background to be competitive upon acceptance into entry-level masters program in nursing (MSN) and graduate programs in other allied health careers.

#### Required Courses:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 120 - Medical Terminology
- BIOL 152 - Human Anatomy and Physiology I
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- BIOL 260 - Introduction to Human Pathophysiology
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- MATH 175 - Mathematical Concepts in Clinical Science
- MATH 211 - Principles of Statistics
- PHIL 242 - Introduction to Biomedical Ethics

- 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:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- MATH 211 - Principles of Statistics
- POSC 282 - Environmental Administration and Law
- POSC 295 - Politics and Environment
- THEO 362 - Environmental Theology: Ecology in Crisis
- 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 2 semester hours).

## Teacher Licensure: Elementary Education

Natural science majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Natural Science Courses

### NSC 105 - Introduction to Neuroscience

*3 hours*

Listed also as PSYC 105 and NEUR 105.

### NSC 137 - Basic Human Biology

A survey of how the major organ systems of the body function. Essential material on cells and tissues will be included. *3 hours*

This course will satisfy the natural sciences core area requirement.

### NSC 138 - Biotechnology and Society

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. *3 hours*

### NSC 160 - Genetics and Society

The study of heredity and its interrelationship with individual and societal activities. Not open to students who have completed BIOL 240. *3 hours*

Listed also as PSYC 160.

This course will satisfy the natural sciences core area requirement.

### **NSC 185 - Marine Environmental Science**

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. *3 hours*

Listed also as ENVS 185.

This course will satisfy the natural sciences core area requirement.

### **NSC 197 - Evolution: Our Inner Fish**

The study of biological evolution provides an intellectual framework for understanding life. With divergent examples from dinosaur/bird evolution, human sexual behaviors, and altruistic animal interactions (to name just a few), we will work toward understanding the statement by T. Dobzhansky that “nothing in biology makes sense except in the light of evolution”. *3 hours*

This course will satisfy the natural sciences core area requirement.

### **NSC 202 - Our Dynamic Planet**

This is a course in basic physical geology. Study of the formation, the 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 4 semester hours and attend the laboratory section. *4 hours*

Listed also as GEOL 200.

This course will satisfy the natural sciences core area requirement.

### **NSC 221 - Environmental Chemistry**

*3 hours*

Listed also as CHEM 221 and ENVS 221

This course will satisfy the natural sciences core area requirement.

### **NSC 222 - Topics in Lab Safety**

*1 hour*

Listed also as CHEM 222.

### **NSC 231 - Environmental Geology**

*3 hours*

Listed also as GEOL 231 and ENVS 231

### **NSC 250 - Nutrition**

*3 hours*

Listed also as NUTR 250.

### **NSC 251 - Water, Wetlands, and Aquasphere**

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. *3 hours*

Listed also as ENVS 251

This course will satisfy the natural sciences core area requirement.

### **NSC 255 - Biophysics**

*4 hours*

Listed also as PHYS 255.

### **NSC 256 - Physics for the Informed Citizen**

*3 hours*

Listed also as PHYS 256.

### **NSC 260 - Forensic Chemical Analysis**

*3 hours*

Listed also as CHEM 291.

### **NSC 261 - Climate Change**

*3 hours*

Listed also as PHYS 261 and ENVS 261

### **NSC 270 - Astronomy**

*3-4 hours*

Listed also as PHYS 270.

*Prerequisite(s):* MATH 130 with a grade of C or higher.

This course will satisfy the natural sciences core area requirement.

### **NSC 271 - Energy in a Modern Society**

*3 hours 1 hour*

Listed also as PHYS 271

### **NSC 292 - Environmental Biology**

Find out what happens when our cultures compete with nature.

Emphasis is on current environmental challenges to the sustainability of Earth's ecosystems. Lecture. *3 hours*

Listed also as ENVS 292.

This course will satisfy the natural science core area requirement.

### **NSC 450 - Independent Study**

*1-8 hours*

### **NSC 455 - Internship**

*1-8 hours*

# Neuroscience

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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 is also available.

## Neuroscience - B.S.

Two tracks are available: neurobiology, focusing on cellular and molecular aspects of neural function, and behavioral neuroscience, focusing on the relationships between brain and behavior. Due to overlap in course content, it is not possible to combine the behavioral neuroscience track with a psychology major or minor. Similarly, it is also not possible to combine the neurobiology track with a biology major or minor. Other than these two restrictions, the neuroscience track can be combined with any other major or minor.

## Behavioral Neuroscience

### Major Requirements:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry (the following chemistry sequence is also accepted in place of CHEM 101 and CHEM 104)
  - CHEM 120 - General Chemistry I
  - CHEM 121 - General Chemistry II
  - CHEM 253 - Organic Chemistry I
  - CHEM 254 - Organic Chemistry II
- PSYC 101 - General Psychology: The Science of Behavior
- PSYC 290 - Behavioral Research and Statistics I
- PSYC 291 - Behavioral Research and Statistics II
- NEUR 105 - Introduction to Neuroscience
- NEUR 272 - Behavioral Neuroscience
- NEUR 273 - Neurobiology
- Four cognates in neuroscience.

## Neurobiology

### Major Requirements:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 352 - Molecular and Cellular Biology
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II

- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- NEUR 105 - Introduction to Neuroscience
- NEUR 272 - Behavioral Neuroscience
- NEUR 273 - Neurobiology
- 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:

- BIOL 152 - Human Anatomy and Physiology I
- BIOL 240 - Genetics
- BIOL 252 - Human Anatomy and Physiology II
- BIOL 260 - Introduction to Human Pathophysiology
- BIOL 268 - Animal Behavior
- BIOL 272 - Comparative Animal Physiology
- BIOL 298 - Research Methods in Molecular Biology
- BIOL 351 - Advanced Human Anatomy
- BIOL 352 - Molecular and Cellular Biology
- BIOL 361 - Advanced Human Physiology
- BIOL 388 - Endocrinology
- BIOL 394 - Cell Biology
- CHEM 360 - Biochemistry
- ENGL 345 - Advanced Academic Writing
- PHIL 242 - Introduction to Biomedical Ethics
- PSYC 214 - Abnormal Psychology
- PSYC 393 - Learning and Memory
- THEO 368 - Biomedical and Health Care Ethics

## Neuroscience Courses

### NEUR 105 - Introduction to Neuroscience

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 also is available and accessible to non-majors. No laboratory is required, but hands-on activities are incorporated into the course work. *3 hours*

Listed also as NSC 105 and PSYC 105.

This course will satisfy the natural sciences core area requirement.

### NEUR 268 - Animal Behavior

*3 hours*

Listed also as BIOL 268.

*Prerequisite(s):* BIOL 111, BIOL 112

**NEUR 272 - Behavioral Neuroscience**

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. *4 hours*

Listed also as PSYC 372.

*Prerequisite(s):* BIOL 111.

**NEUR 273 - Neurobiology**

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. *4 hours*

Listed also as BIOL 273.

*Prerequisite(s):* BIOL 111, BIOL 112, and either CHEM 104 or CHEM 253.

**NEUR 380 - Topics in Neuroscience**

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. *3 hours*

Listed also as BIOL 273.

*Prerequisite(s):* NEUR 272 and NEUR 273 NEUR 273 may be concurrent.

**NEUR 490 - Independent Research**

Problems for original investigation are assigned under faculty supervision. *1-6 hours*

*Prerequisite(s):* Consent of instructor.

# Nursing

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Dominican University is rooted in a tradition of commitment to care for body and spirit, a tradition older than the stories of healing in the Gospels, as culturally and religiously diverse as the first-known hospital in 9<sup>th</sup> century Sri Lanka, as historically and geographically close to home as the numerous health care centers founded by religiously-inspired women and men in the Chicago area. There is a natural confluence of this long tradition of health care with Dominican's own mission of "preparing students to pursue truth, given compassionate service and participate in the creation of a more just and humane world." As such, our mission provides nursing students with a foundation for professional practice that respects the dignity of each and every person, pursuit of the common good, and concern for those most vulnerable.

## Nursing - B.S.N.

The Bachelor of Science in Nursing Program provides an educationally robust plan of study that makes students eligible to sit for and prepares students to pass the NCLEX-RN examination and obtain licensure to practice as a registered professional nurse. The program prepares the nurse generalist to practice in a variety of settings, sensitive to culturally diverse understandings of illness, health, and wellness. The graduate of the BSN program is a liberally educated individual who is committed to using her or his talents to make a positive contribution to the world, and has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings as well as a foundation for advanced study in nursing.

### Outcomes of the BSN Program

- Demonstrate professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs
- Synthesize knowledge from the humanities, natural and social sciences and nursing as the foundation for critical thinking and decision making
- Employ effective communication skills throughout the scope of professional practice
- Utilize evolving technology to promote quality patient outcomes
- Uses the nursing process to provide consistent, safe, competent patient-centered care
- Consider the complex economic, legal, political and ethical issues affecting the delivery of care in the global and dynamic health care environment
- Assume responsibility and accountability for professional nursing practice
- Demonstrate beginning leadership abilities as a member of an interdisciplinary health care team
- Evaluate and integrate research that supports evidence based nursing practice
- Demonstrate intellectual inquisitiveness and lifelong commitment to learning

## Required Courses

- NURS 312 - Foundational Concepts of Nursing Practice
- NURS 313 - Health Assessment and Promotion
- NURS 314 - Adult Nursing I: Fundamentals
- NURS 322 - Pharmacology in Nursing Practice
- NURS 323 - Evidence Based Practice & Nursing Research
- NURS 324 - Adult Nursing II: Medical-Surgical
- NURS 432 - Community Health Nursing
- NURS 433 - Mental Health Nursing
- NURS 434 - Nursing of the Childbearing Family
- NURS 435 - Nursing of Children & Families
- NURS 444 - Adult Nursing III: Advanced Medical-Surgical
- NURS 445 - Nursing Leadership Dimensions
- NURS 446 - Professional Role Transition Capstone

### **NURS 312 - Foundational Concepts of Nursing Practice**

Examines nursing theories, legal and ethical issues, nursing process, and professional development. Historical, political and social influences affecting nursing practice within the changing health care delivery system are explored. Emphasis on evidence-based practice and informatics to enhance communication, documentation, and safe patient-centered care. Identifies own learning styles. *3 hours*

### **NURS 313 - Health Assessment and Promotion**

Utilizes concepts from the liberal arts and sciences to provide holistic health assessment across the lifespan. Emphasis is placed on the development of leadership skills in clinical judgment, diagnostic reasoning, and critical inquiry for the safe provision of quality care across populations. Practices documents on electronic medical record. *3 hours*

### **NURS 314 - Adult Nursing 1: Fundamentals**

Focuses on holistic care of adults, older adults, and their families in acute medical-surgical settings as they adapt to changes in the health/illness spectrum. Students integrate theoretical concepts with the best nursing evidence within the framework of critical thinking and caring to foster growth in knowledge and competencies. Professional roles of the nurse, critical thinking, and ethical issues are explored as students provide safe and quality care. Clinical experience takes place in the simulation laboratory and a variety of medical-surgical settings. *6 hours*

### **NURS 322 - Pharmacology in Nursing Practice**

Introduces basic principles of drug action and nursing implications within the framework of the nursing process. Specific drugs and the pharmacologic effects of drugs on the body are discussed. Develops the knowledge, skills, and attitudes necessary for the safe and accountable administration of medications across the lifespan. Emphasis is placed on accurate dosage calculations, proper administration techniques, and documentation for safe and accountable medication administration. *3 hours*

### **NURS 323 - Evidence Based Practice & Nursing Research**

Application of principles of the research process and evidence-based practice to provide safe quality care. Competency in database search strategies and critical appraisal of evidence for quality care practices are emphasized. Legal, ethical, and

regulatory issues are identified and analyzed for application to practice.

*3 hours*

#### **NURS 324 - Adult Nursing II: Medical-Surgical**

Focus is on holistic, family-centered care of adults and older adults experiencing acute and chronic primarily medical conditions involving multiple body systems. Integration of theoretical concepts and best evidence is used to promote sound clinical reasoning and clinical judgement to inform nursing practice. Student clinical experiences takes place in the simulation laboratory and in acute care settings with the goal of providing safe, quality, and multi-dimensional care for diverse adult and older adult populations. *6 hours*

#### **NURS 432 - Community Health Nursing**

Focuses on clinical prevention and health promotion of population health through the application of best evidence for community health nursing practice. The impact of global healthcare trends, political decisions, and financial and regulatory systems on health outcomes is examined. Clinical experiences in a variety of community settings. *4 hours*

#### **NURS 433 - Mental Health Nursing**

Application of psychiatric mental health nursing concepts to holistic care for clients age 18 through older adulthood. Theoretical content includes bio-psychosocial theories, interpersonal relationship theory, psychoanalytic and psychodynamic theories, as well as, cognitive, behavioral, and biological theories. Legal, ethical, and critical thinking concepts specific to psychiatric mental health nursing are covered. Clinical experiences are designed to facilitate the students' synthesis of classroom material, individualized application of psychiatric concepts, and establishment of therapeutic relationships in a variety of settings. *4 hours*

#### **NURS 434 - Nursing of the Childbearing Family**

Focuses on the application of professional nursing concepts related to holistic care of the childbearing family and their neonate. Theoretical content includes physiological, pathophysiological,

sociocultural, and ethical concepts. Student clinical experiences take place in the simulation laboratory and variety of obstetrical settings. *4 hours*

#### **NURS 435 - Nursing of Children & Families**

Application of professional nursing concepts related to the holistic care of children and their families within their communities. Theoretical content specific to children from infancy through adolescence includes physiological, pathophysiological, and psychosocial concepts. Clinical experiences incorporate health promotion and acute and chronic illness management in the simulation laboratory, inpatient, outpatient, and community settings. *4 hours*

#### **NURS 444 - Adult Nursing III: Advanced Medical-Surgical**

Focus is the holistic care of high acuity patients and families in crisis situations. Students integrate contemporary concepts with the best nursing evidence to foster growth in knowledge, clinical competencies, and role of professional nurse. Students will integrate critical thinking, clinical reasoning, and ethical principles to provide safe, quality care and collaborate with multidisciplinary teams to create health promotion, risk reduction, and disease prevention strategies. Clinical experience will be in a variety of acute care settings. *6 hours*

#### **NURS 445 - Nursing Leadership Dimensions**

Applies evidence-based concepts essential to the leadership development of the professional nurse. The focus is on the application of leadership and management skills to contemporary health care issues influencing professional practice. *3 hours*

#### **NURS 446 - Professional Role Transition Capstone**

Provides the opportunity for students to demonstrate competency in the role of provider and manager of care. Students provide safe, quality care for patients across the lifespan in acute care settings. Students collaborate with a preceptor and faculty member to achieve course objectives and individualized learning goals. *4 hours*

# Nutrition Sciences

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## Culinology® - B.S.

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 two certifying examinations offered by the RCA: Certified Research Chef and Certified Culinary Scientist.

Students typically transfer into Dominican University with a two-year associate's degree from an RCA or equivalent accredited culinary arts program and add the additional years of food science and general liberal arts requirements to obtain the bachelor's degree.

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. Contact a faculty advisor in the department of Nutrition Sciences for more information on the culinology major.

### Major Requirements:

#### Required Courses:

- NUTR 141 - Food Service Sanitation
- NUTR 200 - Fundamentals of Foods
- NUTR 220 - Sensory Evaluation
- NUTR 240 - Food Chemistry
- NUTR 250 - Nutrition
- NUTR 280 - Multicultural Foods: Experiencing Culture Through Food
- NUTR 299 - Community-Based Learning
- NUTR 350 - Food Analysis and Quality Assurance
- NUTR 370 - Food Processing
- NUTR 390 - Experimental Foods
- NUTR 410 - Food Product Development
- NUTR 440 - Seminar in Food Science
- NUTR 455 - Culinology® Internship
- BAD 250 - Marketing
- BIOL 160 - Elementary Microbiology
- CHEM 104 - Introductory Organic Chemistry
- MATH 211 - Principles of Statistics

### Additional Requirements:

A minimum of 15 semester hours in the major field must be completed at Dominican.

## Nutrition and Dietetics - B.S.

The nutrition and dietetics major prepares students for careers in the diverse field of nutrition. Majors in nutrition and dietetics may eventually hold such positions as food service manager or consumer service representative in business, industry, or health care. Students seeking to attain the credential of registered dietitian (RD) must also complete the requirements of the Academy of Nutrition and Dietetics.

### Major Requirements:

#### Required Courses:

- NUTR 141 - Food Service Sanitation
- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition
- NUTR 280 - Multicultural Foods: Experiencing Culture Through Food
- NUTR 290 - Nutritional Biochemistry
- NUTR 299 - Community-Based Learning
- NUTR 345 - Nutrition Communication Skills
- NUTR 375 - Principles of Food Service Purchasing
- NUTR 390 - Experimental Foods
- NUTR 404 - Medical Nutrition Therapy I
- NUTR 407 - Quantity Food Production and Service
- NUTR 408 - Medical Nutrition Therapy II
- NUTR 409 - Community Nutrition
- NUTR 425 - Nutrition in Human Development
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- CHEM 104 - Introductory Organic Chemistry

### Additional Requirements:

A minimum of 15 hours in the major field must be completed at Dominican.

### Recommendations:

It is advisable for interested freshmen to consult with an advisor in the department prior to registration and to take CHEM 101, CHEM 104, ENGL 101, and ENGL 102 in their freshman year.

### Academy of Nutrition and Dietetics Requirements:

For those students interested in the registered dietitian (RD) credential, specific course work is required to meet the additional education competencies of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association). The Academy of Nutrition and Dietetics program is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), a specialized accrediting body recognized by the United States Department of Education (USDE).

After completion of all courses, students are eligible for an ACEND dietetic internship; a verification of 1200 hours of

supervised practice (internship) is required by the Commission on Dietetic Registration to sit for the registered dietitian examination to attain the RD credential. Dominican University has an accredited ACEND coordinated dietetic internship that requires 24 additional semester hours of supervised practice with RD preceptors. Application to this coordinated program is open only to Dominican University students who complete at least 34 hours of course work at Dominican.

Additional requirements beyond those of the nutrition and dietetics major include:

- NUTR 346 - Food and Nutrition Services Administration
- NUTR 430 - Seminar in Medical Nutrition Therapy
- MATH 211 - Principles of Statistics
- PSYC 101 - General Psychology: The Science of Behavior

## Nutrition and Dietetics Minor

### Minor Requirements:

### Required Courses:

- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition
- NUTR 425 - Nutrition in Human Development
- Electives to complete a total of 18 to 24 semester hours selected in consultation with a nutrition sciences advisor.

### Additional Requirements:

A minimum of 9 hours in the major field must be completed at Dominican.

## Nutrition and Dietetics Certificate

The program offers a certificate to those already holding a baccalaureate degree and needing only to complete the requirements for DPD (Didactic Program in Dietetics) Verification statement. Certificate students must also meet the Dominican University core curriculum foundation competencies: ENGL 102 - Composition II: Writing as a Way of Knowing, MATH 130 - College Algebra, CIS 120 - Introduction to Computer Applications, and Information Literacy Workshop. In addition, a student may complete a second degree. Certificate students must complete a minimum of 34 hours at Dominican to apply for the Dominican coordinated dietetic internship. The program is designed to assist students in developing breadth and depth of knowledge, skills, values, and competencies in clinical dietetics, community dietetics, and food service management that are necessary for application to dietetic internships (DI) to become a Registered Dietitian or graduate work, and eventual professional practice at the entry level.

### Academy of Nutrition and Dietetics Requirements:

- NUTR 141 - Food Service Sanitation
- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition

- NUTR 280 - Multicultural Foods: Experiencing Culture Through Food
- NUTR 290 - Nutritional Biochemistry
- NUTR 345 - Nutrition Communication Skills
- NUTR 346 - Food and Nutrition Services Administration
- NUTR 375 - Principles of Food Service Purchasing
- NUTR 390 - Experimental Foods
- NUTR 404 - Medical Nutrition Therapy I
- NUTR 407 - Quantity Food Production and Service
- NUTR 408 - Medical Nutrition Therapy II
- NUTR 409 - Community Nutrition
- NUTR 425 - Nutrition in Human Development
- NUTR 430 - Seminar in Medical Nutrition Therapy
- BIOL 160 - Elementary Microbiology
- BIOL 152 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- MATH 211 - Principles of Statistics
- PSYC 101 - General Psychology: The Science of Behavior

## Dietetic Internship Certificate

Dominican University Dietetic Internship Certificate program has been granted accreditation from the Commission on Accreditation for Dietetics Education of the Academy of Nutrition and fulfills the supervised practice requirements to sit for the Examination for Registered Dietitian administered by the Commission on Dietetic Registration. The supervised practice includes an emphasis on cultural diversity in child nutrition, with 1200 hours of field experience divided between community, clinical, and food management. The internship certificate is designed for the development of dietetic professionals who are competent in all entry-level areas of practice, including cultural competencies particularly addressing child nutrition. Upon completion, students receive an Internship Verification for application to take the RD Exam.

### Certificate Requirements:

- NUTR 461 - Nutrition Supervised Practice I
- NUTR 462 - Nutrition Seminar I
- NUTR 463 - Nutrition Supervised Practice II
- NUTR 464 - Nutrition Seminar II
- NUTR 465 - Nutrition Supervised Practice III
- NUTR 466 - Nutrition Seminar III
- NUTR 467 - Nutrition Supervised Practice IV
- NUTR 468 - Nutrition Seminar IV

## Nutrition Courses

### NUTR 141 - Food Service Sanitation

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 examination eligibility. *1 hour*

**NUTR 200 - Fundamentals of Foods**

Scientific principles of food preparation with reference to optimum quality, microbiological safety, and preservation of nutrients. Includes two hours of lecture and three hours of laboratory session each week. *3 hours*

**NUTR 220 - Sensory Evaluation**

Study of qualitative and quantitative techniques used to measure and evaluate the sensory perceptions of food products and ingredients. *3 hours*

*Prerequisite(s):* NUTR 200 and MATH 211.

**NUTR 240 - Food Chemistry**

Covers the basic composition, structure, and properties of foods and the chemistry of changes occurring during processing and utilization. *4 hours*

*Prerequisite(s):* CHEM 101 and CHEM 104.

**NUTR 250 - Nutrition**

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. *3 hours*

Listed also as NSC 250.

This course will satisfy the natural sciences core area requirement.

**NUTR 251 - Advanced Basic Nutrition**

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. *1 hour*

*Prerequisite(s):* NUTR 250 or transfer equivalent.

**NUTR 280 - Multicultural Foods: Experiencing Culture Through Food**

A study of the cultural influences of food on societies, including nourishment, health beliefs and practices, religion, social communication, and socio-economic status. *3 hours*

This course will satisfy the multicultural core requirement.

**NUTR 290 - Nutritional Biochemistry**

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. *3 hours*

*Prerequisite(s):* NUTR 250 and CHEM 104

**NUTR 299 - Community-Based Learning**

Involves a minimum of 30 hours of community or professional volunteer service in a nutrition science major area, arranged in consultation with the student's academic advisor. Course also includes attendance at undergraduate nutrition department seminars and portfolio work with advisor. *1 hour*

**NUTR 345 - Nutrition Communication Skills**

Study of the theoretical framework based in behavioral sciences and education as used in planning and delivering nutrition information and counseling. *3 hours*

*Prerequisite(s):* NUTR 250 and Junior standing. Concurrent enrollment in NUTR 404 recommended.

**NUTR 346 - Food and Nutrition Services Administration**

The course will apply operational leadership theories to the development of food and nutrition programs and services. Students will learn to evaluate budgets and interpret financial data. They

will also learn to apply principles of human resource management, interpret public policy, and understand the legislative and regulatory basis of dietetic practice *3 hours*

*Prerequisite(s):* NUTR 250

**NUTR 350 - Food Analysis and Quality Assurance**

Study of the principles, methods, and techniques necessary for the analysis of food products and ingredients. *3 hours*

*Prerequisite(s):* NUTR 200, NUTR 250 and CHEM 104.

**NUTR 370 - Food Processing**

Covers general characteristics of raw food materials, and principles of food preservation, packaging, and sanitation. *4 hours*

*Prerequisite(s):* NUTR 240 and BIOL 160

**NUTR 375 - Principles of Food Service Purchasing**

Principles and standards for food service equipment and purchasing in quantity for institutions. *3 hours*

*Prerequisite(s):* Junior or senior standing.

**NUTR 380 - Food Engineering**

Study of the engineering concepts and unit operations in fluid flow, energy balance, and mass transfer. *3 hours*

*Prerequisite(s):* NUTR 370, MATH 131, and PHYS 211

**NUTR 390 - Experimental Foods**

Application of scientific principles and experimental methods in the study of foods. *4 hours*

*Prerequisite(s):* NUTR 200, NUTR 250, CHEM 104, and NUTR 141 or Food Sanitation Certificate.

