

CORE CURRICULUM HUMAN COMMUNITY (CCH)

CCH 110 | ESSENTIALS OF TRAINING AND DEVELOPMENT | 2 quarter hours

(Undergraduate)

This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. (2 quarter hours)

CCH 116 | PSYCHOLOGY OF MALE DEVELOPMENT | 4 quarter hours

(Undergraduate)

This course focuses on the development of boys from infancy through adulthood within socio-cultural context. We therefore address in addition to gender, the impact of race, ethnicity, class and related issues of societal /governmental failures when it comes to non-voting children. We cover why boys have more trouble at school, more problems with anger, and more incarcerations than girls or boys of higher social class, but our focus will be on their capacities and how those in power can help them thrive rather than present obstacles in their path from birth onwards. In my work in Chicago schools from Englewood to Rogers Park, I found young boys and teens very capable of caring and empathy but not reinforced by adults to develop these skills. This course suggests ways to change that and help teachers, parents and society not stereotype boys or give up on them so early in life. We will focus on how boys can develop fully as men of character and care, who can succeed in relationships, as parents, at work and in their community. We will learn of advocacy work to convince society to improve the conditions in which boys live. We draw upon the work of the Search Institute, the book "The Men They Will Become" by Eli Newberger (free online) and other current research. We will view workshops including feminist Judith Jordan's "Raising Competent and Connected Boys" and learn of local and national efforts to support young boys development.

CCH 118 | MAKING SOCIAL CHANGE: THE LEGACY OF THE 1960'S | 2 quarter hours

(Undergraduate)

In the first twenty years following World War II, Americans participated in the democratic process and in civil society in record numbers. They participated in public meetings, belonged to labor unions, joined churches, and formed professional societies. These civic structures and habits of involvement empowered citizens to believe they could make a difference in their communities and laid the groundwork for some of the major social movements of the second half of the 20th Century. Civil rights, second-wave feminism, gay rights, and Latino rights all have their roots in the 1960s and continued their work over the following decades. In this class, we will explore civic engagement through the lens of our recent history. We will look at how these movements developed and analyze how they achieved their goals. We will take lessons from our predecessors and apply them to our own efforts to make a contribution to the lives of people in our local, national or global communities. (2 quarter hours)

CCH 140 | WRITING WITH SOURCES: APA STYLE AND CITATIONS | 2 quarter hours

(Undergraduate)

Writing Toolkit courses introduce, deepen and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In Writing with Sources: APA Style and Citations, students will deepen their understanding of correct ways to use secondary sources in academic writing. Students will practice summarizing, paraphrasing, synthesizing, and citing source material, while gaining a deeper knowledge of the basic components and moves needed to write a paper using APA Style.

CCH 141 | CONFRONTING WRITER'S BLOCK | 2 quarter hours

(Undergraduate)

Writing Toolkit courses introduce, deepen and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In this course, students will explore the potential causes of writer's block and practice strategies for overcoming it.

CCH 142 | MECHANICS OF GOOD WRITING | 2 quarter hours

(Undergraduate)

Writing Toolkit courses introduce, deepen, and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In