**NUTR 404 - Medical Nutrition Therapy I**

Study of the principles of nutrition in the prevention and treatment of various disease states and metabolic abnormalities. *3 hours*

*Prerequisite(s):* NUTR 290; concurrent enrollment in NUTR 345 is recommended.

**NUTR 407 - Quantity Food Production and Service**

Principles of quantity menu planning, food production, and service. *4 hours*

*Prerequisite(s):* NUTR 375 and either NUTR 141 or Food Sanitation Certificate.

**NUTR 408 - Medical Nutrition Therapy II**

Continued study of the principles of nutrition in more complicated disease states and metabolic abnormalities. *3 hours*

*Prerequisite(s):* NUTR 404.

**NUTR 409 - Community Nutrition**

Nutrition applied to the health-related concerns of individuals and groups. Role of agencies in providing programs and services. *3 hours*

*Prerequisite(s):* NUTR 250.

**NUTR 410 - Food Product Development**

Applications of food product design, packaging, and marketing. *4 hours*

*Prerequisite(s):* NUTR 370 and NUTR 390.

**NUTR 412 - Special Topics in Nutrition**

The study of a major area of nutrition at an advanced level; topics and prerequisites vary by announced topic. *3 hours*

**NUTR 425 - Nutrition in Human Development**

Principles of nutrition and research in human growth and development throughout the life span. *3 hours*

*Prerequisite(s):* NUTR 250

**NUTR 430 - Seminar in Medical Nutrition Therapy**

Survey of recent research and advanced problems in medical nutrition therapy. *3 hours*

*Prerequisite(s):* NUTR 408 or concurrent enrollment.

**NUTR 431 - Nutrition Assessment Skills**

This course includes study and skills development in nutritional assessment and body composition assessment relevant to individual- and population-based nutrition and dietetic practice. Key content areas include dietary assessment, anthropometry, laboratory and clinical methods. *2 hours*

*Prerequisite(s):* NUTR 290

**NUTR 440 - Seminar in Food Science**

Seminar incorporating the principles of food chemistry, microbiology, nutrition, sensory analysis, and statistics. *3 hours*

*Prerequisite(s):* Senior standing.

**NUTR 450 - Independent Study**

*1-8 hours*

**NUTR 455 - Culinary® Internship**

A student of junior or senior standing may arrange for an internship in his/her field of concentration, subject to the approval of the department faculty. RCA certification requires documentation of 300 hours of internship. *1-8 hours*

**NUTR 461 - Nutrition Supervised Practice I**

This course will include 300 hours of experience in clinical nutrition, community nutrition, or food service/management settings. Students will observe and practice developing programs and services that promote consumer health, wellness, and lifestyle management to individuals and groups. Students will observe, simulate, and practice performing the nutrition care process for individuals and populations of differing ages and health status with a variety of medical conditions. Students will have experiences related to strategic application of principles of management and systems in the procurement, production, distribution and service to individuals and organizations. Students will spend time on an individualized rotation/ capstone project under supervision. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 462 - Nutrition Seminar I**

This seminar will address issues regarding nutrition during pregnancy, lactation, infancy, and childhood. Students will be introduced to the theory and practice of assessing nutritional needs of communities. Students will become familiar with multicultural practices in a variety of ethnic populations. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 463 - Nutrition Supervised Practice II**

This course will include 300 hours of experience in clinical nutrition, community nutrition, or food service/management settings. Students will observe and practice developing programs and services that promote consumer health, wellness, and lifestyle management to individuals and groups. Students will observe, simulate, and practice performing the nutrition care process for individuals and populations of differing ages and health status with

a variety of medical conditions. Students will have experiences related to strategic application of principles of management and systems in the procurement, production, distribution and service to individuals and organizations. Students will spend time on an individualized rotation/ capstone project under supervision. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 464 - Nutrition Seminar II**

This seminar will address issues regarding nutrition needs of adolescents, adults and the elderly. Skills will be developed and reinforced on the utilization of standardized language for performing the Nutrition Care Process. The process will include nutritional assessment, diagnosis of nutrition problems, planning and implementing nutrition interventions, and monitoring and evaluating the impact of interventions. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 465 - Nutrition Supervised Practice III**

This course will include 300 hours of experience in clinical nutrition, community nutrition, or food service/management settings. Students will observe and practice developing programs and services that promote consumer health, wellness, and lifestyle management to individuals and groups. Students will observe, simulate, and practice performing the nutrition care process for individuals and populations of differing ages and health status with a variety of medical conditions. Students will have experiences related to strategic application of principles of management and systems in the procurement, production, distribution and service to individuals and organizations. Students will spend time on an individualized rotation/ capstone project under supervision. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 466 - Nutrition Seminar III**

Students will become aware of public policy activities including both legislative and regulatory initiatives. Students will learn to complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by various practice settings. Students will be introduced to qualitative and quantitative research methodologies. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 467 - Nutrition Supervised Practice IV**

This course will include 300 hours of experience in clinical nutrition, community nutrition, or food service/management settings. Students will observe and practice developing programs and services that promote consumer health, wellness, and lifestyle management to individuals and groups. Students will observe, simulate, and practice performing the nutrition care process for individuals and populations of differing ages and health status with a variety of medical conditions. Students will have experiences related to strategic application of principles of management and systems in the procurement, production, distribution and service to individuals and organizations. Students will spend time on an individualized rotation/ capstone project under supervision. *3 hours*

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

**NUTR 468 - Nutrition Seminar IV**

Students will practice the application of evidence-based guidelines, systemic reviews, and scientific literature in the nutrition care process model and other areas of dietetic practice. Students will demonstrate professional writing skills in preparing professional communications. Students will participate in preparation and review activities for the Registered Dietitian (RD) examination. 3 hours

*Prerequisite(s):* Acceptance into the Dietetic Internship Certificate program.

# Occupational Therapy

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Occupational therapists (OT) help people perform daily tasks (i.e., work related, leisure, and other life skills) to help maximize independent living. The American Occupational Therapy Association (AOTA) defines OT as “a science-driven, evidence-based profession that enables people of all ages to live life to its fullest by helping them promote health and prevent—or live better with—illness, injury or disability.” The treatment approach includes treating the whole person. Occupational therapists help individuals with mental, physical, emotional, or developmental impairments. They work with individuals to develop a custom treatment program and give guidance to families, caregivers, and communities. There are six broad areas that occupational therapists work in: mental health; productive aging; children and youth; health and wellness; work and industry; rehabilitation, disability, and participation.

## How do I become an Occupational Therapist?

Go to an OT graduate school. Occupational therapy practitioners hold masters or doctoral degrees in OT.

## Getting into Graduate School

All students interested in OT should meet with the psychology department’s pre-OT advisor as soon as possible. Meeting before the first semester of the freshman year is strongly recommended. Besides completing course requirements (see course catalog) and having an appropriate GPA, it is essential to observe OTs. It is important to try to observe more than one area of OT. Suggestions include hospital settings, schools, clinics, OT practices, and observing a variety of patients (i.e., children, adults, older adults). If you have no connection to an OT, call a clinic, practice, or hospital and arrange to be a volunteer or ask if you could speak to an OT about observing. There is not a set number of hours required to get into most programs, but the recommendation is at least 40 hours of observation. Remember to record the hours and dates you observe as this information will help when completing your application. The point of the observation hours is so that OT graduate school admissions officers can see that you are interested in OT and that you are familiar with the OT field. Additional information can be found on the website of the American Occupational Therapy Association (<http://www.aota.org/>).

## Graduate Record Exam

Some programs require that you take the Graduate Record Examination (GRE), while for others it may be optional. For most OT programs, the GRE score is an important criteria of admission. A cumulative GRE score above the 50<sup>th</sup> percentile will be helpful for admission to most programs.

## Recommendation Letters

One of the most important aspects of getting into an OT program is the recommendation letter from an occupational therapist. You will need to establish a relationship with an OT in order to be able to expect a letter of recommendation. Three letters are required for most applications, of which, at least one must be from an OT.

## Admission Guidelines for many Occupational Therapy programs:

1. A minimum undergraduate GPA of 3.70 on a 4.00 point scale (average admitted GPA is 3.8 or higher)
2. Completion of the following courses:  
BIOL 152 - Human Anatomy and Physiology I and  
BIOL 252 - Human Anatomy and Physiology II  
Either PSYC 290 - Behavioral Research and Statistics I  
and PSYC 291 - Behavioral Research and Statistics II  
or SOC 361 - Introduction to Social Statistics and  
SOC 362 - Research Methods  
SOC 110 - Introduction to Sociology  
PSYC 215 - Child Psychology or EDUC 320 -  
Educational Psychology  
PSYC 220 - Adolescent Psychology and PSYC 225 -  
Adult Development  
Students may elect to take PSYC 212 - Life Span  
Developmental Psychology in place of Psychology 215  
and Psychology 220.  
Two psychology electives (courses other than the  
developmental sequence); for non-psychology  
majors, PSYC 101 - General Psychology: The Science  
of Behavior (or PSYC 102 - General Psychology:  
Honors) and PSYC 214 - Abnormal Psychology are  
strongly recommended.
3. Completion of the Graduate Record Examination  
(GRE), taken within the past five years, with scores  
above the 50<sup>th</sup> percentile.
4. 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.
5. Most programs invite qualified prospective students for  
an on-site visit and interview with a member of their  
faculty. During this on-site interview, a writing sample  
or oral case analysis may be requested.

Note: Courses listed above are suggested courses for all occupational therapy graduate programs. Students must check the specific course pre-requisites for each OT school as some schools also require a course in physics and kinesiology. It is the student’s responsibility to become familiar with the admission requirements of the program to which she or he plans to apply.

It is important to note that student applications are evaluated on the strength of both academic performance and non-academic performance (i.e., work life, extracurricular activities, and life experience). In general, though, GPA and GRE scores are critical criteria.

All application materials must be submitted early in the Fall semester of the student’s senior year (preferably in early September).

For additional information, contact the pre-OT advisor at Dominican University.

## OT Web resources

- Professional Societies
  - Illinois Occupational Therapy Association: <http://www.ilota.org/>
  - American Occupational Therapy Association: <http://www.aota.org/>
- General information
  - Bureau of Labor Statistics-Occupational Therapy: <http://www.bls.gov/oco/ocos078.htm>

# Pastoral Ministry

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The theology and pastoral ministry department engages undergraduates in rigorous theological inquiry, especially within the Catholic tradition, prepares theology majors and minors for advanced study and professional endeavors, and provides ministry students with the requisite skills and the theological training for competent pastoral care or further study in ministry or related fields.

## Pastoral Ministry - B.A.

The pastoral ministry discipline offers courses that help to shape persons interested in ministry as a vocation and profession. The courses are available to all students interested in sharing their gifts in service to others. Courses emphasize the Catholic Christian tradition, making tangible the theological and practical dimensions of ministry.

### Major Requirements:

Forty-five semester hours of credit are required, including:

### Required Courses:

- PMIN 160 - Introduction to Practical Theology
- *Complete one of the following two courses:*
- PMIN 254 - Introduction to Ritual and Symbol
- PMIN 353 - Leadership in Prayer
- *Complete one of the following four courses:*
- PMIN 270 - Communication Skills for Ministry
- PMIN 290 - Pastoral Counseling
- PMIN 351 - Ministry to Family
- PMIN 357 - Care and Bereavement Ministry
- *Complete the following course:*
- THEO 110 - Understanding the Bible
- *Complete one of the following two courses:*
- THEO 120 - The Bible: Genesis to Judges
- THEO 230 - The Bible: Prophets and Wisdom
- *Complete one of the following two courses:*
- THEO 122 - New Testament I: The Gospels
- THEO 232 - New Testament II: Acts, Paul, and Other Writings
- *Complete the following four courses:*
- THEO 101 - Introduction to Theology
- THEO 240 - Current Issues Facing the Church
- THEO 252 - Sacraments in the Catholic Tradition
- THEO 310 - Jesus the Christ
- *Complete one of the following three courses:*
- THEO 261 - Catholic Social Teaching and Movements
- THEO 320 - Theological Ethics
- PMIN 363 - Ethics for Ministry
- *Complete a three-hour internship:*
- PMIN 455 - Internship
- Six hours distributed in electives related directly to ministry

## Additional Requirements:

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.

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

## Additional Information

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.

## Pastoral Ministry Minor

### Minor Requirements:

Twenty-four semester hours are required, including:

### Required Courses:

- PMIN 160 - Introduction to Practical Theology
- *Complete one of the following three courses:*
- PMIN 254 - Introduction to Ritual and Symbol
- PMIN 353 - Leadership in Prayer
- PMIN 357 - Care and Bereavement Ministry
- *Complete the following two courses:*
- THEO 101 - Introduction to Theology
- THEO 110 - Understanding the Bible
- *Complete one of the following two courses:*
- THEO 122 - New Testament I: The Gospels
- THEO 232 - New Testament II: Acts, Paul, and Other Writings
- *Complete the following course:*
- THEO 252 - Sacraments in the Catholic Tradition
- *Complete one of the following two courses:*
- THEO 261 - Catholic Social Teaching and Movements
- THEO 310 - Jesus the Christ
- *Complete one of the following three courses:*
- THEO 261 - Catholic Social Teaching and Movements
- THEO 320 - Theological Ethics
- PMIN 363 - Ethics for Ministry

# Pastoral Ministry Courses

## **PMIN 160 - Introduction to Practical Theology**

*3 hours*

Listed also as THEO 106

This course will satisfy the theology core area requirement.

## **PMIN 254 - Introduction to Ritual and Symbol**

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. *3 hours*

## **PMIN 270 - Communication Skills for Ministry**

The ability to listen and respond is the foundation for ministry. In addition, the skills for leading task groups and 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. *3 hours*

## **PMIN 271 - Technology For Ministry**

How might we make best use of technology in ministry? This course is designed to incorporate technology into a variety of ministerial settings, focusing on the needs of all who worship. By following practical and ethical guidelines developed by several dioceses, students will learn how to utilize social media in their ministry. Students will work with a cooperating parish in which these technological skills can be developed and put to use. *3 hours*

## **PMIN 284 - Liturgical Catechesis**

This course will examine the role of liturgical catechesis in the Church's ministry of word and sacrament, place particular emphasis on the Rite of Christian Initiation of Adults, especially to the adaptation of the RCIA for children, and address other practical issues in the celebration of the Church's rites. *3 hours*

## **PMIN 290 - Pastoral Counseling**

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. *3 hours*

## **PMIN 299 - Community-Based Learning**

Taken in conjunction with a regularly listed pastoral ministry course. *1 hour*

*Prerequisite(s):* Consent of instructor.

## **PMIN 351 - Ministry to Family**

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. *3 hours*

## **PMIN 353 - Leadership in Prayer**

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. *3 hours*

## **PMIN 357 - Care and Bereavement Ministry**

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. *3 hours*

## **PMIN 363 - Ethics for Ministry**

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. *3 hours*

## **PMIN 380 - Evangelization: The Mission of the Church**

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. *3 hours*

## **PMIN 382 - Religious Education as a Transformative Process**

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. *3 hours*

## **PMIN 450 - Independent Study**

*1-4 hours*

## **PMIN 455 - Internship**

*1-8 hours*

# Philosophy

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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 path to a 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.

## Philosophy - B.A.

### Major Requirements:

A minimum of 32 semester hours in philosophy:

### Required Courses:

*Complete one of the following three courses:*

- PHIL 120 - Being Human: Its Philosophical Dimensions
- PHIL 160 - Introduction to Philosophy
- PHIL 190 - Philosophy and Film

*Complete at least one of the following three courses:*

- PHIL 241 - Ethics
- PHIL 242 - Introduction to Biomedical Ethics
- PHIL 243 - Ethics and Business

*Complete at least one of the following two courses:*

- PHIL 250 - Logic and Critical Thinking
- PHIL 251 - Logic, Truth, and Culture

*Complete at least one of the following six courses:*

- PHIL 200 - African and African-American Thought
- PHIL 210 - Philosophy and Contemporary Issues
- PHIL 220 - Women in Philosophy
- PHIL 275 - Introduction to Political Philosophy
- PHIL 284 - Law, Freedom, and Justice
- PHIL 290 - Philosophy of Art

*Complete the following capstone course:*

- PHIL 410 - Senior Capstone Seminar

- The remaining hours, including at least 16 semester hours in 300- to 400-level courses, will be chosen in consultation with the advisor.

### Additional Requirements:

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

## Philosophy Minor

### Minor Requirements:

A minimum of 18 semester hours in philosophy, including:

### Required Courses:

*Complete one of the following three courses:*

- PHIL 120 - Being Human: Its Philosophical Dimensions
- PHIL 160 - Introduction to Philosophy
- PHIL 190 - Philosophy and Film

*Complete at least one of the following three courses:*

- PHIL 241 - Ethics
- PHIL 242 - Introduction to Biomedical Ethics
- PHIL 243 - Ethics and Business

*Complete at least one of the following two courses:*

- PHIL 250 - Logic and Critical Thinking
- PHIL 251 - Logic, Truth, and Culture

*Complete at least one of the following six courses:*

- PHIL 200 - African and African-American Thought
- PHIL 210 - Philosophy and Contemporary Issues
- PHIL 220 - Women in Philosophy
- PHIL 275 - Introduction to Political Philosophy
- PHIL 284 - Law, Freedom, and Justice
- PHIL 290 - Philosophy of Art

### Additional Requirements:

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

## Philosophy Courses

### PHIL 101 - Ethical Issues in Sports

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. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 120 - Being Human: Its Philosophical Dimensions**

An 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? *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 160 - Introduction to Philosophy**

An 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. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 190 - Philosophy and Film**

An 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. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 200 - African and African-American Thought**

A philosophical investigation of African and African-American thought studied in the context of intellectual and cultural history of sub-Saharan Africa. *3 hours*

Listed also as BWS 200.

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

**PHIL 201 - Hispanic/Latin@ Philosophy**

This class will focus on studying key figures in the development of Latina/o thought, beginning with Spanish thinkers such as Sepulveda and Las Casas, and moving through a variety of Latin American thinkers and ideas. *3 hours*

This course meets the core area philosophy requirement.

**PHIL 202 - Ethics in World Politics: USA and Africa**

*3 hours*

Listed also as BWS 202.

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

**PHIL 210 - Philosophy and Contemporary Issues**

An exploration of the philosophical implications found in contemporary personal, social, and political issues. Selected readings from traditional and contemporary thinkers. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 220 - Women in Philosophy**

An inquiry into how major philosophers have viewed women, as well as a study of the writings of selected women philosophers. *3 hours*

Listed also as SWG 220

This course will satisfy the philosophy core area requirement.

**PHIL 221 - Gender Issues**

*3 hours*

Listed also as SWG 221.

This course will satisfy the philosophy core area requirement.

**PHIL 230 - Business Ethics**

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. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 231 - Environmental Ethics**

This course will examine the relationships and responsibilities of humans to nature and the surrounding environment. We will ask such questions as: Do we have environmental responsibilities to other humans, animals, the biosphere itself? Discussion will include, but will not be limited to, such concepts as sustainability, environmental justice, animal rights, the land ethic, deep ecology, ecofeminism, political environmentalism, and rethinking the good life. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 233 - Ethics Bowl**

*Preparation for and participation in the regional Ethics Bowl competition. 1 hour*

**PHIL 241 - Ethics**

An inquiry into the different responses of great thinkers to the question, What is the good life? *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 242 - Introduction to Biomedical Ethics**

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. *3 hours*

*Prerequisite(s): ENGL 101.*

This course will satisfy the philosophy core area requirement.

**PHIL 243 - Ethics and Business**

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." *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 244 - Philosophy of Science**

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. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 245 - Introduction to the Philosophy of Religion**

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. *3 hours*

This course will satisfy the philosophy core area requirement.

**PHIL 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. *3 hours*

This course will satisfy the philosophy core area requirement.

### **PHIL 250 - Logic and Critical Thinking**

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. *3 hours*

### **PHIL 251 - Logic, Truth, and Culture**

This course studies the logic of reasoning, definition making, and persuasive fallacies; major Western theories of truth; and cultural changes which have altered our thinking about what counts as logical, true, and rational. *3 hours*

This course will satisfy the philosophy core area requirement.

### **PHIL 275 - Introduction to Political Philosophy**

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. *3 hours*

This course will satisfy the philosophy core area requirement.

### **PHIL 284 - Law, Freedom, and Justice**

Why obey law? Are freedom and justice possible under law? A philosophical investigation of the mutual relationships between persons and the societies in which they live. *3 hours*

This course will satisfy the philosophy core area requirement.

### **PHIL 290 - Philosophy of Art**

A 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. *3 hours*

This course will satisfy the philosophy core area requirement.

### **PHIL 302 - Environmental Philosophy**

This course explores a variety of topics related to environmental philosophy. This will include such topics as a deep analysis of the meanings attributed to the concepts environment and nature; cultural differences as they relate to understandings of nature and the environment; sustainability; environmental degradation; animal rights; deep ecology; political ecology; ecofeminism; and others. *3 hours*

*Prerequisite(s):* One philosophy course or consent of instructor.

### **PHIL 320 - Justice, Evil, and Crimes Against Humanity**

This course will be a philosophical exploration of the problem of evil in the context of crimes against humanity. We will explore the nature of evil, what constitutes a crime against humanity, and the ways in which communities respond to such crimes. *3 hours*

*Prerequisite(s):* One class in philosophy

### **PHIL 338 - Marx**

This course begins with an in-depth study of the works of Karl Marx and Friedrich Engels. We will then explore the impact of Marxian thought on political and social movements of the 20<sup>th</sup> and 21<sup>st</sup> centuries. *3 hours*

*Prerequisite(s):* One philosophy course.

### **PHIL 339 - Nietzsche**

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.” *3 hours*

### **PHIL 341 - Greek Philosophy: Plato and Aristotle**

A study of the philosophies of Plato and Aristotle in the context of preceding and following Greek thought. *3 hours*

*Prerequisite(s):* Junior standing.

### **PHIL 345 - History of 19<sup>th</sup> Century Philosophy**

Major philosophers of the period, including Hegel, Kierkegaard, Marx, Nietzsche, and others. *3 hours*

*Prerequisite(s):* One philosophy course.

### **PHIL 351 - Modern European Thought**

Philosophy of Descartes, Hume, and Kant studied in the context of the intellectual and cultural history of the Enlightenment. *3 hours*

*Prerequisite(s):* One philosophy course.

### **PHIL 358 - Existentialism and Contemporary Philosophy**

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. *3 hours*

*Prerequisite(s):* One philosophy course.

### **PHIL 380 - Contemporary Feminist Theories**

*3 hours*

Listed also as SWG 380

*Prerequisite(s):* SWG 220 or SWG 221 or consent of the instructor.

### **PHIL 381 - Contemporary Feminist Theories**

*3 hours*

Listed also as SWG 380.

*Prerequisite(s):* SWG 220 or SWG 221 or consent of the instructor.

### **PHIL 410 - Senior Capstone Seminar**

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. *4 hours*

*Prerequisite(s):* Completion of 24 hours toward the major, 18 toward the minor, or consent of instructor.

### **PHIL 450 - Independent Study**

*1-4 hours*

### **PHIL 455 - Internship**

*1-8 hours*

# Physical Education and Health

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All classes are open to both men and women unless otherwise indicated. Skill level assignment will be at the discretion of the instructor.

## **PHED 178 - Weight Training**

Individualized exercise programs. Learn to use free weights and multi-station equipment to improve muscle tone, strength, and physical fitness. *1 hour*

## **PHED 182 - Aerobics**

Exercises, activities, and movements set to music designed to develop fitness through increasing cardiovascular efficiency. *1 hour*

## **PHED 183 - Physical Fitness**

This class is designed to instruct members on the basic principles of exercise and aid them in developing their own personal fitness program. *1 hour*

# Physics

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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.

## Physics Minor

### Minor Requirements:

Eighteen hours including:

### Required Courses:

- PHYS 221 - University Physics I (with lab)
- PHYS 222 - University Physics II (with lab)
- PHYS 223 - University Physics III (with lab)

*Complete two additional courses:*

- CHEM 371 - Physical Chemistry I
- CHEM 372 - Physical Chemistry II
- Two engineering courses at 300-level or above from IIT as part of the IIT Engineering Program.

### Additional Requirements:

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

## Physics Courses

### PHYS 211 - College Physics I

Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound, using algebra and trigonometry. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. *3 hours, 1 hour*

*Prerequisite(s):* MATH 131 (with a grade of C or better), MATH 251, or MATH 261.

This course will satisfy the natural sciences core area requirement.

### PHYS 212 - College Physics II

Topics and problems from the areas of electricity and magnetism, optics, and circuits using algebra and trigonometry. Circuits. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. *3 hours, 1 hour*

*Prerequisite(s):* PHYS 211 with a minimum grade of C.

### PHYS 221 - University Physics I

Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound, using calculus. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take

the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. *3 hours, 1 hour*

*Prerequisite(s):* MATH 251 or MATH 261 or concurrent enrollment in either.

### PHYS 222 - University Physics II

Topics and problems from areas of electricity and magnetism, optics, and circuits using calculus. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. *3 hours, 1 hour*

*Prerequisite(s):* PHYS 221 with a minimum grade of C; MATH 262 or concurrent enrollment.

### PHYS 223 - University Physics III

Topics and problems from the areas of modern physics including relativity, quantum theory, nuclear and particle physics. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. *3 hours, 1 hour*

*Prerequisite(s):* PHYS 222 with a minimum grade of C and one year of calculus.

### PHYS 255 - Biophysics

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 CTs and MRIs, and nuclear medicine. *4 hours*

Listed also as NSC 255.

*Prerequisite(s):* MATH 130 with a grade of C or higher.

### PHYS 256 - Physics for the Informed Citizen

Topics of everyday, national, and worldwide importance will be discussed using concepts from physics. Results and applications of our understanding of the physical world will be stressed rather than mathematical derivations. Topics will include the physics of car crashes, energy resources, radioactivity, and nuclear physics with medical applications. *3 hours*

Listed also as NSC 256.

*Prerequisite(s):* MATH 130 with a grade of C or higher.

This course will satisfy the natural science core area requirement.

### PHYS 261 - Climate Change

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. *3 hours*

Listed also as NSC 261 and ENVS 261

**PHYS 270 - Astronomy**

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 4 semester hours and attend the laboratory section. *3-4 hours*

Listed also as NSC 270.

*Prerequisite(s):* MATH 130 with a grade of C or higher.

This course will satisfy the natural sciences core area requirement.

**PHYS 271 - Energy in a Modern Society**

This course examines the usage of energy in our society. Understanding existing global demand and growth in need for energy is critical for understanding politics, economics, and environmentalism in our modern world. The many uses for energy in all its forms are addressed using concepts from physics. Current and future sources (fossil fuels, nuclear power, and alternative/renewable energy generation) will be examined. Capacity, limitations, efficiency, and the environmental impact of each source will be addressed. To satisfy the laboratory requirement, students must enroll for 4 semester hours and attend the laboratory section. *3-4 hours*

Listed also as NSC 271

*Prerequisite(s):* MATH 130 with a grade of C or better.

This course will satisfy the natural sciences core area requirement.

# Political Science

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Referred to by many as the “queen of the liberal arts,” a major in political science opens the door to a variety of career possibilities, in and out of government. Government service, government and business relations, service and charity work in nongovernmental organizations, environmental action, journalism, and law are just a few of the many professions for which political science provides a solid foundation. Political science also serves as a valuable minor area of study that strengthens career prospects in other fields, including business, history, and modern language studies.

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 interested primarily in world politics are encouraged to consider a degree in international relations and diplomacy.

Students considering graduate studies should consult an advisor about taking quantitative methodology courses and advanced language studies. STA 403 - China: Modernization, Tradition, and Culture is also available for political science credit (it is crosslisted as POSC 403 ). Students are urged to consider this and all opportunities 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 and refer to the Washington Internship Institute section of this catalog.

## Political Science - B.A.

### Major Requirements:

Thirty-three semester hours, including requirements in one of the concentrations outlined below.

A minimum of one-half the courses in the major field must be completed at Dominican.

Internships and study abroad are not required for the degree, but strongly encouraged for success in the field.

### Concentrations

#### Political Philosophy

Required Courses:

- POSC 170 - American Government
- Either POSC 310 - Classical Political Philosophy or POSC 320 - Modern Political Theory
- Four courses in political philosophy
- One course in world politics
- One course in American politics
- Three additional political science courses.

#### Political Studies

Required Courses:

- POSC 170 - American Government
- Two courses in political philosophy
- Two courses in American politics
- Two courses in world politics
- Four additional political science courses.

#### International Affairs

(see also *International Relations and Diplomacy - B.A.*)

Required Courses:

- POSC 170 - American Government
- Either POSC 240 - International Relations or POSC 250 - Comparative Politics
- 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.

#### Legal Thought

Required Courses:

- POSC 170 - American Government
- *Complete one of the following two courses:*
  - POSC 280 - Public Administration
  - POSC 282 - Environmental Administration and Law
- *Complete the following course:*
  - POSC 325 - Philosophy of Law
- *Complete one of the following three courses:*
  - POSC 380 - Constitutional Law I: Institutional Powers
  - POSC 381 - Constitutional Law II: Civil Liberties
  - POSC 382 - Constitutional Law III: Gender and Race
- *Complete two political philosophy courses*
- *Complete five additional political science courses*
- *Complete one of the following two courses:*
  - PHIL 250 - Logic and Critical Thinking
  - PHIL 251 - Logic, Truth, and Culture
- *Complete one of the following two courses:*
  - ECON 191 - Principles of Macroeconomics
  - ACCT 101 - Principles of Accounting I

*Students should consider a pre-law minor.*

## Teacher Licensure: Elementary Education

Political science majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Political Science Minor

### Minor Requirements:

A minimum of 18 semester hours in political science. One course must be taken in each of the three discipline areas: American politics, political philosophy, and world politics. A minimum of one-half the courses in the minor field must be completed at Dominican.

## American Politics Courses

### **POSC 170 - American Government**

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. *3 hours*

Listed also as AMST 170.

This course will satisfy the social sciences core area requirement.

### **POSC 278 - American Indian Treaties, Laws, and Indian Policies**

This course is intended to provide a foundation of understanding of the treaties, laws, and public policies that directly relate to the history of Native Americans 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 peoples. 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. *3 hours*

This course will satisfy the multicultural core requirement.

### **POSC 280 - Public Administration**

A study of the principles, organization, and operation of the United States federal bureaucracy and how they implement, impede, or create public policy. *3 hours*

Listed also as AMST 279.

This course will satisfy the social sciences core area requirement.

### **POSC 281 - Introduction to Legal Reasoning**

This course is a solid preparation course for all students considering law as a profession, developing critical thinking skills, Law School Admission Test (LSAT) reasoning, and first-year law

school skills. The course will examine overall theories of legal reasoning from formalism to realism. Legal arguments from textual to policy will also be discussed, identifying approaches to attack them. Utilizing well-known and maybe a few obscure court cases, students will learn how to pull out the key legal question from pages of specious arguments and verbose Court opinions (issue-spotting) and recognize reasoning and arguments. Students will work on these skills with questions and assignments that mimic LSAT thinking processes. *3 hours*

### **POSC 282 - Environmental Administration and Law**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

### **POSC 284 - Legislative Process**

This course will focus on the legislative process—how a bill becomes a law—in detail. We will examine how power, politics, and the often neglected procedural rules all combine in different ways to produce varying legislative outcomes. We will start with the question of where legislative ideas arise and follow those ideas through the maze of the House and Senate party structure, committee system, and parliamentary games until they die or see the president's desk. We will also examine the entirely separate legislative budget process. *3 hours*

This course will satisfy the social science core area requirement.

### **POSC 286 - State and Local Government**

Why do cities and states matter in the United States? What is their relationship with one another? 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. *3 hours*

Listed also as AMST 286.

This course will satisfy the social sciences core area requirement.

### **POSC 290 - Political Parties and Voting Behavior**

Why should I vote when the Democrats and Republicans are terrible? This course takes on both 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 R's and D's. 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. *3 hours*

This course will satisfy the social sciences core area requirement.

### **POSC 291 - Congress and Congressional Elections**

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 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. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 295 - Politics and Environment**

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. *3 hours*

Listed also as ENVS 295.

This course will satisfy the social sciences core area requirement.

**POSC 297 - Women in Politics**

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. *3 hours*

Listed also as SWG 297.

This course will satisfy the social sciences core area requirement.

**POSC 373 - American Democracy**

Democracy was not a new form of government when the United States was formed, but American democracy was a unique experiment in self-government that revolutionized the practical application of democracy. This reading-intensive course will examine what makes American democracy-American. This will be primarily accomplished by studying two major commentaries on American democracy written by non-Americans: Tocqueville's *Democracy in America* and Lord Bryce's *The American Commonwealth*. American democracy seems to work, --why, how, and for how long? *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 374 - Public Opinion and Polling**

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 whether 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. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 375 - The Presidency and the Electoral College**

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, campaigns, predictions, and evaluation of the future president will be included. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 376 - Introduction to Methodology in Political Science**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 377 - Chicago and Urban Politics**

Through most of our history, humans have lived in rural areas. In the United States, over 80% of us already live in a metropolitan area. Cities encourage collaboration and provide a venue for the constant flow of new information and ideas. Cities are the centers of our economic, political, social, and cultural life. The goal of this course is to equip students with a skill set to think critically about urban issues in their broader context. We will begin by addressing where, why, and how cities formed; how they have grown; where city dwellers have come from; how they have lived; and how they have governed themselves. Current theories of urban politics will be examined. Using Chicago as a laboratory, we will consider the current state of cities and make predictions about their futures. *3 hours*

This course will satisfy the social science core area requirement.

**POSC 380 - Constitutional Law I: Institutional Powers**

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, the 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 states' power in relation to the United States government. These topics will also be addressed utilizing historical and current court cases. *3 hours*

*Prerequisite(s):* POSC 170, junior standing, or consent of the instructor.

This course will satisfy the social sciences core area requirement.

**POSC 381 - Constitutional Law II: Civil Liberties**

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 historical and current court cases. *3 hours*

*Prerequisite(s):* POSC 170, junior standing, or consent of the instructor.

This course will satisfy the social sciences core area requirement.

**POSC 382 - Constitutional Law III: Gender and Race**

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 historical 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. *3 hours*

Listed also as SWG 382.

*Prerequisite(s):* POSC 170, junior standing, or consent of the instructor.

This course will satisfy the social sciences core area requirement.

## World Politics Courses

**POSC 160 - Geography and International Politics**

The purpose of this course is to provide students with a general introduction to world geography and the significant role it plays within international politics. In short, this course is designed to teach students where things are in the world and why it matters. In linking these two questions, this course will rely heavily on the use

of maps while discussing a range of current international political issues including: border disputes, civil and interstate wars, religion and politics, natural resource competition, economic development, democratization, and many others. This course will give students a proper knowledge of world geography during times of increasing globalization and growing international interconnectedness. *3 hours*

This course meets the core area social science requirement.

#### **POSC 240 - International Relations**

Ways of managing power among nations will be related to contemporary issues of war, peace, and diplomacy. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 242 - Latin American Politics**

This course will discuss various political issues and political structures that resonate in South and Central America. Topics may include presidential and parliamentary structures, the military leader, constitutions, and economic development theories.

Different semester offerings may also focus on particular countries and/or regional relationships and different political questions to be decided at the time of the offering. Therefore the course may be overarching or specific as the regional interest dictates. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 243 - Politics Of Nationalism**

*3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 246 - Democracy and Authoritarianism**

This course surveys varieties of modern political systems, particularly focusing on the antithesis of democracy and authoritarianism. The course starts with classical scholarship on democracy, which contains not only the seeds of current assumptions but also long-forgotten insights and cautions that can help us approach more recent writings with a more critical eye. After considering some of these older writers, we will proceed to some of the newer scholarship, drawing not only on empirical research but also (and perhaps especially) on more theoretical and abstract works related to democracy. We will then examine the political science scholarship on authoritarian regimes, including their institutional features, strategies for survival, and prospects for change. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 250 - Comparative Politics**

Four modern political systems will be compared. Different countries will be studied in different years. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 255 - British Politics**

An introduction to the British political tradition and the problems of contemporary Britain. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 260 - Russia and Its Neighbors**

This course will study the former states of the Soviet Union, their problems, and their political evolution in the 21<sup>st</sup> century. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 262 - Politics and Film**

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. *3 hours*

Listed also as CAS 385

This course will satisfy the social sciences core area requirement.

#### **POSC 263 - China: Mao to Reform**

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. *3 hours*

This course will satisfy the social sciences core area requirement and the multicultural core requirement.

#### **POSC 264 - Politics in Africa**

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. *3 hours*

Listed also as BWS 264.

This course will satisfy the social sciences core area requirement and the multicultural core requirement.

#### **POSC 265 - Middle-Eastern Politics**

This course will cover the political culture of the area as well as the Arab-Israeli conflict and the rise of Islamic fundamentalism. *3 hours*

This course will satisfy the social sciences core area requirement and the multicultural core requirement.

#### **POSC 266 - Global Terrorism**

What is terrorism? Is terrorism increasing? Why? What are some of the root causes or secondary causes of terrorism? Can anything be done to diminish the incidences and destructiveness of terrorism? This course will examine these basic questions, among others, and also look closely at the competing answers to these basic questions about terrorism. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 267 - Politics of India and Pakistan**

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. *3 hours*

This course will satisfy the social sciences core area requirement and the multicultural core requirement.

#### **POSC 268 - Politics of Asia**

This class is designed as a survey course of the domestic politics of the Asian region, including East Asia, Southeast Asia, and South Asia. The course reviews the historical development of government and politics in Asia by looking at precolonial systems of government, encounters with the West, colonialism, and national liberation movements. Then the course begins a survey of politics in selected Asian countries. Thematic topics, including agrarian revolution, communism and post-communism, developmental state, military rule, and democratization, are also covered through studies of various Asian countries. From the class,

students will get acquainted with politics of the most economically vibrant region in the world for the 21<sup>st</sup> century. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 269 - Women Leaders in the World**

How have women leaders in the world gained their pre-eminent 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. *3 hours*

Listed also as SWG 269.

This course will satisfy the social sciences core area requirement.

#### **POSC 341 - American Foreign Policy**

A course covering American foreign policy since World War II. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 343 - International Law**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 344 - International Relations of Middle Earth/Lord of the Rings**

The purpose of this course is to take students beyond a typical introduction to the study of International Relations (IR) and world politics. Instead, this course is designed as in depth exploration of theories and key concepts through the use of the popular fantasy trilogy *The Lord of the Rings* (LOTR). In particular, the major themes of LOTR—such as good versus evil—will provide students with a more sophisticated way to look at IR theory. On our quest through Middle Earth we will examine questions about war, order, and justice through a multitude of critical eyes. The characters of LOTR will also help to illustrate the “great debates” of IR theory and the “waves” of feminist theory. This course will help prepare students for advanced courses in international relations. *3 hours*

*Prerequisite(s):* POSC 240 or faculty consent.

#### **POSC 348 - The Politics of Europe**

The evolution and present structure of the European Union will be covered in its political and economic ramifications. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 367 - International Security**

Examination of contemporary international security issues, with an emphasis on global conflict areas, including interstate struggles, civil wars, and revolutions. Other topics that will be covered are nuclear proliferation, drug and arms trafficking, piracy, and issues of energy and climate change. Attention will also be given to the policy and strategy aspect of international security. This includes an analysis of national interests and capabilities of states and security institutions, as well as issues of international responsibility. *3 hours*

This course will satisfy the social science core area requirement.

#### **POSC 440 - Senior Capstone**

Capstone course in international relations and diplomacy. *3 hours*

## Political Philosophy Courses

#### **POSC 210 - Politics of War**

*3 hours*

#### **POSC 215 - American Political Thought**

The American regime, politics, and character as seen from a theoretical point of view. *3 hours*

Listed also as AMST 215 and BWS 216.

This course will satisfy the social sciences core area requirement.

#### **POSC 220 - Political Leadership**

An exploration of the sources of, opportunities for, and obstacles to political leadership, using varied readings from ancient, medieval, or modern political works. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 228 - Political Thought of China**

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 21<sup>st</sup> century power. We will enter into the thought of their founders, Confucius and Lao-ze, as well as study other lasting influences on Chinese political thought. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 229 - Latin American Political Thought**

This course will explore selected works of the influential political thinkers coming from Central and South America and thought growing out of the Latin American political context. Specific readings will vary depending on the year offered. However, the course will range from Dominican Las Casas to Peruvian philosopher Mariátegui to revolutionary Che Guevara. Other thinkers of note that may be explored include authors such as Nobel laureate Marion Vargas Llosa and José Rodó (Ariel). This course can be submitted toward completion of the Latino and Latin American studies minor. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 230 - Shakespeare's Politics**

The artist as thinker and political philosopher. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **POSC 235 - Women in Political Philosophy**

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 the men and women whose provocative writings will be the focus of this course. *3 hours*

Listed also as SWG 235

This course will satisfy the social sciences core area requirement.

#### **POSC 289 - Politics and Mass Media**

Major technological developments continue to change the news media scene in unforeseen ways. That makes it an exceptionally exciting time to take a close look at a revolution in progress as it relates to politics and political communication. This course presents an overview of what we know about the interplay between political forces (politicians and events), the media (mainstream, online, and alternative), and the public and its impact on various aspects of political life in the United States. We will examine mass media effects on individuals, on groups, and on society and public policies in general. *3 hours*

This course meets the core area social sciences requirement.

**POSC 301 - Environmental Ethics**

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 of environmental management program. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 309 - Medieval Political Philosophy**

Medieval thinkers shaped the way in which we live to this day. How did these great thinkers in Judaism, Islam, and Christianity come to terms with the profane enlightenment that they discovered in the works of the pagan philosophers led by Plato and Aristotle? How did they see the relationship between politics and religion? This course will examine how great medieval thinkers dealt with these issues and how their thought continues to shape our lives today. This course can be submitted toward completion of the Medieval Studies Minor. *3 hours*

This course will satisfy the social science core area requirement

**POSC 310 - Classical Political Philosophy**

Philosophers of classical Greece, such as Plato and Aristotle, will be studied, especially regarding the political question, "What is the best way to live?" *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 317 - Non-Western Political Thought**

This course will draw on materials from one of the following areas: traditional African thought, philosophical and religious thought within Islam, Confucian, and Hindu thought or texts exploring non-Western approaches to politics. *3 hours*

Listed also as BWS 317.

This course will satisfy the social sciences core area requirement and the multicultural core requirement.

**POSC 320 - Modern Political Theory**

A survey from Machiavelli to Nietzsche. Different political philosophers will be emphasized in different years. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 323 - Contemporary Political Theory**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 325 - Philosophy of Law**

A study of various theoretical foundations behind legal systems. *3 hours*

This course will satisfy the social sciences core area requirement.

**POSC 361 - Debates About God**

*3 hours*

Listed also as THEO 361

## Other Political Science Courses

**POSC 450 - Independent Study**

*1-4 hours*

**POSC 455 - Internship**

Internships in government and politics are available under faculty supervision. Students will participate in relevant internships while pursuing concurrent research interests. *1-8 hours*

# Post-Baccalaureate Pre-Medical Studies

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## Post-Baccalaureate Pre-Medical Studies Program

Dominican University's Department of Biological Sciences offers a program designed as an academic bridge for students who have completed a bachelor's degree at a regionally accredited college or university and who intend to pursue a degree in the medical sciences. We offer the opportunity to take pre-requisite and advanced course work as well as an opportunity for a specialized second bachelor's degree, the Bachelor of Medical Science degree (BMS).

Dominican's PBPMS program is appropriate both for students who have never before taken introductory biological science courses (career changers) and for students who need to improve their grades in the science prerequisites before applying to a professional program (career enhancers). We offer required courses at the undergraduate level as well as a number of exclusive post-bac pre-medical courses. The curriculum is customized to each student's needs through close, ongoing advising. There are ample opportunities for a clinical preceptorship, research involvement, leadership, and volunteering. MCAT preparation courses and assistance with graduate school applications are part of the program.

A minimum of 34 credit hours in residence is required to complete the BMS degree.

# Pre-Law

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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. Law schools do not require any specific major; therefore, 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.

Students should seriously consider the pre-law minor and use the course list for that minor in selecting courses. 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. Courses in oral communication and additional English writing courses, and minors if time permits, are strong additions to any transcript. In addition to course work, students should seriously consider experiences that broaden their appeal, such as study abroad and internships.

Students seeking entrance to law school must take the Law School Admissions Test (LSAT) as part of the application process. LSAT scores are major factors considered by law schools in the admissions process. The LSAT is a challenging exam that requires preparation. Students typically take the exam for official score the fall semester of their senior year for admission into the following fall law school class. The pre-law advisor in the Department of Political Science maintains LSAT preparation books and helps to prepare students for the LSAT by informing students of mock LSAT exams offered on campus and in the area. The mock LSAT affords students the opportunity to experience the LSAT process prior to taking the actual examination.

The pre-law advisor also keeps students informed of opportunities to visit area law schools for students interested in law school admission as well as summer preparation programs. In addition, students may attend the Law School 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. In addition, the pre-law advisor has admissions information on all law schools in the country.

For additional information, contact the pre-law advisor in the political science department or the Office of Academic Advising.

## Pre-Law Minor

The courses required for the pre-law minor are selected to create a rigorous and challenging foundation in legal philosophy, skills, and ideas. All these courses will help to prepare the student not just for entrance into law school, but also for success once there. Internships are encouraged for students wishing to attend law school, but hours may not be applied to the minor.

### Minor Requirements:

Six courses are required: one course each from six of the seven areas outlined below (up to two courses from the writing skills area may be used for the minor)

## Legal Thinking

The following courses are intended to help the student enter the world of legal thinking through an understanding of legal processes and how one may approach legal questions.

### Constitutional Law

These courses are required courses at all law schools and provide the introduction and upper-level challenge necessary for success in law school.

One course may be used in the minor.

- POSC 380 - Constitutional Law I: Institutional Powers
- POSC 381 - Constitutional Law II: Civil Liberties
- POSC 382 - Constitutional Law III: Gender and Race

### Philosophical Thinking

The philosophical foundation of law is addressed in all law schools and an approach to problems that demand abstract thinking and logical reasoning is essential to success in law school. These challenging courses help students learn "how to think" and approach problems in a rigorous intellectual way.

Two courses, no more than one from each group below, may be used in the minor:

*One of the following courses may be used in the minor:*

- PHIL 250 - Logic and Critical Thinking
- PHIL 251 - Logic, Truth, and Culture
- PHIL 284 - Law, Freedom, and Justice

*One of the following courses may be used in the minor:*

- POSC 310 - Classical Political Philosophy
- POSC 320 - Modern Political Theory
- POSC 325 - Philosophy of Law

## Legal Approaches

The field of law has gained immensely from its study from more than just a purely legal perspective. These include advanced psychological studies of individual behavior and the application of law in business. Of particular importance is the field of criminology. These courses are selected to expose students to these important perspectives in preparation for the diversity of opportunities available following law school.

Two courses, no more than one from each area below, may be used in the minor:

*One of the following courses may be used in the minor:*

- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 265 - Crime and Social Justice
- CRIM 408 - International and Comparative Justice

*One of the following courses may be used in the minor:*

- ACCT 320 - Taxes I
- BAD 240 - Business Law
- CAS 293 - Communication Law
- CRIM 372 - Law and Society
- PSYC 250 - Psychology and Law
- THEO 371 - Law and Legal Reasoning in Judaism, Christianity, and Islam

## Legal Ideas and Skills

Legal ideas and skills courses are selected to help the student develop skills and knowledge through improved writing, reading, and understanding of areas of knowledge that may aid in their pursuit of a legal career.

### Writing Skills

Writing skills are essential for success in law school and as a lawyer. Of the 12 books John Marshall Law School advises incoming students to read, four of them are on grammar and writing. Because of this fact, students, with prior approval, may opt for two courses from this section for 6 credit hours.

One course may be used in the minor (permission to use two writing courses in the minor can be requested of the minor director):

- ENGL 211 - Introduction to Creative Writing
- ENGL 272 - Writing for English Majors
- ENGL 333 - The Art of Editing
- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 337 - Writing Life Stories
- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Writing Drama
- ENGL 345 - Advanced Academic Writing

### Legal Ideas and Additional Skills

All of the following courses are intended to challenge students and expose them to different perspectives on thinking and law that they may encounter in the future as they pursue a more specific law degree and practice. Students may also count for this requirement any single course from the above categories not taken to fulfill that category. This may include a third writing course for non-English majors. In addition, up to 3 credit hours of relevant service

learning experience may satisfy this category with prior approval from the minor director. Of particular note is the extensive availability of oral communication courses at Dominican. Oral communication is an important component of law school courses and the practice of law. Students who identify room for improvement in this area should take advantage of these courses and consult the Department of Communication Arts and Sciences about the increased value of a minor in the field. Students with advanced writing skills (particularly English minors and majors) should also consult the pre-law advisor about additional oral communication course credits.

One course may be used in the minor:

- ACCT 101 - Principles of Accounting I
- ECON 190 - Principles of Microeconomics
- ECON 191 - Principles of Macroeconomics
- CAS 150 - Speaking and Listening
- CAS 155 - Introduction to Public Speaking
- CAS 180 - Communication: Personal, Social, and Career Focus
- CAS 200 - Business and Professional Speech
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 250 - Interpersonal Communications
- CAS 251 - Interpersonal Skills: Managing People at Work
- CAS 320 - Organizational Communication and Behavior
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control
- CRIM 408 - International and Comparative Justice
- SOC 110 - Introduction to Sociology
- PHIL 275 - Introduction to Political Philosophy
- PSYC 101 - General Psychology: The Science of Behavior
- PSYC 214 - Abnormal Psychology
- PSYC 245 - Cross-Cultural Psychology
- PSYC 270 - Social Psychology
- PSYC 370 - Community Psychology
- POSC 170 - American Government
- POSC 278 - American Indian Treaties, Laws, and Indian Policies
- POSC 280 - Public Administration
- POSC 282 - Environmental Administration and Law
- POSC 286 - State and Local Government
- POSC 343 - International Law

# Psychology

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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 psychology and clinical psychology.

## Psychology - B.A./B.S.

The Department of Psychology offers two areas of concentration within the psychology major: general psychology and clinical psychology.

A minimum of 14 hours in the major field must be completed at Dominican University.

### 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:

#### Required Courses (Bachelor of Arts)

- Complete one of the following two courses:*
  - PSYC 101 - General Psychology: The Science of Behavior
  - PSYC 102 - General Psychology: Honors
- Complete the following courses:*
  - PSYC 214 - Abnormal Psychology
  - PSYC 290 - Behavioral Research and Statistics I
  - PSYC 291 - Behavioral Research and Statistics II
  - Twelve hours taken at the 300 or 400 levels; 9 of these hours must be completed in the Psychology Department of Dominican University
  - A capstone course or experience (see below)

*The remainder of the 38 semester hours may be chosen according to the student's interests and goals, but must include at least one course in each of three broad areas of psychology:*

*Complete at least one developmental psychology course:*

- PSYC 212 - Life Span Developmental Psychology
- PSYC 215 - Child Psychology
- PSYC 220 - Adolescent Psychology
- PSYC 225 - Adult Development

*Complete at least one sociocultural/personality course:*

- PSYC 245 - Cross-Cultural Psychology
- PSYC 250 - Psychology and Law
- PSYC 270 - Social Psychology
- PSYC 325 - Psychology of Gender
- PSYC 330 - Personality Theory
- PSYC 370 - Community Psychology

*Complete at least one neuroscience/learning course:*

- PSYC 105 - Introduction to Neuroscience
- PSYC 372 - Behavioral Neuroscience
- PSYC 392 - Psychology of Thinking and Reasoning
- PSYC 393 - Learning and Memory

*The following two courses in the Graduate School of Social Work are available to psychology students. These courses will count toward the psychology major.*

- SWK 513 - Human Behavior in the Social Environment  
*This course will count towards the 12 hours required at the 300 or 400 level*
- SWK 514 - History of Social Work and Social Welfare

### 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 semester hours in psychology, including:

#### Required Courses (Bachelor of Arts)

- Complete one of the following two courses:*
  - PSYC 101 - General Psychology: The Science of Behavior
  - PSYC 102 - General Psychology: Honors
- Complete the following courses:*
  - PSYC 214 - Abnormal Psychology
  - PSYC 290 - Behavioral Research and Statistics I
  - PSYC 291 - Behavioral Research and Statistics II
  - PSYC 317 - Clinical Psychology I
  - PSYC 318 - Clinical Psychology II
  - PSYC 340 - Survey of Psychological Assessment

*Complete one course from the following developmental psychology courses:*

- PSYC 212 - Life Span Developmental Psychology
- PSYC 215 - Child Psychology
- PSYC 220 - Adolescent Psychology
- PSYC 225 - Adult Development

*Complete one course from the following sociocultural/personality courses:*

- PSYC 245 - Cross-Cultural Psychology
- PSYC 250 - Psychology and Law
- PSYC 270 - Social Psychology

- PSYC 325 - Psychology of Gender
- PSYC 330 - Personality Theory
- PSYC 370 - Community Psychology

*Complete one of the following neuroscience/learning courses:*

- PSYC 105 - Introduction to Neuroscience
- PSYC 372 - Behavioral Neuroscience
- PSYC 392 - Psychology of Thinking and Reasoning
- PSYC 393 - Learning and Memory
- Two 1-hour community-based learning experiences in clinical settings
- Three hours of internship at a clinical site approved by the psychology department.

*The following two courses in the Graduate School of Social Work are available to psychology students. These courses will count toward the psychology major.*

- SWK 513 - Human Behavior in the Social Environment
- SWK 514 - History of Social Work and Social Welfare

## PSYC 290/291 Requirement:

Psychology majors/minors should plan to complete PSYC 290 - Behavioral Research and Statistics I and PSYC 291 - Behavioral Research and Statistics II at Dominican University. These courses are central to the psychology major/minor, and unless there are extraordinary circumstances, the department will not approve transfer credit for these courses. The learning outcomes for PSYC 290/291 foster the development of the skills and knowledge psychology students need in order to be successful in upper level psychology courses at Dominican. Although some other four-year colleges may offer integrated research methods and statistics courses for their psychology majors, these courses typically do not cover all of the essential learning outcomes taught in PSYC 290 and PSYC 291.

## Capstone Courses or Experience

Each psychology major is required to complete a capstone course or experience. The courses that satisfy this requirement are:

- PSYC 440 - History and Systems of Psychology
- PSYC 445 - Program Planning and Evaluation
- PSYC 460 - Advanced Topics in Psychology
- PSYC 470 - Advanced Research
- PSYC 475 - Psychology Seminar

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 must register for an internship (3 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. All psychology majors must earn a passing score on the comprehensive examination as a condition for graduation.

## Bachelor of Science option

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 MATH 250 - Introduction to Calculus
- Six hours in biology (excluding BIOL 120) or chemistry
- PSYC 372 - Behavioral Neuroscience
- PSYC 393 - Learning and Memory
- PSYC 440 - History and Systems of Psychology

## Psychology Minor

### Minor Requirements:

A minor in psychology requires 23 semester hours in psychology, including:

*Required Courses:*

*Complete one of the following two courses:*

- PSYC 101 - General Psychology: The Science of Behavior
- PSYC 102 - General Psychology: Honors

*Complete the following courses:*

- PSYC 214 - Abnormal Psychology
- PSYC 290 - Behavioral Research and Statistics I
- PSYC 291 - Behavioral Research and Statistics II

### Additional Requirements:

A minimum of 14 hours in the minor field must be completed at Dominican.

## Psychology Partnership Programs

The psychology department of Dominican University has partnerships with other programs that offer opportunities to enter health-related professions.

## Social Work

### Bridge Program

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.

### 5-Year BA/MSW

Psychology majors have the option of pursuing a track that leads to completion of a Master of Social Work degree in approximately one year after obtaining their Bachelor of Arts degree. Acceptance into the Graduate School of Social Work is contingent upon completion of all undergraduate requirements in the major, and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with the chair of the psychology department soon after they declare their major and before they achieve junior standing.

## Psychology Courses

*PSYC 101 or PSYC 102 is a prerequisite for all psychology courses at the 200-level and above: a grade of C- or higher must be earned in PSYC 101 or PSYC 102 before a student can enroll in higher-level courses in the discipline of Psychology. PSYC 290 and PSYC 291 are prerequisites for many upper-level courses.*

### **PSYC 101 - General Psychology: The Science of Behavior**

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. *3 hours*  
This course will satisfy the social sciences core area requirement.

### **PSYC 102 - General Psychology: Honors**

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. *4 hours*

*Prerequisite(s):* Honors program or consent of instructor.

This course will satisfy the social sciences core area requirement.

### **PSYC 105 - Introduction to Neuroscience**

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. *3 hours*  
Listed also as NSC 105 and NEUR 105.

This course will satisfy the natural sciences core area requirement.

### **PSYC 160 - Genetics and Society**

*3 hours*

Listed also as NSC 160.

### **PSYC 212 - Life Span Developmental Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102. Not open to students who have completed or will complete PSYC 215 or PSYC 220.

This course will satisfy the social sciences core area requirement.

### **PSYC 214 - Abnormal Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102.

### **PSYC 215 - Child Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102. Not open to students who have completed or who will complete PSYC 212.

### **PSYC 220 - Adolescent Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102. Not open to students who have completed or who will complete PSYC 212.

### **PSYC 225 - Adult Development**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102.

### **PSYC 245 - Cross-Cultural Psychology**

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, health, and social behavior. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102.

This course will satisfy the social sciences core area requirement and the multicultural core requirement.

### **PSYC 247 - Introduction to Art Therapy**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102.

### **PSYC 250 - Psychology and Law**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102.

### **PSYC 270 - Social Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102.

### **PSYC 290 - Behavioral Research and Statistics I**

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. *4 hours*

*Prerequisite(s):* PSYC 101 or PSYC 102, psychology major or minor, or consent of instructor, and MATH 130 or MATH 170 with a minimum grade of C-.

### **PSYC 291 - Behavioral Research and Statistics II**

This course builds on what students learned in PSYC 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. *4 hours*

*Prerequisite(s):* Completion of PSYC 290 with a minimum grade of C-.

### **PSYC 292 - Career Development for Psychology Majors and Minors**

This course is designed to help psychology students begin planning their long-term careers in psychology and related fields. We will explore career options available immediately upon graduation and those that require further graduate training. There will be a special focus on the variety of careers available within clinical psychology and related fields, including the requirements for post-graduate admission and training, licensing, etc. In addition, students will reflect on the process of searching and applying for jobs and will learn about the tools available at Dominican University. *1 hour*

*Prerequisite(s):* PSYC 290.

### **PSYC 299 - Community-Based Learning**

Taken in conjunction with a regularly scheduled psychology course, this one-credit-hour option involves relevant experience within an established human services program. *1 hour*

*Prerequisite(s):* Consent of the instructor.

### **PSYC 312 - Health Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 214 and PSYC 290.

### **PSYC 317 - Clinical Psychology I**

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 PSYC 340 before this class or concurrently. *3 hours*

*Prerequisite(s):* PSYC 214.

### **PSYC 318 - Clinical Psychology II**

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. *3 hours*

*Prerequisite(s):* PSYC 317 and PSYC 340.

### **PSYC 325 - Psychology of Gender**

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. *3 hours*

*Prerequisite(s):* PSYC 290 or consent of the instructor

### **PSYC 330 - Personality Theory**

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. *3 hours*

*Prerequisite(s):* PSYC 290 or consent of instructor.

### **PSYC 332 - Clinical Behavioral Medicine**

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. *3 hours*

*Prerequisite(s):* Post-baccalaureate pre-med students only.

### **PSYC 340 - Survey of Psychological Assessment**

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 and uses, and criticisms of them. Students have the opportunity to examine a variety of psychological tests. *3 hours*

*Prerequisite(s):* PSYC 290.

### **PSYC 360 - Industrial and Organizational Psychology**

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. *3 hours*  
Listed also as CAS 361.

*Prerequisite(s):* PSYC 101 or PSYC 102.

### **PSYC 370 - Community Psychology**

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. *3 hours*

*Prerequisite(s):* PSYC 290 or consent of instructor.

### **PSYC 372 - Behavioral Neuroscience**

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. *4 hours*

Listed also as NEUR 272.

*Prerequisite(s):* BIOL 111.

### **PSYC 380 - Evolutionary Psychology**

The field of evolutionary psychology attempts to provide clues into the underlying causes of human predispositions based upon the selection pressures existing during our species' evolutionary history. *3 hours*

*Prerequisite(s):* PSYC 290

### **PSYC 392 - Psychology of Thinking and Reasoning**

What does it mean to be a critical thinker? This course explores basic and applied psychological research investigating how cognitive and developmental processes influence the quality of our judgment and decision-making skills. *3 hours*

*Prerequisite(s):* PSYC 290.

### **PSYC 393 - Learning and Memory**

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 attention and memory. *4 hours*

*Prerequisite(s):* PSYC 290 and PSYC 291.

### **PSYC 440 - History and Systems of Psychology**

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. *3 hours*

*Prerequisite(s):* Twenty-one hours of psychology credit, including PSYC 290 and PSYC 291, and junior or senior standing.

### **PSYC 445 - Program Planning and Evaluation**

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. *3 hours*

*Prerequisite(s):* PSYC 290 and PSYC 291.

### **PSYC 450 - Independent Study**

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. *1-4 hours*

*Prerequisite(s):* Consent of instructor.

### **PSYC 455 - Internship**

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 non profit organizations. This course satisfies the capstone requirement for the clinical psychology concentration. *1-8 hours*

*Prerequisite(s):* Twenty-one semester hours of psychology credit, 6 of which are to be completed at Dominican; a minimum grade point average of 3.00 in psychology; junior or senior standing; and departmental approval.

### **PSYC 460 - Advanced Topics in Psychology**

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. *3 hours*

*Prerequisite(s):* Twenty-one hours of psychology credit, including PSYC 290 and PSYC 291, and junior or senior standing.

### **PSYC 470 - Advanced Research**

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. *4 hours*

*Prerequisite(s):* PSYC 290, PSYC 291, and senior standing, or consent of instructor.

### **PSYC 475 - Psychology Seminar**

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. *3 hours*

*Prerequisite(s):* PSYC 290 and PSYC 291; 21 semester hours of psychology credit, and junior or senior standing.

### **PSYC 295 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s):* Consent of the instructor.

### **PSYC 395 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s):* Consent of the instructor.

### **PSYC 495 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s):* Consent of the instructor.

# Social Justice and Civic Engagement

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## 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 social justice. Students will study the roots of social inequality and injustice and how to pursue justice in the world. Topics such as: service, social justice, global injustice, public ethics, civic engagement, human rights, social change, and global pursuit of the common good will be introduced. 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 community-based 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.

The remaining 15 semester hours are completed through a combination of community-based learning courses and related social justice/civic engagement courses as follows:

- Six to 9 hours in community-based learning courses (designated by section #70) or a 299 community-based learning intensive. It is recommended that one of these courses be in the student's major field of study.
- Six to 9 hours in related social justice/civic engagement courses in the general curriculum selected in consultation with the program director.
- Completion of at least 100-clock hours of service with approved community-agency partners.

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**

Through the praxis of civic engagement and service, locally, nationally, or globally, students will investigate the concept of "the common good." Students will study the roots of social injustice and explore these topics: social justice, human rights, civic engagement, developing cultural competence, social change, and responsible leadership. Includes off-campus service hours. *3 hours*

### **SJCE 299 - Social Justice Community-based Learning**

An independent study that will engage Social Justice minors with an opportunity to pursue the study of a social justice issue by engaging in local or international community based learning/service or research. *1-3 hours*

*Prerequisite(s):* Consent of instructor

### **SJCE 410 - Social Justice and Civic Engagement Capstone**

Students will study and 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. Students will present their community-based research at the annual URSCI Expo. *3 hours*

*Prerequisite(s):* SJCE 210 or consent of instructor.

### **SJCE 450 - Independent Study**

An opportunity to do independent research or study under faculty supervision. *1-3 hours*

*Prerequisite(s):* Consent of the supervisory faculty member.

# Social Media

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## Social Media Minor

This interdisciplinary minor helps prepare students to utilize social media in their professional lives across a variety of professional fields. The minor offers students the opportunity to learn about the nature of social media, how to create content for social media, and how to design a communication campaign that utilizes social media.

The minor is divided into three areas of emphasis: Foundation, Design and Application. Foundation courses deal with the technological characteristics, the industries that create and propagate such technologies, and the theories, concepts and ethical considerations that govern how we understand and use these technologies. Design courses deal with learning how to produce audio, video, and visual content for social media platforms. Application courses deal with learning how to apply social media skills in a real world context and in classroom and real-world learning settings.

Students must complete six courses spread across the three areas of emphasis, and must also complete a community-based learning project or internship. No more than three courses from any one department may be used to fulfill requirements for the minor.

### Foundation

*Complete the following courses:*

- CAS 234 - Digital Communication: Technology and Criticism
- CAS 352 - Convergent Media

### Design

*Complete one course in each area of focus:*

*Writing and editing*

- CAS 256 - News Media Writing
- ENGL 333 - The Art of Editing

*Video/audio production*

- CAS 146 - Multimedia Web Production
- DCIN 253 - Beginning Video Production

*Visual and graphic design*

- ART 208 - Introduction to Design Applications
- ART 227 - Web Design I

## Application

*Complete one elective course and one community-based learning project or internship:*

*Electives*

- ART 228 - Web Design II
- APRL 281 - Retail Social Media and Branding
- BAD 493 - Special Topics in Marketing (Social Media Marketing)
- CAS 275 - Advertising Strategy
- CAS 356 - Intermediate Journalism
- CPSC 280 - Web Development
- CPSC 446 - Mobile Applications Development
- EDUC 353 - Integrating Technology Into the Curriculum
- ENGL 335 - Writing as Social Action or ART 357 - Art as Social Action
- PMIN 271 - Technology For Ministry

*Complete a 1-credit community-based learning project or internship in communication arts and sciences, art, or computer science, or in an approved department's program, in which social media is utilized.*

# Sociology

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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 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.

## Sociology - B.A.

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 sectors, 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.

### Major Requirements:

Forty semester hours chosen in conference with an advisor, to include the courses outlined below.

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

### Required Courses:

*Thirteen semester hours in foundations courses consisting of:*

- SOC 110 - Introduction to Sociology
- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

*The remaining 27 hours vary according to the concentration selected by the student:*

### Social Analysis Concentration

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.

#### Nine semester hours in social theory selected from:

- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity

- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory
- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Justice

#### Eighteen additional semester hours chosen from:

- SOC 203 - Race and Race Relations in the U.S.
- SOC 204 - Latin America Today
- SOC 205 - Latina/o Sociology
- SOC 208 - Long-Term Care Administration and Social Policy
- SOC 210 - Sociology of the Family
- SOC 220 - Introduction to Gerontology
- SOC 222 - Mass Media and Society
- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta
- SOC 286 - Blues and the Spirit: A Seminar and Service Learning Experience on Chicago Blues and Gospel Music
- SOC 302 - Sociology of Globalization and Development
- SOC 330 - Sociology of Sexuality
- SOC 342 - El Salvador, Human Rights, Globalization
- SOC 350 - Women and Development
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 390 - Theoretical Approaches to Health, Society, and Aging
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 370 - Deviance and Social Control
- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Justice

### Social Services Concentration

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.

**Six semester hours of social welfare studies consisting of:**

- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 245 - Contemporary Social Problems

**Nine semester hours in social theory consisting of:**

- SOC 380 - Social Inequality and two courses from
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 390 - Theoretical Approaches to Health, Society, and Aging
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory or
- CRIM 372 - Law and Society

**Twelve additional semester hours chosen from:**

- SOC 203 - Race and Race Relations in the U.S.
- SOC 205 - Latina/o Sociology
- SOC 208 - Long-Term Care Administration and Social Policy
- SOC 210 - Sociology of the Family
- SOC 220 - Introduction to Gerontology
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta
- SOC 286 - Blues and the Spirit: A Seminar and Service Learning Experience on Chicago Blues and Gospel Music
- SOC 330 - Sociology of Sexuality
- SOC 342 - El Salvador, Human Rights, Globalization
- SOC 350 - Women and Development
- SOC 381 - Transnational Feminist Theories
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 390 - Theoretical Approaches to Health, Society, and Aging
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control
- CRIM 372 - Law and Society

## Gerontology Concentration

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.

**Eighteen semester hours in gerontology-related courses consisting of:**

- SOC 208 - Long-Term Care Administration and Social Policy
- SOC 220 - Introduction to Gerontology
- SOC 225 - Introduction to Social Work and Social Welfare and three courses selected from:
- SOC 210 - Sociology of the Family
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 280 - Discrimination and Society

**Nine semester hours in social theory consisting of:**

- SOC 390 - Theoretical Approaches to Health, Society, and Aging and two courses from:
- SOC 380 - Social Inequality
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory
- CRIM 372 - Law and Society

## Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

## Teacher Licensure: Elementary Education

Sociology majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Sociology and Criminology (Double Major) - B.A.

### Requirements:

Forty-nine semester hours chosen in conference with an advisor, to include the courses outlined below.

A minimum of six courses in the major fields must be completed at Dominican.

### Required Courses:

## Foundation Courses

Thirteen semester hours in foundation courses consisting of:

- SOC 110 - Introduction to Sociology
- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

## Sociology/Criminology Courses

Twenty-four semester hours, including:

- CRIM 255 - Introduction to Criminology
- *Complete seven of the following courses:*
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control
- SOC 203 - Race and Race Relations in the U.S.
- SOC 204 - Latin America Today
- SOC 205 - Latina/o Sociology
- SOC 208 - Long-Term Care Administration and Social Policy
- SOC 210 - Sociology of the Family
- SOC 220 - Introduction to Gerontology
- SOC 222 - Mass Media and Society
- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta
- SOC 286 - Blues and the Spirit: A Seminar and Service Learning Experience on Chicago Blues and Gospel Music
- SOC 302 - Sociology of Globalization and Development
- SOC 330 - Sociology of Sexuality
- SOC 342 - El Salvador, Human Rights, Globalization
- SOC 350 - Women and Development

## Theory Courses

Twelve semester hours, including:

- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- *Complete two of the following courses:*
- CRIM 408 - International and Comparative Justice
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 390 - Theoretical Approaches to Health, Society, and Aging
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory

## Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

## Sociology Minor

### Minor Requirements:

Eighteen semester hours, including:

### Required Courses

- SOC 110 - Introduction to Sociology
- Nine hours in sociology electives numbered below SOC 372 (excluding SOC 361 and SOC 362, which are open only to majors)

*Six hours in social theory selected from:*

- SOC 380 - Social Inequality
- SOC 382 - Social Change
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 390 - Theoretical Approaches to Health, Society, and Aging
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory

### Additional Requirements:

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions 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.

## Special Opportunities

The following opportunities are available to sociology majors interested in pursuing graduate study in social work.

### 5-Year BA/MSW

Majors have the option of pursuing a track that leads to completion of a Master of Social Work degree in approximately one year after obtaining their Bachelor of Arts degree. Students may apply two of their undergraduate major courses and up to 18 hours of general electives toward the 124 needed for the undergraduate degree toward the MSW with departmental approval. Acceptance into the Graduate School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with the department chair of sociology and criminology soon after they declare their major, before they achieve junior standing.

### Bridge Program

Majors who decide in their junior or senior year to pursue a Master of Social Work degree may take two classes in the Graduate School of Social Work during their senior year with departmental approval. Acceptance into the Graduate School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the bridge program should speak to the department chair of sociology and criminology before registering for their senior year classes.

## Sociology Courses

### **SOC 110 - Introduction to Sociology**

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. *3 hours*

Listed also as AMST 110 and BWS 110

This course will satisfy the social sciences core area requirement.

### **SOC 200 - Writing in the Discipline**

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 SOC 110 as possible and before they take upper-division courses requiring research papers. *3 hours*

*Prerequisite(s):* SOC 110.

### **SOC 203 - Race and Race Relations in the U.S.**

An examination of the experiences of various racial and ethnic groups in the United States. This course will focus on macro-and micro-level theories that explain the patterned experiences of these groups. Emphasis will be placed on 1) a critical race perspective; 2) knowledge of the history of racial and ethnic groups in the

United States; 3) how individual perceptions and interactions across racial, ethnic differences are related to structural patterns. *3 hours*

This course will satisfy the multicultural core requirement.

### **SOC 204 - Latin America Today**

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. *3 hours*

Listed also as LLAS 204

This course will satisfy the multicultural core requirement.

### **SOC 205 - Latina/o Sociology**

An examination of the contemporary experiences of different United States-based Latino groups focusing on regional, national and global processes. Using a critical race paradigm, ethnic and racial categorizations and understandings are examined and deconstructed. Latino/a cultures based in the United States are framed within the wider U.S. social, cultural and political institutions. This course will utilize intersectional analysis to focus on communities, politics, policies, identities, immigration, economics, language, religion, gender, and sexuality. *3 hours*

Listed also as LLAS 205

This course will satisfy the multicultural core requirement.

### **SOC 208 - Long-Term Care Administration and Social Policy**

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. *3 hours*

### **SOC 210 - Sociology of the Family**

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? *3 hours*

### **SOC 220 - Introduction to Gerontology**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

### **SOC 222 - Mass Media and Society**

*3 hours*

Listed also as AMST 222 and CAS 222.

### **SOC 225 - Introduction to Social Work and Social Welfare**

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. *3 hours*

### **SOC 230 - Sociology of Gender**

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. *3 hours*

Listed also as SWG 230.

This course will satisfy the social sciences core area requirement.

#### **SOC 240 - Self and Society**

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. *3 hours*

Listed also as CAS 240.

This course will satisfy the social sciences core area requirement.

#### **SOC 242 - Juvenile Delinquency and Juvenile Justice** *3 hours*

Listed also as CRIM 242

This course will satisfy the social sciences core area requirement.

#### **SOC 245 - Contemporary Social Problems**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **SOC 250 - Urban Sociology**

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. *3 hours*

This course will satisfy the social sciences core area requirement.

#### **SOC 268 - Cultural Anthropology**

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. *3 hours*

This course will satisfy the social sciences core area requirement and multicultural core requirement.

#### **SOC 280 - Discrimination and Society**

An examination of the causes and effects of discrimination in U. S. society as it relates to several social identities. The course is based on a sociological principle that discrimination is “constructed”: discrimination as not naturally occurring but as the result of conflict regarding what is normal, what is valued, and what should and should not change in society. Specifically, students will learn how discrimination is 1) socially constructed, 2) maintained by social structures, and 3) experienced in everyday life. *3 hours*

Listed also as BWS 280

This course will satisfy the social sciences core area requirement.

#### **SOC 281 - Native American Culture and Spirituality** *3 hours*

Listed also as THEO 381.

#### **SOC 285 - The Racial and Musical Legacy of Memphis and the Mississippi Delta**

An exploration of the Southern roots of American music and its relationship to the struggles over civil rights in the 20<sup>th</sup> 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. *3 hours*

Listed also as BWS 285.

*Prerequisite(s):* Application and consent of the instructor.

This course will satisfy the multicultural core requirement.

#### **SOC 286 - Blues and the Spirit: A Seminar and Service Learning Experience on Chicago Blues and Gospel Music**

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. *3 hours*

Listed also as BWS 286.

*Prerequisite(s):* Application and consent of the instructor.

This course will satisfy the multicultural core requirement.

#### **SOC 290 - Selected Topics in Sociology**

A special offering on a particular area of interest in sociology, offered as available. *3 hours*

#### **SOC 299 - Community-Based Learning**

Taken in conjunction with a regularly scheduled sociology course, this one credit-hour option involves community service and guided reflection. *1 hour*

*Prerequisite(s):* Consent of the instructor.

#### **SOC 302 - Sociology of Globalization and Development**

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. *3 hours*

This course will satisfy the multicultural core requirement.

#### **SOC 320 - Gender and Violence** *3 hours*

Listed also as CRIM 320 and SWG 320.

#### **SOC 325 - Conflict Resolution** *3 hours*

Listed also as CRIM 325.

**SOC 330 - Sociology of Sexuality**

This course draws on sociological theories and frameworks to understand how sexuality is experienced and defined and operates as a social institution. Students will use social constructionist and queer theories to explore methodologies, narratives, practices, identities and communities. *3 hours*

Listed also as SWG 330.

*Prerequisite(s):* SOC 230 or SWG 200 or consent of instructor.

**SOC 342 - El Salvador, Human Rights, Globalization**

*3 hours*

Listed also as STA 299

**SOC 350 - Women and Development**

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. *3 hours*

Listed also as SWG 351 and LLAS 204

This course will satisfy the multicultural core requirement.

**SOC 361 - Introduction to Social Statistics**

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. *3 hours*

*Prerequisite(s):* SOC 110, MATH 130 or equivalent, and junior standing, or consent of instructor; sociology and criminology majors only.

**SOC 362 - Research Methods**

An introduction to a range of basic research methods used by sociologists, including content analysis, surveys, experiments, evaluation research, participant observation and ethnography, and qualitative interviews. This course addresses the logic of reasoning in social science research and exposes students to important methodological and epistemological issues. *4 hours*

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor. Sociology and Criminology majors only.

**SOC 372 - Law and Society**

*3 hours*

Listed also as CRIM 372 and BWS 372.

**SOC 380 - Social Inequality**

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. *3 hours*

Listed also as BWS 381

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor.

**SOC 381 - Transnational Feminist Theories**

*3 hours*

Listed also as SWG 381

*Prerequisite(s):* SOC 230 or SWG 200 or consent of instructor.

This course will satisfy the multicultural core requirement.

**SOC 382 - Social Change**

An examination of the various aspects of social change. In particular, this course explores why social movements occur, how they are formed, who joins and the changes they produce. This course applies the course content to classic and contemporary social issues. *3 hours*

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor.

**SOC 385 - Critical Theoretical Approaches to Race and Ethnicity**

An examination of race theory in the United States from a “critical” perspective. In doing so, it highlights the ideologies, attitudes, behaviors, and structures that produce and maintain racial inequality. This perspective focuses on race (and racial inequality) as grounded in both past and current structures and social interactions. Critical race theory provides a perspective that recognizes and emphasizes that racial inequality stems from sources beyond the individual (i.e., the social structure). Thus one goal of this course is to provide basic tools for examining race through this critical race theory/sociological perspective. *3 hours*

Listed also as BWS 385

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor.

This course will satisfy the multicultural core requirement.

**SOC 390 - Theoretical Approaches to Health, Society, and Aging**

A critical examination of social theories and empirical analysis of health concerns specific to aging. Consideration will be given to life course, conflict, functionalist and symbolic interactionist theories, among others, to understand the micro and macro forces that drive the changes and adaptations that individuals makes as they age. *3 hours*

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor.

**SOC 407 - Classical Social Theory**

A critical examination of the origins of social theory from its sources in philosophy through the Chicago school of the early 20<sup>th</sup> century. Special emphasis will be placed on the legacy of Karl Marx, Emile Durkheim, and Max Weber, as well as Harriet Martineau, W.E.B. DuBois, and Jane Addams. *3 hours*

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor.

**SOC 409 - Contemporary Social Theory**

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 legacy of Robert Merton, C. Wright Mills, and Erving Goffman, as well as Dorothy Smith, Anthony Giddens, and Patricia Hill Collins. *3 hours*

*Prerequisite(s):* SOC 110 and junior standing, or consent of instructor.

**SOC 450 - Independent Study**

An opportunity to do independent research or study under faculty supervision. *1-8 hours*

*Prerequisite(s):* Consent of the supervisory faculty member is required.

**SOC 455 - Internship**

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. *1-8 hours*

*Prerequisite(s):* Junior standing and consent of supervising faculty member is required.

**SOC 295 - Undergraduate Research Or Creative Investigation**

*1-3 hours*

# Spanish

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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 and cultural production of Spain and Spanish America and the ability to critically analyze it. Spanish majors are prepared for graduate study in Spanish and, with an appropriate second major, different career possibilities including business, education, government, international relations, and diplomacy. The Spanish division strongly encourages students to participate in study abroad programs. We currently send students to Salamanca, Spain, through an affiliate program with AIFS.

## 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 SPAN 304. The exam carries a cost for the student.

## Spanish - B.A.

### Major Requirements:

Thirty-two semester hours beyond SPAN 201, including:

### Required Courses:

- SPAN 245 - Introduction to Spain
- SPAN 246 - Introduction to Spanish America
- SPAN 301 - Advanced Grammar and Composition
- SPAN 320 - Introduction to Hispanic Literature
- Complete two of the following courses:*
- SPAN 302 - Advanced Oral Communication
- SPAN 304 - Professional Spanish
- SPAN 350 - Special Topics in Culture and Civilization
- SPAN 380 - Peninsular Literature I
- SPAN 381 - Peninsular Literature II
- SPAN 390 - Latin-American Literature I
- SPAN 391 - Latin-American Literature II
- SPAN 427 - Special Topics

### Additional Requirements:

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. All graduating majors participate in an oral exit interview and in some years a writing sample may be requested as part of the assessment of the major.

## Spanish Education

### Teacher Licensure: Spanish grades K-12

Students who wish to teach Spanish in kindergarten through 12<sup>th</sup> grades complete a major in Spanish and complete the School of Education's Teacher Education Program for K-12 licensure.

### Additional Spanish Education Requirements

- Three assessments that must be completed prior to clinical practice:
  - Cultures, Literatures, and Cross-Disciplinary Concepts assessment
  - Linguistic Terms Analysis and Presentation
  - Oral Proficiency Interview (Students must score at the *advanced low* level)

### Teacher Education Program

- Professional education courses including EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical Practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

### Teacher Licensure: Elementary Education

Spanish majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Spanish Minor

### Minor Requirements:

Eighteen semester hours starting beyond SPAN 201. A minimum of one-half of the courses in the minor must be completed at Dominican.

## Basic Language Courses

### **SPAN 101 - Elementary Spanish I**

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. *4 hours*

### **SPAN 102 - Elementary Spanish II**

This course continues to develop the four language skills. *4 hours*

*Prerequisite(s):* SPAN 101 or equivalent.

## Intermediate Language Courses

### **SPAN 201 - Intermediate Spanish**

This course completes the grammar cycle with an emphasis on the subjunctive. 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. *4 hours*

*Prerequisite(s):* SPAN 102 with a minimum grade of C- or placement through examination.

### **SPAN 202 - Intermediate Spanish II**

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. *4 hours*

*Prerequisite(s):* SPAN 201 or equivalent. Not open to students who have completed SPAN 231.

### **SPAN 208 - Intermediate Spanish Conversation through Film and Music**

This 2-credit course, with a 1-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. *2 hours*

*Prerequisite(s):* SPAN 201 or consent of instructor.

## Advanced Language Courses

### **SPAN 191 - Accelerated Spanish for Heritage Speakers I**

This course will offer an accelerated review of elementary level grammar and vocabulary for heritage speakers (those from bilingual or Spanish-speaking homes). We will practice all four skills (reading, writing, speaking, and listening) focusing on topics relevant to Hispanic culture, both abroad and in the United States. This course prepares students for SPAN 192 - Accelerated Spanish for Heritage Speakers II. It is expected that students take both semesters. *4 hours*

*Prerequisite(s):* Placement exam or consent of department.

### **SPAN 192 - Accelerated Spanish for Heritage Speakers II**

This course will offer an accelerated review of grammar and vocabulary for heritage speakers (those from bilingual or Spanish-speaking homes). We will practice all four skills (reading, writing, speaking, and listening) focusing on topics relevant to Hispanic culture, both abroad and in the United States. This course continues the work begun in SPAN 191 - Accelerated Spanish for Heritage Speakers I, and it is expected that students take both semesters. This course includes an off-campus community-based learning experience. *4 hours*

*Prerequisite(s):* SPAN 191, placement exam, or consent of department.

### **SPAN 231 - Spanish Language and Culture for Heritage Speakers**

This is an advanced intermediate level language course designed specifically for heritage speakers (students who grew up in Spanish-speaking households) 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 community-based learning experience. *4 hours*

*Prerequisite(s):* Speakers of Spanish, subject to placement exam or consent of instructor.

This course will satisfy the multicultural core requirement.

### **SPAN 301 - Advanced Grammar and Composition**

Development of writing skills with emphasis on the complexities of structure and idioms; composition techniques; review of grammar. *3 hours*

*Prerequisite(s):* SPAN 245 or SPAN 246 or consent of instructor.

### **SPAN 302 - Advanced Oral Communication**

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. *3 hours*

*Prerequisite(s):* SPAN 301 or consent of instructor.

## Civilization and Culture Courses

### **SPAN 245 - Introduction to Spain**

This course provides a survey of the significant aspects of the history and culture of Spain and its contributions to Western civilization. *4 hours*

*Prerequisite(s):* SPAN 202, SPAN 231, or consent of instructor.

### **SPAN 246 - Introduction to Spanish America**

This course provides historical and cultural background of individual countries in Spanish America, as well as a study of contemporary cultural issues and institutions. *4 hours*

*Prerequisite(s):* SPAN 202, SPAN 231, or consent of instructor.

This course will satisfy the multicultural core requirement.

### **SPAN 350 - Special Topics in Culture and Civilization**

This course will vary per course depending on title. Topics will center on cultural or social themes in Spain, Latin America, or both. *3 hours*

*Prerequisite(s):* If topic is exclusively Spain, SPAN 245 is required. If topic is Latin America, SPAN 246 is required.

## Professional Courses

### **SPAN 209 - Spanish for Health Professions**

This intermediate-level course will focus on a general review of relevant grammar and on the specialized vocabulary needed for effective communication with Spanish-speaking clients or patients. Of interest to a wide range of healthcare professions. Topics include: emergency, hospital, dental, maternity, nutrition, and drug and alcohol treatment. *3 hours*

*Prerequisite(s):* SPAN 111 or SPAN 201 or consent of instructor.

### **SPAN 304 - Professional Spanish**

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. *3 hours*

*Prerequisite(s):* SPAN 301.

## Literature Courses

### **SPAN 295 - Bestsellers and Blockbusters of Hispanic Literature and Film**

This 2-credit course, with a 1-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. *2-3 hours*

This course will satisfy the literature core area requirement if taken for 3 credits.

### **SPAN 320 - Introduction to Hispanic Literature**

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. *3 hours*

*Prerequisite(s):* SPAN 301 or consent of instructor.

This course will satisfy the literature core area requirement.

### **SPAN 380 - Peninsular Literature I**

This course will study Hispanic literature written in Spain from its origins in medieval times - the 12<sup>th</sup> 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. *3 hours*

*Prerequisite(s):* SPAN 320 or consent of instructor.

This course will satisfy the literature core area requirement.

### **SPAN 381 - Peninsular Literature II**

This course will study Hispanic literature written in Spain from the Enlightenment in the 18<sup>th</sup> century to the beginning of the 21<sup>st</sup> century. 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 socio-political reality of their respective periods. *3 hours*

*Prerequisite(s):* SPAN 320 or consent of instructor.

This course will satisfy the literature core area requirement.

### **SPAN 390 - Latin-American Literature I**

This course will study 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 the Spanish-speaking Americas 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 socio-political reality of their respective periods and countries. *3 hours*

*Prerequisite(s):* SPAN 320 or consent of instructor.

This course will satisfy the literature core area requirement.

### **SPAN 391 - Latin-American Literature II**

This course will study literature written in Latin America beginning with the independence of these countries from Spain, in the early 19<sup>th</sup> century, up to the end of the 20<sup>th</sup> century. 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. *3 hours*

*Prerequisite(s):* SPAN 320 or consent of instructor.

This course will satisfy the literature core area requirement.

## Other Spanish Courses

### **SPAN 325 - Introduction to Hispanic Cinema**

This course introduces students to the study of Hispanic cinema (from Spain and Spanish-speaking Latin America), with special attention paid to the distinct art of movie making. Content may include a survey of renowned directors and their contributions to world cinema, thematic intersections of culture with social and political realities of the Hispanic world, or major cinematic movements and trends. *3 hours*

Listed also as CAS 325

*Prerequisite(s):* SPAN 320, or consent of instructor.

### **SPAN 399 - Directed Study**

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 that cannot be resolved otherwise). *1-4 hours*

*Prerequisite(s):* Junior or senior standing with consent of instructor.

### **SPAN 425 - Survey of Hispanic Literature for Teachers of Spanish**

This course surveys key literary movements of Hispanic literature from the Middle Ages through the end of the 20<sup>th</sup> century, and reviews the biographical profiles of its most prominent authors. Additionally, we will review the terminology, forms and structures of the three literary genres (narrative, poetry and drama), as these are taught in standard "Introduction to Hispanic Literature" courses. We will work with the two main textbooks available to instructors for these introductory courses, and we will evaluate the pros and cons of each. It is not required to have taught literature in Spanish to take this course. *3 hours*

*Prerequisite(s):* SPAN 320 and any one of the following: SPAN 380, SPAN 381, SPAN 390, or SPAN 391; junior or senior standing.

**SPAN 427 - Special Topics**

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 subtitles. *3-4 hours*

Listed also as LLAS 427.

*Prerequisite(s):* SPAN 320 and either SPAN 380, SPAN 381, SPAN 390, or SPAN 391, or consent of instructor.

**SPAN 450 - Independent Study**

An independent study is for students who have already taken all of the courses offered in a given semester. *1-4 hours*

*Prerequisite(s):* Senior standing, consent of instructor.

**SPAN 455 - Internship**

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. *1-8 hours*

# Study Abroad

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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 the Academic Information section.

## **STA 200 - Ghana: A Gateway to Africa**

*1-3 hours*

Listed also as BWS 201

This course will satisfy the multicultural core requirement.

## **STA 223 - Drawing on Florence**

*3 hours*

This course will satisfy the fine arts core area requirement.

## **STA 231 - Strasbourg French Language Program**

*3 hours*

## **STA 251 - The Art of Renaissance and Baroque Rome:1400-1700**

Winter interim only. *3 hours*

## **STA 282 - Florence: The City as Renaissance Text**

*3-4 hours*

This course will satisfy the literature core area requirement.

## **STA 299 - International Service Study Abroad: Guatemala, El Salvador, Haiti, South Africa**

*1-3 hours*

All sites will satisfy the multicultural core requirement.

## **STA 323 - British Life and Culture**

Fall only. Taken in conjunction with STA 324 - London Tutorial. *8 hours*

## **STA 324 - London Tutorial**

Fall only. Taken in conjunction with STA 323 - British Life and Culture. *8 hours*

## **STA 325 - Study Abroad Chronicle**

Fall only. Semester in London only. *1 hour*

## **STA 330 - Cuba-Culture, History, and Politics**

*6 hours*

This course will satisfy the multicultural core requirement.

## **STA 335-336 - Study in Salamanca**

Fall and/or spring semester(s). *18 hours*

## **STA 338-339 - Study in Milan**

Fall and/or spring semester(s). *17-18 hours*

## **STA 342 - El Salvador: Human Rights, Gender, and Globalization**

*1-3 hours*

This course will satisfy the multicultural core requirement.

## **STA 352-353 - Study in Limerick, Ireland**

Fall and/or spring semester(s). *18 hours*

## **STA 360-361 - Poitiers France**

Fall and/or spring semester(s). *1-18 hours*

## **STA 366-367 - Study in Stellenbosch, South Africa**

Fall and/or spring semester(s). *18 hours*

Listed also as BWS 366-367.

This course will satisfy the multicultural core requirement.

## **STA 370-371 - Study in Blackfriars Oxford**

Fall and/or spring semester(s). *18 hours*

*Prerequisite(s):* Minimum 3.7 GPA required.

## **STA 375-376 - Study in Salzburg, Austria**

Fall and/or spring semester(s). *18 hours*

## **STA 395 - Paris: Essentials of French Fashion**

Summer only. *6 hours*

## **STA 403 - China: Modernization, Tradition, and Culture**

*3 hours*

This course will satisfy the multicultural core requirement.

# Study of Women and Gender

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The study of women and gender is an interdisciplinary program that addresses the dynamics of gender, race, ethnicity, class, sexuality, and power. The programs aim 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. Both the major and minor emphasize a critical, feminist, cross-cultural, multiracial, and transnational understanding of the diversity of women's experiences and life chances; they also seek to reach an understanding of how questions of gender are embedded in the liberal arts and sciences tradition. The major and 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.

## Study of Women and Gender - B.A.

The study of women and gender major emphasizes critical, feminist, cross-cultural, multiracial, and transnational understandings of the diversity of women's experiences. It also seeks to reach an understanding of how questions of gender are embedded in the liberal arts and sciences tradition. The major introduces diverse perspectives and understandings concerning the construction 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.

### Major Requirements:

A minimum of 34 semester hours, including:

### Required Courses:

- *Complete the following foundation courses:*
  - SWG 200 - Introduction to the Study of Women and Gender
  - SWG 221 - Gender Issues
  - SWG 330 - Human Sexualities
  - SWG 400 - Interdisciplinary Frameworks for the Analysis of Women and Gender (intensified for a total of 4 credit hours)
- *Complete one of the following two theory courses:*
  - SWG 380 - Contemporary Feminist Theories
  - SWG 381 - Transnational Feminist Theories
- *Complete 3 semester hours chosen from:*
  - an approved internship
  - an approved stand-alone service learning course
  - STA 330 - Cuba-Culture, History, and Politics
  - STA 342 - El Salvador: Human Rights, Gender, and Globalization
  - Independent Undergraduate Research or Creative Investigation at the junior or senior level.

*Complete five of the courses listed as elective courses (below)*

### Elective Courses:

- ENGL 277 - Women, Gender, and Literature
- HIST 244 - Latin American Women
- HIST 344 - Historical Experience of Women in the United States
- HIST 368 - Gender and Urban Life
- HIST 371 - Work, Family, and Gender 1500-1945
- PSYC 325 - Psychology of Gender
- SWG 107 - Black Women In Society
- SWG 220 - Women In Philosophy
- SWG 222 - Black Women Writers
- SWG 230 - Sociology of Gender
- SWG 235 - Women in Political Philosophy
- SWG 256 - Marriage and Family Life
- SWG 257 - Women and Religion
- SWG 263 - Women of the Italian Renaissance
- SWG 269 - Women Leaders in the World
- SWG 273 - Great Women Mystics
- SWG 277 - Women and Film
- SWG 290 - French Women Writers: Poetry, Theater, Prose
- SWG 297 - Women in Politics
- SWG 320 - Gender and Violence
- SWG 350 - Medieval Women and Gender
- SWG 351 - Women and Development
- SWG 352 - Images of Woman in Drama
- SWG 358 - Gender and Media
- SWG 382 - Constitutional Law III: Gender and Race
- STA 330 - Cuba-Culture, History, and Politics
- STA 342 - El Salvador: Human Rights, Gender, and Globalization
- THEO 321 - Sexual Ethics

### Additional Requirements:

- A minimum of seven courses in the major field must be completed at Dominican.
- Students may not take courses that count towards the major on a satisfactory/fail basis.

### Additional Information

- Students may petition the SWG director to consider credit for additional classes; this may include relevant special topics courses, and directed and independent studies.

## Study of Women and Gender Minor

### Minor Requirements:

Twenty-one semester hours chosen in conference with advisor, including:

## Required Courses:

*Foundations: 6 semester hours of study of women and gender foundation courses consisting of:*

- SWG 200 - Introduction to the Study of Women and Gender
- SWG 400 - Interdisciplinary Frameworks for the Analysis of Women and Gender

*Electives: 12 semester hours chosen from:*

- ENGL 277 - Women, Gender, and Literature
- HIST 244 - Latin American Women
- HIST 344 - Historical Experience of Women in the United States
- HIST 368 - Gender and Urban Life
- HIST 371 - Work, Family, and Gender 1500-1945
- PSYC 325 - Psychology of Gender
- SWG 107 - Black Women In Society
- SWG 220 - Women In Philosophy
- SWG 221 - Gender Issues
- SWG 222 - Black Women Writers
- SWG 230 - Sociology of Gender
- SWG 235 - Women in Political Philosophy
- SWG 256 - Marriage and Family Life
- SWG 257 - Women and Religion
- SWG 263 - Women of the Italian Renaissance
- SWG 269 - Women Leaders in the World
- SWG 273 - Great Women Mystics
- SWG 277 - Women and Film
- SWG 290 - French Women Writers: Poetry, Theater, Prose
- SWG 297 - Women in Politics
- SWG 320 - Gender and Violence
- SWG 330 - Human Sexualities
- SWG 350 - Medieval Women and Gender
- SWG 351 - Women and Development
- SWG 352 - Images of Woman in Drama
- SWG 358 - Gender and Media
- SWG 380 - Contemporary Feminist Theories
- SWG 381 - Transnational Feminist Theories
- SWG 382 - Constitutional Law III: Gender and Race

*Experiential/research course: 3 semester hours chosen from:*

- an approved internship
- an approved stand-alone community-based learning course
- STA 330 - Cuba-Culture, History, and Politics
- STA 342 - El Salvador: Human Rights, Gender, and Globalization
- Independent Undergraduate Research or Creative Investigation at the junior or senior level

## Additional Requirements:

A minimum of 15 semester hours in the minor field must be completed at Dominican.

## Study of Women and Gender Courses

### **SWG 107 - Black Women In Society**

*3 hours*

Listed also as BWS 107

This course will satisfy the multicultural core requirement.

### **SWG 200 - Introduction to the Study of Women and Gender**

This course explores the significance of sex and gender through classical and contemporary theories, concepts, multidisciplinary frameworks, and diverse perspectives. *3 hours*

This course will satisfy the multicultural core requirement.

### **SWG 220 - Women In Philosophy**

*3 hours*

Listed also as PHIL 220.

### **SWG 221 - Gender Issues**

We will examine the concept of gender and explore its construction, as well as look at issues such as how gender affects relationships and how issues like sexual harassment and equity in the workplace can be understood through a feminist lens. *3 hours*

Listed also as PHIL 221

This course will satisfy the philosophy core area requirement.

### **SWG 222 - Black Women Writers**

*3 hours*

Listed also as ENGL 222 and BWS 222

*Prerequisite(s):* ENGL 101

This course satisfies the literature core area requirement and the multicultural requirement.

### **SWG 230 - Sociology of Gender**

*3 hours*

Listed also as SOC 230.

### **SWG 235 - Women in Political Philosophy**

*3 hours*

Listed also as POSC 235.

### **SWG 256 - Marriage and Family Life**

*3 hours*

Listed also as THEO 256

This course will satisfy the theology core area requirement.

### **SWG 257 - Women and Religion**

*3 hours*

Listed also as THEO 257.

### **SWG 263 - Women of the Italian Renaissance**

*3 hours*

Listed also as ITAL 263

This course will satisfy the literature core area requirement.

**SWG 264 - Modern Italian Women Writers***3 hours*

Listed also as ITAL 264 and MFL 264.

This course will satisfy the literature core area requirement.

**SWG 269 - Women Leaders in the World***3 hours*

Listed also as POSC 269.

**SWG 273 - Great Women Mystics***3 hours*

Listed also as THEO 273

**SWG 277 - Women and Film***3 hours*

Listed also as CAS 277.

**SWG 290 - French Women Writers: Poetry, Theater, Prose***3 hours*

Listed also as FREN 290.

**SWG 297 - Women in Politics***3 hours*

Listed also as POSC 297.

**SWG 299 - Community-Based Learning***1 hour***SWG 320 - Gender and Violence***3 hours*

Listed also as CRIM 320 and SOC 320.

**SWG 330 - Human Sexualities**

This course uses inter-disciplinary frameworks to explore historical and contemporary understandings of sexuality. This perspective deepens our understandings of human sexualities, encouraging the examination of a wide range of human sexual experiences across cultures and the history of our species. We use the biopsychosocial framework to address some of the basics of our anatomy and physiology. We use social science theories and research to explore norms and values, behaviors, actions, desires, and identities, and to assess how our social and cultural ideas of human sexuality and identities are shaped. *3 hours*

Listed also as SOC 330

*Prerequisite(s):* SOC 230 or SWG 200 or consent of the instructor.

**SWG 350 - Medieval Women and Gender***3 hours*

Listed also as HIST 350.

**SWG 351 - Women and Development***3 hours*

Listed also as SOC 350 and LLAS 350

This course will satisfy the multicultural core requirement.

**SWG 352 - Images of Woman in Drama***3 hours*

Listed also as THEA 350.

**SWG 358 - Gender and Media***3 hours*

Listed also as CAS 358.

**SWG 380 - Contemporary Feminist Theories**

In this class, we will examine the development of U.S. feminist thinking beginning with the 1960s. We will explore perspectives such as Marxist, liberal, and radical feminism, and examine the impact of feminist philosophical thought and the transition from second- to third-wave feminism. *3 hours*

Listed also as PHIL 380

*Prerequisite(s):* SWG 220 or SWG 221 or consent of the instructor.

**SWG 381 - Transnational Feminist Theories**

We live in a globalized world. Our lives are integrated by economies, mass media, and policies. With all we have in common there is much that divides us. We are all citizens of the world but we are situated in different positions—we have different values, priorities, and analyses. Transnational feminism engages the similarities, differences, and contradictions to create a theoretical framework for social change across genders, sexualities, race and ethnicities, social classes, regions, and nations. Framed by critiques of “universal sisterhood” launched by women of color and feminists from the Global South, this course challenges the conventional Western story of feminism. As we analyze the workings of power and gender in different cultural contexts and within international feminist discourse, we will also focus on the creative cultural practices women use to negotiate their lives and consider various challenges and strategies of transnational feminist projects. *3 hours*

Listed also as SOC 381

*Prerequisite(s):* SOC 230 or SWG 200 or consent of instructor.

This course will satisfy the multicultural core requirement.

**SWG 382 - Constitutional Law III: Gender and Race***3 hours*

Listed also as POSC 382.

**SWG 400 - Interdisciplinary Frameworks for the Analysis of Women and Gender**

This upper-level theory course will focus on interdisciplinary and multicultural epistemologies, theories, and methodological approaches to the study of women and gender. *3 hours*

*Prerequisite(s):* SWG 200 and junior standing or consent of the instructor.

# Theatre Arts

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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. "Theatre brings life to learning."

## Theatre Arts - B.A.

### Major Requirements:

The completion of at least 45 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:

- THEA 140 - Theatre Practicum (seven semesters)
- THEA 150 - Introduction to Theatre
- THEA 170 - History of Theatre
- THEA 180 - Acting Fundamentals
- THEA 305 - Costuming for Theatre
- THEA 375 - Dramaturgy
- THEA 415 - Directing Workshop I
- THEA 456 - Senior Project

#### *Complete one of the following two courses:*

- THEA 230 - Theatre Production I
- THEA 330 - Theatre Production II

#### *Complete two of the following courses:*

- LAS 163 - Transforming the Self
- LAS 254 - Multicultural Theatre: Communities in Conflict
- THEA 228 - Classical Drama
- THEA 240 - Forms of Drama
- THEA 260 - The English Drama
- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 292 - Modern Drama
- Either THEA 340 - Scriptwriting or ENGL 340 - Writing Drama
- THEA 350 - Images of Woman in Drama
- THEA 359 - Shakespeare

### Required Core Courses for Specific Concentrations:

Students majoring in theatre arts must complete a concentration in one of the following areas: performance, design/technical, dramaturgy, or general theatre studies.

### Performance Concentration

- THEA 161 - Voice and Movement I

#### *Complete two of the following courses:*

- THEA 254 - Theatre for Young Audiences
- THEA 284 - Solo Performance
- THEA 285 - Advanced Acting
- THEA 308 - On-Camera Acting
- THEA 382 - Musical Theatre
- THEA 387 - Acting Styles

#### *Highly recommended electives:*

- THEA 253 - Improvisation
- THEA 254 - Theatre for Young Audiences
- THEA 257 - Group Performance of Literature
- THEA 284 - Solo Performance
- THEA 285 - Advanced Acting
- THEA 362 - Voice and Movement II
- THEA 382 - Musical Theatre
- THEA 398 - Auditions
- THEA 455 - Internship

### Design/Technical Concentration

#### *Complete one of the following two courses:*

- THEA 160 - Voice and Diction
- THEA 161 - Voice and Movement I

#### *Complete the following course:*

- THEA 330 - Theatre Production II

#### *Complete one of the following two courses:*

- THEA 388 - Stage Makeup
- THEA 400 - Computer-Aided Draft and Design

#### *Highly recommended electives:*

- THEA 451 - Special Topics in Technical Theatre
- THEA 455 - Internship

### Dramaturgy Concentration

#### *Complete one of the following two courses:*

- THEA 160 - Voice and Diction
- THEA 161 - Voice and Movement I

#### *Complete three of the following courses:*

- THEA 228 - Classical Drama
- THEA 240 - Forms of Drama
- THEA 260 - The English Drama
- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 292 - Modern Drama
- Either THEA 340 - Scriptwriting or ENGL 340 - Writing Drama
- THEA 350 - Images of Woman in Drama
- THEA 359 - Shakespeare
- LAS 163 - Transforming the Self
- LAS 254 - Multicultural Theatre: Communities in Conflict

*Highly recommended electives:*

- THEA 270 - Theatre: The American Scene
- THEA 340 - Scriptwriting or ENGL 340 - Writing Drama
- THEA 350 - Images of Woman in Drama
- THEA 455 - Internship

## General Theatre Studies Concentration

- THEA 161 - Voice and Movement I

*Complete one of the following courses:*

- THEA 254 - Theatre for Young Audiences
- THEA 284 - Solo Performance
- THEA 285 - Advanced Acting
- THEA 308 - On-Camera Acting
- THEA 382 - Musical Theatre
- THEA 387 - Acting Styles

*Complete one of the following courses:*

- THEA 330 - Theatre Production II
- THEA 388 - Stage Makeup
- THEA 400 - Computer-Aided Draft and Design
- THEA 451 - Special Topics in Technical Theatre

*Complete one of the following courses:*

- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 340 - Scriptwriting
- THEA 350 - Images of Woman in Drama
- ENGL 340 - Writing Drama

*Minimum of two electives required*

## Additional Requirements:

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;
- All majors and minors with a concentration in performance or general theatre studies are required to participate in four annual group auditions: specific requirements to be determined annually;
- Portfolio reviews are required for technical theatre and dramaturgy concentrations.

Some of the above requirements, determined by the faculty, may be waived for transfer students.

## Recommendations:

It is strongly recommended that theatre majors complete an interdisciplinary minor or second major, such as art, art history, business administration, rhetoric and communication, English, fashion design, graphic design, history, music, psychology, or sociology.

## Additional Information

Theatre arts majors and minors should seriously consider the Dominican-in-London fall semester in their junior or senior year. An 8-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.

## Teacher Licensure: Elementary Education

Theatre arts majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Theatre Arts Minor

### Minor Requirements:

Twenty-two semester hours, of which a minimum of 9 must be completed at Dominican:

### Required Courses:

*Four semesters of:*

- THEA 140 - Theatre Practicum (each practicum will be assigned by theatre faculty)

*Complete the following two courses:*

- THEA 150 - Introduction to Theatre

*THEA 180 - Acting Fundamentals*

*Complete one of the following two courses:*

- THEA 230 - Theatre Production I
- THEA 330 - Theatre Production II

*Complete one of the following courses:*

- LAS 163 - Transforming the Self
- LAS 254 - Multicultural Theatre: Communities in Conflict
- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 292 - Modern Drama
- THEA 340 - Scriptwriting
- THEA 350 - Images of Woman in Drama
- THEA 359 - Shakespeare
- ENGL 340 - Writing Drama
- Two additional courses (excluding THEA 456 - Senior Project)

## Additional Requirements:

In addition, students must read 35 plays.

## Additional Information

Theatre arts majors and minors should seriously consider the Dominican-in-London fall semester in their junior or senior year. An 8-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.

## Foundation Courses

### THEA 140 - Theatre Practicum

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. *1 hour*

### THEA 150 - Introduction to Theatre

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. *3 hours*

This course will satisfy the fine arts core area requirement.

### THEA 170 - History of Theatre

This course focuses primarily on the history of Western theatre. Through weekly reading, writing, and discussion of primary texts, secondary sources, and dramatic literature, students will examine the purposes, forms, and processes of theatre as manifested in specific cultural contexts from the beginning of theatre to the present. *3 hours*

### THEA 180 - Acting Fundamentals

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. *3 hours*

This course will satisfy the fine arts core area requirement.

### THEA 230 - Theatre Production I

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. *3 hours*

This course will satisfy the fine arts core area requirement.

### THEA 305 - Costuming for Theatre

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. Course fee applies. *3 hours*

Listed also as APRL 305.

This course will satisfy the fine arts core area requirement.

### THEA 330 - Theatre Production II

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 THEA 230. *3 hours*

This course will satisfy the fine arts core area requirement.

### THEA 375 - Dramaturgy

Through research, students will uncover layers of meaning within a variety of classical and modern plays. In this capstone course, student dramaturgs will find answers to what theatre artists and audiences need to know about the plays studied in THEA 375. Students will engage in a series of projects preparing them for entry-level work in the field. A production casebook will be a culminating project. *3 hours*

*Prerequisite(s):* Junior or senior standing.

This course will satisfy the literature core area requirement.

### THEA 415 - Directing Workshop I

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. *3 hours*

### THEA 456 - Senior Project

All majors must submit a typed proposal to the faculty well in advance of the completion of the project, usually no later than October of their senior year. Students will discuss their proposals with the faculty member who is best equipped to work with them in their area of concentration. 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 a 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. A portfolio delineating the project will be required. Minors do not need to complete a senior project. *2 hours*

## Core Courses

### THEA 160 - Voice and Diction

Students will improve the quality and effectiveness of their speaking voice 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. *3 hours*

Listed also as CAS 160.

### THEA 161 - Voice and Movement I

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. *3 hours*

This course will satisfy the fine arts core area requirement.

# Performance and Production Courses

## **THEA 142 - Dance**

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. *3 hours*  
This course will satisfy the fine arts core area requirement.

## **THEA 143 - A Survey of American Concert Dance**

This course is specifically created with the beginning dancer in mind. However, movement material can be adjusted to fit the needs of the students. Each meeting time will consist of a studio dance class (1 hour and 45 minutes), which will explore different movement styles from which contemporary choreographers draw. Dancers will be guided through a genre-specific warm-up and long-form movement phrases that introduce the technical requirement of each form, varied accompaniments, and performance qualities. Students will then move to a lecture hall where they will view a variety of dance films that will serve to give a historical context to the work in the studio and introduce students to artists whose work has broken new ground or stands as an example of the purity of a specific form. This segment of the class will also meet for 1 hour and 45 minutes. *3 hours*

## **THEA 253 - Improvisation**

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. *2 hours*  
This course will satisfy the fine arts core area requirement.

## **THEA 254 - Theatre for Young Audiences**

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: additional rehearsals and live performances. *3 hours*  
This course will satisfy the fine arts core area requirement.

## **THEA 255 - Creative Dramatics**

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. *3 hours*  
This course will satisfy the fine arts core area requirement.

## **THEA 257 - Group Performance of Literature**

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. Students will develop a repertoire of pieces by working on collaborative projects and will participate in a final, public performance of selected projects. The course requires some rehearsal outside of class. *3 hours*  
This course will satisfy the fine arts core area requirement.

## **THEA 284 - Solo Performance**

Students will write, interpret, perform, and stage a variety of works in a variety of performance spaces. They will develop analytical skills in the evaluation of peer performances and performance material. Prominent contemporary solo performers will also be studied: John Leguizamo, Lily Tomlin, Laurie Anderson, Eric Bogosian, Whoopi Goldberg, Spalding Gray, Anna Deavere Smith, and others. Students will design and execute a final, public solo performance. *3 hours*  
This course will satisfy the fine arts core area requirement.

## **THEA 285 - Advanced Acting**

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. *3 hours*  
*Prerequisite(s):* THEA 180 or consent of the instructor.

## **THEA 308 - On-Camera Acting**

In this course students will examine how on-camera acting differs from acting for the stage, and will increase their skills in television, film, and commercial acting through monologues, scene work, and cold readings. Emphasis will be on on-camera acting techniques and script analysis. *3 hours*  
*Prerequisite(s):* THEA 180

## **THEA 362 - Voice and Movement II**

Continued exploration and development of physical and vocal skills initiated in THEA 161. Topics include: IPA, dialects, mask work, and more. *3 hours*  
*Prerequisite(s):* THEA 161.

## **THEA 382 - Musical Theatre**

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. *3 hours*  
*Prerequisite(s):* THEA 180 or consent of instructor.

## **THEA 387 - Acting Styles**

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. *3 hours*  
*Prerequisite(s):* THEA 180 or consent of instructor.

## **THEA 388 - Stage Makeup**

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. Course fee applies. *2 hours*

## **THEA 398 - Auditions**

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. *3 hours*

## **THEA 400 - Computer-Aided Draft and Design**

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. *3 hours*

#### **THEA 451 - Special Topics in Technical Theatre**

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. *1-4 hours*

*Prerequisite(s):* THEA 230 or THEA 330 or consent of instructor.

## **Dramaturgy Courses**

#### **THEA 228 - Classical Drama**

*3 hours*

Listed also as ENGL 228

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

#### **THEA 240 - Forms of Drama**

*3 hours*

Listed also as ENGL 240.

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

#### **THEA 260 - The English Drama**

*3 hours*

Listed also as ENGL 260.

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

#### **THEA 261 - Shakespeare's Romantic Couples**

*3 hours*

Listed also as ENGL 261

*Prerequisite(s):* ENGL 101 or equivalent.

This course will satisfy the literature core area requirement.

#### **THEA 262 - Shakespeare's Tragic Families**

*3 hours*

Listed also as ENGL 262

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

#### **THEA 263 - Introduction to Shakespeare**

*3 hours*

Listed also as ENGL 263

*Prerequisite(s):* ENGL 101

The course will satisfy the literature core area requirement.

#### **THEA 270 - Theatre: The American Scene**

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. *3 hours*

Listed also as AMST 273.

This course will satisfy the literature core area requirement.

#### **THEA 292 - Modern Drama**

*3 hours*

Listed also as ENGL 292.

*Prerequisite(s):* ENGL 101

This course will satisfy the literature core area requirement.

#### **THEA 340 - Scriptwriting**

Students will explore methods of scriptwriting 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 scriptwriting 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. *3 hours*

Listed also as CAS 342.

#### **THEA 350 - Images of Woman in Drama**

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, mother, victim, and feminist. Attendance at theatre productions is required. *3 hours*

Listed also as SWG 352.

This course will satisfy the literature core area requirement.

#### **THEA 359 - Shakespeare**

*3 hours*

Listed also as ENGL 359.

## **Additional Theatre Courses**

#### **THEA 450 - Independent Study**

Open to majors with the consent of the theatre faculty. *1-4 hours*

#### **THEA 455 - Internship**

Open to majors with the consent of the theatre faculty. *1-8 hours*

#### **THEA 495 - Independent Undergraduate Research or Creative Investigation**

*1-3 hours*

*Prerequisite(s):* Consent of instructor.

# Theology

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The theology and pastoral ministry department engages undergraduates in rigorous theological inquiry, especially within the Catholic tradition, prepares theology majors and minors for advanced study and professional endeavors, and provides ministry students with the requisite skills and the theological training for competent pastoral care or further study in ministry or related fields.

## Theology - B.A.

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:*

THEO 101 - Introduction to Theology  
THEO 103 - Introduction to Roman Catholicism  
THEO 104 - Introduction to the Study of Religion  
THEO 105 - Introduction to Interfaith Studies  
THEO 106 - Introduction to Practical Theology  
THEO 384 - Special Topics in Theological Methods

### *Area II: Biblical Literature and Language:*

THEO 110 - Understanding the Bible  
THEO 111 - New Testament Greek: Introduction  
THEO 112 - New Testament Greek: Intermediate  
THEO 120 - The Bible: Genesis to Judges  
THEO 122 - New Testament I: The Gospels  
THEO 230 - The Bible: Prophets and Wisdom  
THEO 232 - New Testament II: Acts, Paul, and Other Writings  
THEO 380 - The Book of Job  
THEO 383 - The Book of Revelation and Apocalyptic Literature  
THEO 389 - Special Topics in Biblical Literature and Language

### *Area III: History and Doctrine:*

THEO 240 - Current Issues Facing the Church  
THEO 246 - Giver of Life: Unforgetting the Holy Spirit  
THEO 250 - History of Christianity I: From Its Origins to the Eve of the Reformation  
THEO 251 - History of Christianity II: From the Reformation to the Present  
THEO 252 - Sacraments in the Catholic Tradition  
THEO 255 - The Mystery of Death  
THEO 310 - Jesus the Christ  
THEO 330 - The Mystery of God  
THEO 354 - Great Christian Thinkers  
THEO 386 - Special Topics in History and Doctrine

### *Area IV: Christian Ethics and Spirituality:*

THEO 160 - Understanding the Christian Life  
THEO 256 - Marriage and Family Life  
THEO 261 - Catholic Social Teaching and Movements  
THEO 267 - Owning and Owing: Theological Perspectives on Property and Debt  
THEO 273 - Great Women Mystics  
THEO 281 - Dominican Saints and Mystics  
THEO 320 - Theological Ethics  
THEO 321 - Sexual Ethics  
THEO 368 - Biomedical and Health Care Ethics

THEO 373 - Christian Spirituality  
THEO 385 - Special Topics in Ethics and Spirituality

### *Area V: Theology, Religion, and Culture:*

THEO 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People  
THEO 239 - Latin@ American Religious Experience and Theology  
THEO 242 - The Mystery of Evil in Religion and Literature  
THEO 257 - Women and Religion  
THEO 264 - The Ways of War and Peace in Christianity and Islam  
THEO 270 - Christianity Among the World's Religions  
THEO 272 - Mystical Traditions in World Religions  
THEO 277 - African-American Religious Experience and Theology  
THEO 278 - Religions of the Book: Judaism, Christianity, Islam  
THEO 280 - Native American Culture and Spirituality  
THEO 282 - Science, Religion, and Theology  
THEO 343 - Freud, Jung, and Religion  
THEO 360 - Religion and Politics  
THEO 362 - Environmental Theology: Ecology in Crisis  
THEO 376 - Asian Religions  
THEO 379 - Native American Ceremony and Ritual  
THEO 382 - Special Topics in Religion and Culture

### *Area VI: Advanced Study:*

THEO 299 - Community-Based Learning  
THEO 450 - Independent Study  
THEO 455 - Internship  
THEO 485 - Theology Senior Integrating Seminar

## Major Requirements:

A minimum of 39 semester hours is required including:

## Required Courses:

### *Area I:*

- THEO 101 - Introduction to Theology
- THEO 103 - Introduction to Roman Catholicism
- THEO 104 - Introduction to the Study of Religion

### *Area II:*

- Two 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 THEO 310 - Jesus the Christ

### *Area IV:*

- Two courses, of which one must be THEO 320 - Theological Ethics

### *Area V:*

### *One course chosen from:*

- THEO 270 - Christianity Among the World's Religions
- THEO 272 - Mystical Traditions in World Religions
- THEO 278 - Religions of the Book: Judaism, Christianity, Islam
- THEO 371 - Law and Legal Reasoning in Judaism, Christianity, and Islam
- THEO 376 - Asian Religions

*One course chosen from:*

- THEO 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People
- THEO 239 - Latin@ American Religious Experience and Theology
- THEO 277 - African-American Religious Experience and Theology
- THEO 280 - Native American Culture and Spirituality
- THEO 379 - Native American Ceremony and Ritual

*One course chosen from the remaining Area V courses*

*Area VI:*

- THEO 485 - Theology Senior Integrating Seminar

## Additional Requirements:

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.

## Theology Minor

### Minor Requirements:

A minimum of six courses is required, including:

### Required Courses:

*Area I:*

- THEO 101 - Introduction to Theology

*Area II*

- THEO 110 - Understanding the Bible

*Area III:*

- One course

*Area IV:*

- One course

*Area V:*

- One Course

## Additional Requirements:

At least three courses must be taken as intensified or at the 300 level.

## Area I: Theological Foundations

### THEO 101 - Introduction to Theology

Sooner or later, we are presented with questions of a most fundamental kind: Does my life truly have meaning? How do we account for evil and suffering? Is the universe friendly and with a final purpose? Is death the end? Such questions—including questions about God's existence and nature—arise in various times, places, and ways: in the art forms of popular culture, in personal or social crises, in unexpected joy or sorrow, in the midst of nature's beauty and awesome power, in the struggle to love one's enemies, in the kindness of strangers and the fidelity of friends, in the

restlessness of the human heart. This course offers an introduction to theology as a way of raising and attempting to answer such questions. So, students will learn to think theologically through self-discovery but also by engaging other individuals and communities, especially Catholic Christianity in conversation with other traditions. By exploring sacred texts and other theological sources, we can learn to read the world in profound and often surprising ways. *3 hours*

This course will satisfy the theology core area requirement.

### THEO 103 - Introduction to Roman Catholicism

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. *3 hours*

Listed also as CATH 103

This course will satisfy the theology core area requirement.

### THEO 104 - Introduction to the Study of Religion

Like they do about the weather, everybody talks about religion, but few bother to find out what it is. This course explores the meaning, evolution, and practice of religion as a human experience and social institution from a variety of perspectives. In addition to contributions from the history of religions, and both the philosophy and theology of religion, students will also consider the scientific study of religion from the viewpoint of the disciplines of cultural anthropology, archeology, psychology and sociology. Emphasis will be placed on the religious imagination, the use of symbol, myth and ritual in different cultural settings, and the importance of religion in civic discourse and political life. *3 hours*

This course will satisfy the multicultural core requirement; this course does not satisfy the theology core area requirement.

### THEO 105 - Introduction to Interfaith Studies

This course investigates a range of theological and philosophical warrants and resources within particular religious traditions, including Catholic Christianity, for engaging constructively with other religious and nonreligious worldviews. It explores efforts to establish common ground while understanding the dynamics of conflict. It studies significant moments in the history of interfaith interchange, with particular attention to developments following the 1893 World Parliament of Religions held in Chicago. Students will analyze and have some direct experience with contemporary interfaith organizations and initiatives, including those that foster theological dialogue, the sharing of religious and spiritual experience, and cooperative action in an effort to promote "a more just and humane world." *3 hours*

This course will satisfy the theology core area requirement and the multicultural core requirement.

### THEO 106 - Introduction to Practical Theology

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. *3 hours*

Listed also as PMIN 160

This course will satisfy the theology core area requirement.

### THEO 384 - Special Topics in Theological Methods

*3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor

## Area I: Biblical Literature and Language

### **THEO 110 - Understanding the Bible**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 111 - New Testament Greek: Introduction**

This course offers an introduction to the basic elements of the grammar and vocabulary of the New Testament. *3 hours*

### **THEO 112 - New Testament Greek: Intermediate**

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. *3 hours*

*Prerequisite(s):* THEO 111

### **THEO 120 - The Bible: Genesis to Judges**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 122 - New Testament I: The Gospels**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 230 - The Bible: Prophets and Wisdom**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 232 - New Testament II: Acts, Paul, and Other Writings**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 235 - Flawed Families of the Bible**

Violence, infidelity, incest, infertility, sibling rivalry—in the Bible? This course offers an exploration of the messiness of family life in the Bible, in particular the ways in which biblical stories of God's relationship with broken, messed-up families are stories of love and forgiveness, of redemption and hope. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 380 - The Book of Job**

Using a multidisciplinary approach (literature, philosophy, sociology, politics, art, and music), this course offers a critical

analysis of major themes (e.g., the mystery of God, the problem of innocent suffering, questions of justice) in the book of Job. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

### **THEO 383 - The Book of Revelation and Apocalyptic Literature**

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 the apocalyptic in our time. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

### **THEO 389 - Special Topics in Biblical Literature and Language**

*3 hours*

*Prerequisite(s):* Sophomore standing or consent of the instructor

## Area III: History and Doctrine

### **THEO 240 - Current Issues Facing the Church**

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 21<sup>st</sup> century. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 246 - Giver of Life: Unforgetting the Holy Spirit**

This course will explore the scriptural, theological, and ministerial dimensions of the doctrine of the Holy Spirit as the animating principle of the Church, both globally and locally, and the matrix of the spiritual life of individual persons and communities.

According to Christian belief and experience, the Holy Spirit is the most accessible and immediately operative of the three persons of the divine tri-unity, yet remains the least recognized and studied, despite important ramifications in scripture scholarship, systematics, and pastoral theology, not least in regard to women's studies, liberation theology, and spirituality. Topics will include the Hebrew and Jewish experience of God as spirit, the teachings of Jesus on the Holy Spirit, the belief and experience of the early Christian community, the Holy Spirit as the feminine face of God, the Holy Spirit as ground of prayer and religious experience, the "new age" as the era of the Holy Spirit, charismatic manifestations, the eschatological role of the Spirit, and the pastoral implications of the Holy Spirit for ministry. *3 hours*

### **THEO 250 - History of Christianity I: From Its Origins to the Eve of the Reformation**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 251 - History of Christianity II: From the Reformation to the Present**

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 THEO 250 is not a prerequisite for this course. 3 hours

This course will satisfy the theology core area requirement.

#### **THEO 252 - Sacraments in the Catholic Tradition**

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. 3 hours

This course will satisfy the theology core area requirement.

#### **THEO 255 - The Mystery of Death**

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. 3 hours

This course will satisfy the theology core area requirement.

#### **THEO 310 - Jesus the Christ**

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). 3 hours

*Prerequisite(s):* Sophomore standing or consent of the instructor.

This course will satisfy the theology core area requirement.

#### **THEO 330 - The Mystery of God**

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. 3 hours

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

#### **THEO 354 - Great Christian Thinkers**

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). 3 hours

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

#### **THEO 361 - Debates About God**

Using works by Plato, Kierkegaard, and others, this course will focus on questions of the religious basis of morality, the trial of Abraham, the difference between a genius and an apostle, faith and knowledge, the meaning of human suffering, indirect communication, and the possibility of human freedom. 3 hours

Listed also as POSC 361.

This course does not satisfy the theology core area requirement.

#### **THEO 386 - Special Topics in History and Doctrine**

3 hours

*Prerequisite(s):* Sophomore standing or consent of instructor.

## **Area IV: Christian Ethics and Spirituality**

#### **THEO 160 - Understanding the Christian Life**

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. 3 hours

This course will satisfy the theology core area requirement.

#### **THEO 256 - Marriage and Family Life**

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. 3 hours

Listed also as SWG 256.

This course will satisfy the theology core area requirement.

#### **THEO 261 - Catholic Social Teaching and Movements**

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, the works of prominent writers, and social movements. 3 hours

This course will satisfy the theology core area requirement.

#### **THEO 267 - Owning and Owning: Theological Perspectives on Property and Debt**

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. 3 hours

This course will satisfy the theology core area requirement.

#### **THEO 273 - Great Women Mystics**

This course explores the lives, activity, and writings of outstanding Christian 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, Catherine of Siena, Julian of Norwich, Joan of Arc, and Teresa of Avila, other important figures of past ages and recent times will be considered as well, including artists, writers, and political leaders. 3 hours

Listed also as SWG 273.

This course will satisfy the theology core area requirement.

### **THEO 281 - Dominican Saints and Mystics**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 320 - Theological Ethics**

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 church authority in the changing life of the individual and community. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

### **THEO 321 - Sexual Ethics**

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. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

### **THEO 368 - Biomedical and Health Care Ethics**

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. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

### **THEO 373 - Christian Spirituality**

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. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

### **THEO 385 - Special Topics in Ethics and Spirituality** *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

## **Area V: Theology, Religion, and Culture**

### **THEO 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People**

This course provides an in-depth exploration into the spirituality of Latinos and Latinas living in the United States. With the

understanding that Latin@ spirituality varies between and within faith communities, this course will particularly focus on the origins, development, and contemporary experience of Roman Catholic Mexican-American spirituality with special attention to the theological character and implications of that spirituality. We will examine the roots and origins of this perspective through history, literature, cultural anthropology, biblical studies. Additionally, this course will aid the discovery and exploration of one's own spirituality, whatever one's cultural and theological starting point might be. *3 hours*

Listed also as LLAS 238

This course will satisfy the theology core area requirement and the multicultural core requirement.

### **THEO 239 - Latin@ American Religious Experience and Theology**

The Latino perspective in religion and theology has only recently been heralded and explored. This course will begin by situating Latino/a perspectives in theology within the larger category of contextual theology. A review of the method and source material of Latino/a theologies will demonstrate how they differ from "classic" theologies. We will then discuss a number of theological topics that pertain to the Latino/a religious experience. Finally, we will look at the Latino/a perspective within the Catholic tradition and the Church. *3 hours*

Listed also as LLAS 239

This course will satisfy the theology core area requirement and the multicultural core requirement.

### **THEO 242 - The Mystery of Evil in Religion and Literature**

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. *3 hours*

This course will satisfy the theology core area requirement.

### **THEO 257 - Women and Religion**

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. *3 hours*

Listed also as SWG 257.

This course will satisfy the theology core area requirement.

### **THEO 263 - Health and Healing: Medicine, Religion, and Spirituality**

This course explores the historical and contemporary interface between medicine and religion with an emphasis on the origin and development of the nursing tradition, especially its impact on the revival of spirituality in the late 20<sup>th</sup> century. Tracing the path of wellness from its origins in Greek, Chinese, and Indian cultures, as well as the distinctive approach of Judaism and early Christianity, students will investigate the development of healing practices in the medical traditions of medieval monasticism, Islamic medical schools in Spain and North Africa, and the rediscovery of holistic medicine in recent times. Topics will include studies of longevity, alternative health care, fitness and exercise, diet and nutritional studies, pain management, and the role of emotion in regard to personal and social health. *3 hours*

This course will satisfy the theology core area requirement.

**THEO 264 - The Ways of War and Peace in Christianity and Islam**

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 Quran, and other key texts), “holy war” jihad, “just war,” and approaches to nonviolence within the two traditions. *3 hours*

This course will satisfy the theology core area requirement and the multicultural core requirement.

**THEO 268 - Theology and Horror Fiction**

This course will explore how modern horror fiction engages and reflects themes and that are found in the biblical and Christian theological traditions, such as the human condition, the problem of mortality, good and evil, social justice, war, gender, and the role of nature. Using literary and theological methods, the course will look at specific traditional examples, such as the Books of Genesis and Revelation, before focusing on modern horror fiction, such as *I Am Legend*, *Frankenstein*, *The Monstrous*, *The Walking Dead*, *World War Z*, and *The Shining* (among others). *3 hours*

This course will satisfy the theology core area requirement.

**THEO 270 - Christianity Among the World's Religions**

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? *3 hours*

This course will satisfy the theology core area requirement.

**THEO 272 - Mystical Traditions in World Religions**

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. *3 hours*

This course will satisfy the theology core area requirement.

**THEO 277 - African-American Religious Experience and Theology**

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. *3 hours*

Listed also as BWS 277.

This course will satisfy the theology core area requirement and the multicultural core requirement.

**THEO 278 - Religions of the Book: Judaism, Christianity, Islam**

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? *3 hours*

This course will satisfy the theology core area requirement.

**THEO 280 - Native American Culture and Spirituality**

This course explores the history, culture, and spirituality of the Native peoples 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. *3 hours*

This course will satisfy the multicultural core requirement.

**THEO 282 - Science, Religion, and Theology**

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. *3 hours*

This course will satisfy the theology core area requirement.

**THEO 343 - Freud, Jung, and Religion**

What do psychologists have to say 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. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

**THEO 360 - Religion and Politics**

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”. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

**THEO 362 - Environmental Theology: Ecology in Crisis**

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. *3 hours*

Listed also as ENVS 362.

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the theology core area requirement.

**THEO 371 - Law and Legal Reasoning in Judaism, Christianity, and Islam**

Law and religion often converge or conflict in profound and complex ways. This is certainly true of the Abrahamic religions. As the title suggests, this course has a two-fold but interrelated focus. On the one hand, we will explore in a comparative way the theological status and character of law in Judaism, Christianity, and Islam. For example, is law understood to be eternal or divine? What is the relationship between God's law and human law? Will following the law lead to salvation? Does law have diverse theologically-defined uses or aims? Is the law affirmed by a religious tradition meant to be universal or is it restricted to that particular community of believers? On the other hand, we will

explore, again in a comparative way, the practice of legal reasoning in the three traditions as applied to such issues as religious observance, the taking of human life, gender relations, and economic justice. *3 hours*

Listed also as HNT0 371.

*Prerequisite(s):* Pre-law minor or consent of instructor.

This course will fulfill the Theology core area requirement.

### **THEO 376 - Asian Religions**

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 (e.g., 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. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of the instructor.

This course will satisfy the multicultural core requirement.

### **THEO 379 - Native American Ceremony and Ritual**

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. *3 hours*

*Prerequisite(s):* Sophomore standing or consent of the instructor.

This course will satisfy the multicultural core requirement.

### **THEO 381 - Native American Culture and Spirituality**

This seminar introduces students to the cultural, religious and social issues of another culture and people. Exploration begins in orientation classes consisting of presentation, discussions, and selected readings. The central component of the course is a service-learning trip, varying in duration from two to four weeks, depending on the topic. May be repeated with a different topic. *3 hours*

Listed also as SOC 281.

*Prerequisite(s):* Sophomore standing or consent of instructor.

This course will satisfy the multicultural core requirement.

### **THEO 382 - Special Topics in Religion and Culture**

*3 hours*

*Prerequisite(s):* Sophomore standing or consent of instructor

## **Area VI: Advanced Study**

### **THEO 299 - Community-Based Learning**

*1 hour*

*Prerequisite(s):* Consent of the instructor

### **THEO 450 - Independent Study**

This course is intended for advanced students working in consultation with an instructor on a topic not covered in available courses. *2-4 hours*

This course may not be used to satisfy the theology core area requirement.

### **THEO 455 - Internship**

*1-8 hours*

### **THEO 485 - Theology Senior Integrating Seminar**

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 research paper or a portfolio; and a formal presentation of their research or of their portfolio to the Department of Theology. *3 hours*

# Washington Internship Institute

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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. Because it is affiliated with Dominican University, students can utilize scholarships and financial aid to participate in its programs. Students may attend the Washington Internship Institute in the fall or spring semesters for 14 credit hours or during the summer for 12 credit hours. Students may choose from four separate tracks of study and internship experience: Inside Washington, International and Foreign Policy Studies, Environmental and Sustainability Policy Studies, and Global Women's Leadership Development.

## **WII 350 - Inside Washington: Politics, and Policy**

A part of the Inside Washington 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 on-site working visits, and covers substantive institutions of American politics such as 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. *3 hours*

## **WII 351 - International and Foreign Policy Studies**

This course is designed to help prepare the student in the International and Foreign Policy Studies internship program for professional leadership in American foreign affairs through experience and knowledge of both the American and the 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. *3 hours*

## **WII 352 - Environmental and Sustainability Policy Studies**

In this course, students in the Environmental and Sustainability Policy Studies 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. *3 hours*

## **WII 353 - Global Women's Leadership Development**

This course will study key issues facing women around the world and in the United States. Whether considering issues such as women's health, gender and family, human rights, women in war, human trafficking, or economic entrepreneurship and micro-lending, you will have the chance to critically assess case studies in this intensive seminar. Be a part of shaping opportunities for women in the world well into the 21<sup>st</sup> century. *3 hours*

## **WII 355 - Internship Seminar: Leadership and Professional Development**

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. *3 hours*

## **WII 357 - Inside Washington Internship**

The Inside Washington internship program welcomes all majors and allows students the greatest variety in choosing the internship that best fits their interests. Internships focus mainly on U.S. organizations and institutions in media, advocacy organizations, government agencies, and the elective branches of the federal government. *6-8 hours*

## **WII 358 - International and Foreign Policy Internship**

The International and Foreign Policy 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. *6-8 hours*

## **WII 359 - Environmental and Sustainability Internship**

The Environmental and Sustainability internship program is geared toward students from environmental policy and studies backgrounds. Students intern with public and private environmental organizations. *6-8 hours*

## **WII 360 - Global Women's Leadership Internship**

The Global Women's Leadership Internship program gives students the opportunity to intern and do substantive, hands-on work in the nation's capital with an international non-governmental organization, women's political or legal advocacy group, a corporation, a government agency, or a policy organization. *6-8 hours*

# Brennan School of Business

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## Mission

The Brennan School of Business provides ethics-centered management education for students who are either entering business professions or continuing their professional development. The curriculum provides students with an enduring foundation in business and leadership skills as well as 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 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 arts and professional learning. The business school is dedicated to providing students with

academic instruction that is not only grounded in liberal arts education but also distinguished by its rigor and challenge. A primary purpose of the business program is to prepare graduates to have an understanding of ethical precepts and a commitment to socially responsible behavior. 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 students with the opportunity to expand their knowledge and to develop the tools for managing companies and organizations in an ethical manner with consideration for 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 economic, 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 designed not only 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 a major in accounting, business administration, economics, or international business must be admitted to the Brennan School of Business. Admission is open to students who have completed 12 credit hours, are in good academic standing at the university, and who have completed prior business courses sufficient to meet one of the following criteria:

- Completion of at least one business course (accounting, business administration, or economics) at Dominican University or an equivalent business course at another institution, and enrolled in at least one additional business course at Dominican University.
- Completion of at least two business courses at Dominican University.
- Completion of at least four equivalent business courses at another institution.

Application forms are available in the Brennan School of Business Office in Lewis 203.

All students, whether or not they major in one of the business disciplines, are welcome to enroll in business courses. However, no more than eight business courses (in accounting, business administration, and economics) may be taken without declaring a major in one of the business disciplines.

## Course Prerequisites

Many business courses have prerequisites. These prerequisites are waived only in exceptional circumstances and only with the consent of the department chair or the dean of the Brennan School of Business.

## Accelerated MBA 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 Accelerated MBA program 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 ten 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](mailto: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

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## Accounting - B.S.

The accounting major provides a series of courses to prepare the student for a career in the field of accounting.

### Major Requirements:

#### Required Courses:

- ACCT 101 - Principles of Accounting I
- ACCT 102 - Principles of Accounting II
- ACCT 210 - Cost Accounting
- ACCT 310 - Intermediate Accounting I
- ACCT 315 - Intermediate Accounting II
- ACCT 320 - Taxes I
- ACCT 420 - Advanced Accounting
- ACCT 424 - Accounting Information Systems
- ACCT 430 - Auditing
- BAD 240 - Business Law
- BAD 250 - Marketing
- BAD 335 - Business Ethics
- BAD 345 - Management
- BAD 350 - Managerial Finance
- BAD 490 - Business Policies
- ECON 190 - Principles of Microeconomics
- ECON 191 - Principles of Macroeconomics
- ECON 260 - Statistics for Business and Economics

*It is strongly recommended that accounting majors take:*

- ACCT 325 - Taxes II
- MATH 170 - Introduction to Finite Mathematics
- ENGL 336 - Writing at Work

### Additional Requirements:

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.

### Additional Information

The State of Illinois requires that an individual must have 150 semester hours of college credit to sit for the Certified Public Accounting (CPA) examination. In addition, the State of Illinois requires a minimum number of hours in business and accounting courses. To meet these requirements, a student should take ACCT 325 and ENGL 336. Any student planning to sit for the CPA exam may want to consider enrolling in the Accelerated MBA program to meet the 150-semester-hour requirement. Students who major in accounting will earn the Bachelor of Science degree.

## Accounting Minor

### 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

Introduction to financial accounting concepts and problems with emphasis on the accounting cycle; current assets; property, plant, and equipment; intangibles; and current liabilities. *3 hours*

*Prerequisite(s):* Completion of the math foundation requirement.

### ACCT 102 - Principles of Accounting II

Continuation of ACCT 101. Completion of the introduction into the area of financial accounting. Introduction to managerial accounting concepts and problems. *3 hours*

*Prerequisite(s):* ACCT 101.

### ACCT 210 - Cost Accounting

Basic fundamentals in the area of cost. Use and measurement of accounting costs in managerial decision making. *3 hours*

*Prerequisite(s):* ACCT 102. ECON 260 and CIS 120 are recommended.

### ACCT 310 - Intermediate Accounting I

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. *3 hours*

*Prerequisite(s):* ACCT 102. CIS 120 is recommended.

### ACCT 315 - Intermediate Accounting II

A continuation of the study of accounting principles begun in ACCT 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. *3 hours*

*Prerequisite(s):* ACCT 310.

### ACCT 320 - Taxes I

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. *3 hours*

*Prerequisite(s):* ACCT 101.

### ACCT 325 - Taxes II

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. *3 hours*

*Prerequisite(s):* ACCT 320.

#### **ACCT 420 - Advanced Accounting**

A study of accounting principles as they relate to consolidations, foreign currency translation, partnerships, state and local governments, and nonprofit organizations. *3 hours*

*Prerequisite(s):* ACCT 315.

#### **ACCT 424 - Accounting Information Systems**

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. *3 hours*

*Prerequisite(s):* ACCT 310

#### **ACCT 430 - Auditing**

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. *3 hours*

*Prerequisite(s):* ACCT 315.

#### **ACCT 450 - Independent Study**

Open to juniors and seniors majoring in accounting. *1-8 hours*

#### **ACCT 455 - Internship**

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. *1-8 hours*

# Business Administration

## Business Administration - B.A./B.S.

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.

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.

### Major Requirements:

#### Required Courses:

- BAD 240 - Business Law
- BAD 250 - Marketing
- BAD 255 - International Business
- BAD 335 - Business Ethics
- BAD 345 - Management
- BAD 350 - Managerial Finance
- BAD 380 - Operations Management
- BAD 490 - Business Policies
- ACCT 101 - Principles of Accounting I
- ACCT 102 - Principles of Accounting II
- ECON 190 - Principles of Microeconomics
- ECON 191 - Principles of Macroeconomics
- ECON 260 - Statistics for Business and Economics

### Areas of Concentration:

Students must also complete 15 credit hours in one of the following concentrations:

#### Concentration in Finance (Bachelor of Science degree)

##### Required Courses:

- ECON 367 - Financial Markets and Institutions
  - BAD 370 - Investments
- Complete three of the following courses:*
- BAD 365 - Applied Statistical Analysis
  - BAD 375 - International Finance
  - BAD 491 - Special Topics in Finance
  - Either CPSC 140 - Introduction to Computer Programming for Non-Majors or CPSC 155 - Computer Programming
  - ECON 376 - International Economics
  - MATH 250 - Introduction to Calculus

*or Brennan School of Business GSB 625, GSB 732, GSB 733, GSB 734, GSB 736 (GSB courses require acceptance to the Master of Business Administration program)*

#### Concentration in Management (Bachelor of Arts degree)

##### Required Courses:

- BAD 245 - Human Resource Management
  - BAD 275 - Entrepreneurship
- Complete three of the following courses:*
- ACCT 210 - Cost Accounting
  - BAD 492 - Special Topics in Management
  - CAS 320 - Organizational Communication and Behavior
  - CAS 321 - Intercultural Communication
  - ECON 367 - Financial Markets and Institutions
  - PSYC 360 - Industrial and Organizational Psychology

*or Brennan School of Business GSB 624, GSB 723, GSB 754, GSB 782 (GSB courses require acceptance to the Master of Business Administration program)*

#### Concentration in Marketing (Bachelor of Arts degree)

##### Required Courses:

- BAD 351 - International Marketing
  - BAD 352 - Marketing Research
- Complete three of the following courses:*
- APRL 271 - Retail Promotion and Visual Merchandising
  - APRL 281 - Retail Social Media and Branding
  - BAD 275 - Entrepreneurship
  - BAD 365 - Applied Statistical Analysis
  - BAD 493 - Special Topics in Marketing
  - CAS 274 - Introduction to Integrated Marketing Communication
  - CAS 269 - Advanced Public Relations
  - CAS 275 - Advertising Strategy
  - CAS 321 - Intercultural Communication
  - CAS 350 - Persuasion

*or Brennan School of Business GSB 626, GSB 755, GSB 764, GSB 771, GSB 772, GSB 774, GSB 782 (GSB courses require acceptance to the Master of Business Administration program)*

### Additional Requirements:

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.

# Business Administration Minor

## Minor Requirements:

Students must complete 18 credit hours for the minor, including:

## Required Courses:

- ACCT 101 - Principles of Accounting I
- ECON 190 - Principles of Microeconomics

### *Four Courses chosen from:*

- ACCT 102 - Principles of Accounting II
- BAD 240 - Business Law
- BAD 250 - Marketing
- BAD 345 - Management
- BAD 350 - Managerial Finance or
- ECON 191 - Principles of Macroeconomics
- ECON 260 - Statistics for Business and Economics

## Additional Requirements:

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**

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. *3 hours*

### **BAD 245 - Human Resource Management**

Principles, theories, processes, and practices relating to the management of personnel. *3 hours*

Listed also as CAS 306.

### **BAD 250 - Marketing**

Introduction to the marketing concept, its historical development, and its importance to business, institutions, and consumers in contemporary society. *3 hours*

*Prerequisite(s):* ECON 190.

### **BAD 255 - International Business**

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. *3 hours*

*Prerequisite(s):* ECON 191. ECON 190 and BAD 250 are recommended.

### **BAD 275 - Entrepreneurship**

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. *3 hours*

*Prerequisite(s):* ACCT 101 is recommended.

### **BAD 335 - Business Ethics**

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. *3 hours*

*Prerequisite(s):* Junior standing. BAD 345 is recommended.

### **BAD 345 - Management**

An examination of basic organizational theory. Various organizational models and methods of reaching organizational goals are studied through analysis of current management practices. *3 hours*

*Prerequisite(s):* ECON 190 and junior standing. BAD 250 is recommended.

### **BAD 350 - Managerial Finance**

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. *3 hours*

*Prerequisite(s):* ACCT 101 and ECON 260.

### **BAD 351 - International Marketing**

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. *3 hours*

*Prerequisite(s):* BAD 250 and BAD 255.

### **BAD 352 - Marketing Research**

Introduction to research theory and practice in the context of marketing. The course will focus on both quantitative and qualitative research methods and the importance of information to the organization. *3 hours*

*Prerequisite(s):* BAD 250

### **BAD 353 - Buyer Behavior**

Focus on consumer-oriented marketing practices and strategies. Students examine consumer behavior theories and research in understanding the role of the customer as it relates to business practice. *3 hours*

*Prerequisite(s):* BAD 250

### **BAD 365 - Applied Statistical Analysis**

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. *3 hours*

Listed also as ECON 365.

*Prerequisite(s):* ECON 260 and CIS 120.

### **BAD 370 - Investments**

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. *3 hours*

*Prerequisite(s):* BAD 350.

#### **BAD 375 - International Finance**

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. *3 hours*

*Prerequisite(s):* ECON 190, ECON 191, and BAD 350.

#### **BAD 380 - Operations Management**

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. *3 hours*

*Prerequisite(s):* ECON 260.

#### **BAD 385 - International Management**

The course will focus on application of international management principles in multinational corporations, small and medium-sized businesses, firms that are born global, and social enterprises. Comparative management systems will be studied. *3 hours*

*Prerequisite(s):* BAD 255

#### **BAD 450 - Independent Study**

*1-8 hours*

*Prerequisite(s):* Open to juniors and seniors majoring in business administration.

#### **BAD 455 - Internship**

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. *1-8 hours*

*Prerequisite(s):* Open to junior and senior majors.

#### **BAD 490 - Business Policies**

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. *3 hours*

*Prerequisite(s):* BAD 250, BAD 345, BAD 350, and ECON 260. BAD 255 and BAD 380 are recommended.

#### **BAD 491 - Special Topics in Finance**

This course will cover special topics in the area of finance. Topics covered will be based on the research interests of the course instructor. *3 hours*

*Prerequisite(s):* BAD 350.

#### **BAD 492 - Special Topics in Management**

This course will cover special topics in the area of management. Topics covered will be based on the research interests of the course instructor. *3 hours*

*Prerequisite(s):* BAD 345.

#### **BAD 493 - Special Topics in Marketing**

This course will cover special topics in the area of marketing. Topics covered will be based on the research interests of the course instructor. *3 hours*

*Prerequisite(s):* BAD 250.

#### **BAD 499 - Managing the Global Business**

This is the capstone course for international business majors. The course focus is on the successful application of international management principles in multinational corporations, small and medium-sized businesses, firms that are born global, and social enterprises. Comparative management systems will be studied. Students will apply their knowledge through intensive case study and/or a computer simulation. Students will also conduct a semester-long research project. Students with a language concentration will demonstrate language competency in their research project. *3 hours*

*Prerequisite(s):* BAD 255, BAD 351, BAD 375, and ECON 376.

# Economics

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## Economics - B.A.

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:

#### Required Courses:

- ECON 190 - Principles of Microeconomics
- ECON 191 - Principles of Macroeconomics
- ECON 260 - Statistics for Business and Economics
- ECON 370 - Intermediate Price Theory: Microeconomics
- ECON 371 - Intermediate Income Theory: Macroeconomics
- ECON 376 - International Economics
- BAD 335 - Business Ethics

*Five courses from the following:*

- BAD 370 - Investments
- BAD 375 - International Finance
- BAD 491 - Special Topics in Finance
- ECON 365 - Applied Statistical Analysis With Spreadsheets
- ECON 366 - American Economic History
- ECON 367 - Financial Markets and Institutions
- ECON 462 - History of Contemporary Economic Thought
- ECON 498 - Special Topics in Economics
- MATH 230 - Linear Algebra
- MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 270 - Multivariable Calculus
- MATH 280 - Introduction to Differential Equations
- 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

### Additional Requirements:

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.

### Additional Information

Students intending to pursue graduate study in economics are strongly recommended to complete MATH 230, MATH 261, MATH 262, MATH 270, and ECON 365.

Students intending to pursue a career in financial economics or finance are strongly recommended to complete BAD 370, BAD 375, BAD 491, ECON 365, and ECON 367.

Students intending to pursue a career in the social sciences are strongly recommended to complete ECON 366 and ECON 462 and courses in political science, psychology, or sociology.

## Teacher Licensure: Elementary Education

Economics majors who are interested in elementary education should consult with the elementary licensure advisor in the School of Education.

## Economics Minor

### 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

An introduction to economic theory and economic analysis of the American economy with emphasis on microeconomics—the price system, product and input market analysis. *3 hours*

This course will satisfy the social sciences core area requirement.

### ECON 191 - Principles of Macroeconomics

An introduction to economic theory and economic analysis of the American economy with emphasis on macroeconomics—national income analysis, fiscal and monetary policy. *3 hours*

This course will satisfy the social sciences core area requirement.

### ECON 260 - Statistics for Business and Economics

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. *3 hours*

*Prerequisite(s):* Completion of the math foundation requirement. CIS 120 or concurrent enrollment.

### ECON 299 - Community-Based Learning

*1 hour*

### ECON 365 - Applied Statistical Analysis With Spreadsheets

*3 hours*

Listed also as BAD 365.

*Prerequisite(s):* ECON 260 and CIS 120.

### ECON 366 - American Economic History

The market and non-market forces and personalities shaping the development of the American economy from the colonial period through the early 1950s. *3 hours*

Listed also as AMST 366.

*Prerequisite(s):* ECON 190 and ECON 191.

This course will satisfy the social sciences core area requirement.

### **ECON 367 - Financial Markets and Institutions**

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. *3 hours*

*Prerequisite(s):* ECON 191. ECON 190 is recommended.

### **ECON 370 - Intermediate Price Theory: Microeconomics**

The mechanism of a free market economy. The theory of price and output as determined under conditions of perfect competition, monopoly, and monopolistic competition. *3 hours*

*Prerequisite(s):* ECON 190.

### **ECON 371 - Intermediate Income Theory: Macroeconomics**

Theoretical study of questions concerning the economy as a whole: national income, consumption, investment, the role of government, monetary flows, and national economic growth. *3 hours*

*Prerequisite(s):* ECON 190 and ECON 191.

### **ECON 376 - International Economics**

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. *3 hours*

*Prerequisite(s):* ECON 190 and ECON 191.

This course will satisfy the social sciences core area requirement.

### **ECON 450 - Independent Study**

*1-3 hours*

*Prerequisite(s):* Open to juniors and seniors majoring in economics.

### **ECON 455 - Internship**

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. *1-8 hours*

*Prerequisite(s):* Open to juniors and seniors majoring in economics.

### **ECON 462 - History of Contemporary Economic Thought**

This course offers an examination of the development of economic theory in the 20<sup>th</sup> 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. *3 hours*

*Prerequisite(s):* ECON 190 and ECON 191.

This course will satisfy the social sciences core area requirement.

### **ECON 498 - Special Topics in Economics**

This course will cover special topics in the area of economics. Topics covered will be based on the research interests of the course instructor. *3 hours*

*Prerequisite(s):* ECON 190 and ECON 191.

### **ECON 495 - Independent Undergraduate Research or Creative Investigation**

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 will culminate in a conference presentation, journal article or other creative/scholarly project. *1-3 hours*

*Prerequisite(s):* Consent of instructor.

# International Business

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## International Business - B.A.

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:

#### Required Courses:

- ECON 190 - Principles of Microeconomics
- ECON 191 - Principles of Macroeconomics
- ECON 260 - Statistics for Business and Economics
- ECON 376 - International Economics
- BAD 250 - Marketing
- BAD 255 - International Business
- BAD 335 - Business Ethics
- BAD 345 - Management
- BAD 350 - Managerial Finance
- BAD 351 - International Marketing
- BAD 375 - International Finance
- BAD 385 - International Management
- BAD 490 - Business Policies
- ACCT 101 - Principles of Accounting I

#### Areas of Concentration:

Four courses from one of the following concentrations:

#### Language Concentration

Students must complete four 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 four 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.

## International Studies Concentration

Students must complete four courses including:

- CAS 321 - Intercultural Communication

*Complete three courses from the following list. Students are encouraged to take one course focused on Western nations and two courses focused on non-Western nations. Students should consult with their faculty advisor when selecting courses.*

#### Western-focused Courses:

- HIST 242 - Modern Latin America
- POSC 260 - Russia and Its Neighbors
- POSC 348 - The Politics of Europe
- SOC 204 - Latin America Today

#### Non-Western-focused Courses:

- HIST 213 - Modern China Since 1800
- HIST 214 - Modern Japan Since 1800
- HIST 226 - The Modern Middle East
- HIST 380 - Contemporary Africa
- HIST 391 - Apartheid in South Africa
- HIST 421 - History of Islamic Banking Systems
- POSC 263 - China: Mao to Reform
- POSC 264 - Politics in Africa
- POSC 265 - Middle-Eastern Politics
- POSC 267 - Politics of India and Pakistan
- POSC 268 - Politics of Asia
- POSC 317 - Non-Western Political Thought

#### **Other Courses**

- CAS 396 - Leadership in a Diverse Multicultural Environment
- GEOG 320 - Global Economic Geography
- HIST 201 - A History of Globalization
- SOC 268 - Cultural Anthropology
- SOC 302 - Sociology of Globalization and Development
- POSC 343 - International Law

## Additional Requirements:

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.

# School of Education

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## 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 future 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)
- 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 socio-cultural 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 licensure programs in elementary education, secondary education, and kindergarten to 12<sup>th</sup> 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 licensure requirements of the Illinois State Board of Education. Candidates who plan to teach in other states should consult the licensure 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 licensure programs at Dominican University. Candidates wishing to work toward teacher licensure should study this bulletin and consult with advisors from the School of Education early in their college careers.

## 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 licensure in combination with competence in liberal arts and sciences. (scholarship)
- Engage in reflective practice in their course work and experiences in the field. (scholarship)

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 12<sup>th</sup> 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 the Teacher Education Program

The student's first step toward pursuing teacher licensure at Dominican is to enroll in EDUC 200/ECED 200 - Foundations of Education. Upon completion of this course 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 EDUC 200/ECED 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 EDUC 200/ECED 200
- A passing score on the Illinois Licensure Testing System's Test of Academic Proficiency (formerly the Basic Skills test) or a score of 22 on the ACT Plus Writing or 1030 on the SAT
- 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 licensure. 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 licensure 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 Licensure Testing System's Test of Academic Proficiency prior to coming to Dominican if they did not receive a 22 or higher on the ACT Plus Writing or a 1030 on the SAT. 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 all courses presented for licensure (see the *Teacher Education Program Manual* for a complete list of courses)
- Acceptable dispositions ratings

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 criteria above that are 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 licensure 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
- Minimum grade of C in all courses presented for licensure
- Evidence of a passing score on the appropriate state 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

- Achievement of at least “acceptable” rating on the Clinical Practice application essay

These criteria must be met by the time of application to clinical practice, which is the beginning of the semester prior to clinical practice.

NOTE: Candidates are evaluated during clinical practice on a satisfactory/fail basis. Satisfactory is defined as C (not C-) and above.

## 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. All candidates for licensure 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 Office of Field Experience.

## Licensure Requirements

To be recommended for Illinois State Board of Education licensure, candidates must complete an approved program, pass the required state tests, and demonstrate the professional knowledge, skills, and dispositions identified by the School of Education. In addition, the candidate must meet any other requirements specified by the Illinois State Board of Education. In some cases, the Illinois State Board of Education may enact new rules or legislation that result in changes in licensure requirements. Should changes occur, the School of Education is bound to adhere to the new regulations. As a result, candidates may be required to meet new requirements other than those that are identified in this bulletin, online, or other School of Education publications at the time they began their program of study at Dominican.

## Illinois Licensure Testing System Requirement

Candidates seeking licensure in the State of Illinois must pass a series of tests administered by the Illinois Licensure Testing System (ILTS). The first test required for acceptance into the Teacher Education program is the ILTS Test of Academic Proficiency (formerly the Basic Skills test). Students who score 22 or above on the ACT Plus Writing or 1030 and above on the SAT may use their ACT/SAT score in place of the Test of Academic Proficiency. Documentation of the ACT Plus Writing score must be sent to Dominican and to the Illinois State Board of Education. For acceptance into clinical practice, candidates must pass the content area test in which they seek licensure by the time they apply to clinical practice. Candidates must also pass the Assessment of Professional Teaching (APT) test appropriate to their program of study before applying for licensure. This is usually taken during or immediately following clinical practice.

Paper-based tests are administered six Saturdays each year at locations throughout the state. Special arrangements will be made to accommodate persons whose religious convictions prohibit their taking tests on the regularly scheduled test administration date. Computer-based tests are administered by appointment through Pearson Vue Centers located throughout the Chicagoland area.

Registration information, study materials, and information about the tests, including information for persons with disabilities requesting accommodations, are available on the Illinois Licensure Testing System’s website, [www.il.nesinc.com](http://www.il.nesinc.com).

# Early Childhood Education

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## Early Childhood Education - B.A.

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 licensure in early childhood education (Type 04).

### General Education Competencies:

Candidates seeking early childhood state licensure 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.

### Major Requirements:

#### Required Courses:

- ECED 200 - Foundations of Education
- ECED 300 - Child Growth and Development
- ECED 301 - History and Philosophy of Early Childhood Education
- ECED 303 - Child, Family, and Community Relations
- ECED 381 - Methods of Teaching Reading for the Young Child
- ECED 382 - Instructional Methods of Curriculum and Organization in the Early Childhood Classroom
- ECED 384 - Techniques and Methodologies in the Early Childhood Education Classroom
- ECED 386 - Early Childhood Speech and Language
- ECED 430 - Early Childhood Education Assessment
- ECED 494 - Clinical Practice in Early Childhood Education
- ECED 495 - Clinical Practice Seminar in Early Childhood Education
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings

### Additional Requirements:

Courses taken prior to 2003 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 sciences, sociology, or theatre arts is required. All of these requirements must be completed with a minimum grade of C.

## Early Childhood Education - B.A./M.S.Ed. or B.S./M.S.Ed.

### Program Requirements:

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 licensure in early childhood education 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 EDUC 200 or be accepted into the undergraduate teacher education program. Candidates must also take ECED 300, ECED 301, and ECED 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.

## Early Childhood Education Courses

### ECED 200 - Foundations of Education

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. Fifteen field experience hours are required. *3 hours*

### ECED 300 - Child Growth and Development

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 25 field experience hours. *3 hours*

*Prerequisite(s):* EDUC 200 and admission to the Teacher Education Program.

### ECED 301 - History and Philosophy of Early Childhood Education

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. *3 hours*

*Prerequisite(s):* EDUC 200 and admission to the Teacher Education Program.

### **ECED 303 - Child, Family, and Community Relations**

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. *3 hours*

*Prerequisite(s):* EDUC 200 and admission to the Teacher Education Program.

### **ECED 381 - Methods of Teaching Reading for the Young Child**

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 25 clinical hours. *3 hours*

*Prerequisite(s):* EDUC 200, ECED 300 or ECED 301, and admission to the Teacher Education Program.

### **ECED 382 - Instructional Methods of Curriculum and Organization in the Early Childhood Classroom**

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. *3 hours*

*Prerequisite(s):* EDUC 200, ECED 300 or ECED 301, and admission to the Teacher Education Program.

### **ECED 384 - Techniques and Methodologies in the Early Childhood Education Classroom**

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 of curricular modifications for exceptional children are covered. Candidates apply theory to practice through 10 clinical hours. *3 hours*

*Prerequisite(s):* EDUC 200, ECED 300 or ECED 301, and admission to the Teacher Education Program.

### **ECED 386 - Early Childhood Speech and Language**

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. *3 hours*

*Prerequisite(s):* EDUC 200 and admission to the Teacher Education Program.

### **ECED 430 - Early Childhood Education Assessment**

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. *3 hours*

*Prerequisite(s):* EDUC 200, ECED 300 or ECED 301, and admission to the Teacher Education Program.

### **ECED 494 - Clinical Practice in Early Childhood Education**

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 full-time guided 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. *10 hours*

*Prerequisite(s):* Admission to clinical practice.

### **ECED 495 - Clinical Practice Seminar in Early Childhood Education**

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. *2 hours*

*Prerequisite(s):* Admission to clinical practice.

# Elementary, Secondary, K-12 Education

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## B.A./M.A.T. or B.S./M.A.T.

### Program Requirements:

This program is designed for Dominican undergraduate students who wish to complete courses for elementary or secondary licensure 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 licensure. 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. For more information, see the division chairperson for initial licensure.

## Elementary Education Licensure

### Elementary Education Program

A student pursuing elementary education licensure 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 licensure 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 licensure 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 3- or 4-credit course
- Mathematics: one 3- or 4-credit course (MATH 130 or above)
- History: One 3- or 4-credit course or related seminar
- Philosophy: One 3- or 4-credit course or related seminar
- Social Sciences: One 3- or 4- credit course or related seminar
- Science: One 3- or 4- credit course in each biological and physical science (one must include a lab)
- Humanities: One 3- or 4-credit course or related seminar

- Multicultural /Global: One 3- or 4-credit course or perspectives-related seminar (EDUC 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:

- EDUC 200 - Foundations of Education
- EDUC 310 - History and Philosophy of American Education
- EDUC 320 - Educational Psychology
- EDUC 353 - Integrating Technology Into the Curriculum
- EDUC 360 - Reading and Other Language Arts
- EDUC 369 - Mathematics and Science for the Elementary and Middle School Teacher
- EDUC 386 - Education in a Diverse Society
- EDUC 461 - Content Area Reading, Social Studies, and Assessment
- EDUC 490 - Clinical Practice Seminar: Elementary and Middle
- EDUC 495 - Clinical Practice: Elementary and Middle
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings

### The following courses must be taken at Dominican:

- EDUC 310 - History and Philosophy of American Education
- EDUC 353 - Integrating Technology Into the Curriculum
- EDUC 360 - Reading and Other Language Arts

- EDUC 369 - Mathematics and Science for the Elementary and Middle School Teacher
- EDUC 386 - Education in a Diverse Society
- EDUC 461 - Content Area Reading, Social Studies, and Assessment
- EDUC 490 - Clinical Practice Seminar: Elementary and Middle
- EDUC 495 - Clinical Practice: Elementary and Middle
- SEDU 356 - Collaboration and Adaptation in General Education Settings

## Additional Requirements:

Courses taken prior to 2005 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. EDUC 495 - Clinical Practice: Elementary and Middle is graded on a satisfactory/fail scale.

Courses for elementary licensure must be completed in a prespecified 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.

Students who transfer a course that requires field experience are responsible for completing the required field experience hours.

## Secondary Education Licensure

Dominican has Illinois state-approved teacher preparation programs in the following areas: biology, chemistry, English, history, and mathematics.

Teacher preparation for secondary licensure 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:

- EDUC 200 - Foundations of Education
- EDUC 310 - History and Philosophy of American Education
- EDUC 315 - Classroom Assessment
- EDUC 320 - Educational Psychology
- EDUC 353 - Integrating Technology Into the Curriculum
- EDUC 362 - Content Area Reading
- EDUC 386 - Education in a Diverse Society

*Complete one of the following courses, depending on the area of licensure:*

- EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools
- EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom
- EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools
- EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- EDUC 406 - Instructional Strategies for Teaching Social Studies in Middle and Secondary Schools

*Complete the following courses:*

- EDUC 491 - Clinical Practice Seminar: Middle and Secondary
- EDUC 496 - Clinical Practice: Middle and Secondary
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings

## Additional Requirements:

- Courses taken prior to 2005 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. EDUC 496 - Clinical Practice: Middle and Secondary is graded on a satisfactory/fail scale.
- Courses for secondary licensure must be completed in a prespecified 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 a major in a given field to teach a content area at the secondary level. In some content areas, specific coursework and/or assessments are required. See the list below for the specific requirements for each content area.

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 licensure officer.

- Biology – Complete the biology major as described in the biology section of this bulletin
- Chemistry – Complete the chemistry major as described in the chemistry section of this bulletin plus one additional course in biology
- English – Complete the English education requirements as described in the English section of this bulletin
- History - Complete the history major as described in the history section of this bulletin plus complete ECON 190, POSC 170, POSC 240 or POSC 250, SOC 110, and GEOG 250 or GEOG 320. Candidates in history must complete exit exams in economics, history, political science, and sociology. These must be completed prior to clinical practice.
- Mathematics – Complete the math major as described in the mathematics section of this bulletin plus MATH 330. Candidates are also encouraged to take MATH 312.

## Special Certificate (Grades K-12)

Programs for Special Certificates (grades K-12) are available for visual arts and modern foreign 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 licensure must be completed in a prespecified 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. In terms of the major requirement, specific coursework and/or assessments are required for some majors. See the list below for the specific requirements for each content area.

- Art – Complete one of the art and design majors plus ART 206, ART 260, and ART 270.
- French, Italian, or Spanish – Complete the major as described in the French, Italian, or Spanish section of this bulletin and complete three assessments: 1) Cultures, Literatures, and Cross-Disciplinary Concepts assessment, 2) Linguistic Terms Analysis and Presentation, and 3) the Oral Proficiency Interview (Students must score at the advanced low level)

## Education Courses

### **EDUC 100 - Excellence in Coaching**

Offered in conjunction with the School of Professional and Continuing Studies Excellence in Coaching certificate. *2 hours*

### **EDUC 200 - Foundations of Education**

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. *3 hours*

### **EDUC 310 - History and Philosophy of American Education**

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. *3 hours*

Listed also as AMST 311.

*Prerequisite(s):* EDUC 200.

### **EDUC 315 - Classroom Assessment**

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. *3 hours*

*Prerequisite(s):* EDUC 200, EDUC 310, and EDUC 320 and acceptance into the Teacher Education Program.

### **EDUC 320 - Educational Psychology**

In this course candidates explore the theoretical basis for teaching and learning in kindergarten through 12<sup>th</sup> 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. *3 hours*

*Prerequisite(s):* EDUC 200, EDUC 310, and acceptance into the Teacher Education Program.

### **EDUC 353 - Integrating Technology Into the Curriculum**

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. *3 hours*

*Prerequisite(s):* EDUC 200, EDUC 310, CIS 120, and acceptance into the Teacher Education Program.

### **EDUC 360 - Reading and Other Language Arts**

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. *3 hours*

*Prerequisite(s):* EDUC 200, EDUC 310, and acceptance into the Teacher Education Program.

### **EDUC 362 - Content Area Reading**

This course focuses on how to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. Candidates investigate research and classroom practice and their applicability to expository text. They examine assessment

practices, instructional methods and materials, and media and technology in the content areas. *1 hour*

*Prerequisite(s):* EDUC 200, EDUC 310, and acceptance into the Teacher Education Program.

### **EDUC 369 - Mathematics and Science for the Elementary and Middle School Teacher**

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 of Teachers of Mathematics, the National Science Teachers Association, and the Illinois Learning Standards. Fifteen field experience hours are required. *3 hours*

*Prerequisite(s):* EDUC 200, EDUC 310, EDUC 320, and acceptance into the Teacher Education Program.

### **EDUC 386 - Education in a Diverse Society**

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. Twenty-five field experience hours are required. *3 hours*

*Prerequisite(s):* EDUC 200, EDUC 310, EDUC 320, and acceptance into the Teacher Education Program.

This course will satisfy the multicultural core requirement.

### **EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools**

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 licensure. Thirty-five field experience hours are required. *3 hours*

*Prerequisite(s):* Senior standing; semester prior to clinical practice.

### **EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools**

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 licensure. Thirty-five field experience hours are required. *3 hours*

*Prerequisite(s):* EDUC 315 and EDUC 386.

### **EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom**

This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of art for candidates preparing for initial licensure. Thirty-five field experience hours are required. *3 hours*

*Prerequisite(s):* EDUC 315 and EDUC 386.

### **EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools**

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of mathematics for students preparing for initial licensure. Thirty-five field experience hours are required. *3 hours*

*Prerequisite(s):* EDUC 315 and EDUC 386.

### **EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom**

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 licensure. Thirty-five field experience hours are required. *3 hours*

*Prerequisite(s):* Senior standing; semester prior to clinical practice.

### **EDUC 406 - Instructional Strategies for Teaching Social Studies in Middle and Secondary Schools**

This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of social science for candidates preparing for initial licensure. Thirty-five field experience hours are required. *3 hours*

*Prerequisite(s):* Senior standing; semester prior to clinical practice.

### **EDUC 455 - Internship Reading Intervention**

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 whom they work with for the Hephzibah Children's Association. *1 hour*

*Prerequisite(s):* Consent of the instructor.

### **EDUC 461 - Content Area Reading, Social Studies, and Assessment**

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. *3 hours*

*Prerequisite(s):* EDUC 320, EDUC 360, and acceptance into the Teacher Education Program.

### **EDUC 490 - Clinical Practice Seminar: Elementary and Middle**

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. *2 hours*

*Prerequisite(s):* Acceptance into clinical practice.

### **EDUC 491 - Clinical Practice Seminar: Middle and Secondary**

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. *2 hours*

*Prerequisite(s):* Admission into clinical practice.

### **EDUC 492 - Clinical Practice: K-12 Modern Foreign Language**

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 a 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. *10 hours*

*Prerequisite(s):* Acceptance into clinical practice.

**EDUC 495 - Clinical Practice: Elementary and Middle**

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. *10 hours*

*Prerequisite(s):* Acceptance into clinical practice.

**EDUC 496 - Clinical Practice: Middle and Secondary**

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. *10 hours*

*Prerequisite(s):* Acceptance into clinical practice.

**EDUC 497 - Clinical Practice: K-12 Art**

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. *10 hours*

*Prerequisite(s):* Acceptance into clinical practice.

# Special Education

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## Special Education - B.A./M.S. or B.S./M.S. with Licensure

### Program Requirements:

### 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 in a chosen major and a Master of Science in Special Education with Type 10 Learning Behavior Specialist I licensure 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 licensure in elementary or secondary education at the undergraduate level or choose to work only toward licensure in special education (completed at the graduate level).

Candidates electing to work only toward licensure in special education during their undergraduate program take EDUC 200, apply for acceptance into the teacher education program, and, if accepted, take the foundational 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 division chairperson for specialized programs.

Candidates seeking licensure in elementary, secondary or K-12 education complete the requirements for the first licensure program and apply for the BA/MS SPED program in their junior year. They complete the graduate course work in the semesters following their undergraduate graduation.

## Special Education Courses

### SEDU 322 - Exceptional Students: Characteristics and the Special Education Process

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 IEPs and behavior management plans. Candidates become familiar with their role in working with exceptional students, their families, and special education service providers. Twenty-five field experience hours are required. *3 hours*

*Prerequisite(s):* EDUC 200 and EDUC 320, or ECED 200 and ECED 300; acceptance into the Teacher Education Program.

### SEDU 356 - Collaboration and Adaptation in General Education Settings

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. *2 hours*

*Prerequisite(s):* SEDU 322 and acceptance into the Teacher Education Program.

### SEDU 465 - Sign Language I

This course provides an introduction to deaf culture; the development, vocabulary, and conversation of sign language; as well as an understanding of American Sign Language grammar. Students will study the history of deaf culture, its values, and actively participate in classroom activities to enhance their ability to communicate using American Sign Language. *3 hours*

### SEDU 466 - Sign Language II

This course is a continuation of SEDU 465 - Sign Language I. Students taking Sign Language II are expected to have mastered the grammar and vocabulary covered in Sign Language I. This course will study Deaf culture more in depth. Students will further enhance vocabulary, conversation skills and learn additional American Sign Language grammar. Students will be expected to actively participate in classroom activities to enhance their ability to communicate using American Sign Language. *3 hours*

*Prerequisite(s):* SEDU 465

# Faculty

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# Notifications

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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.

## 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.

## 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](http://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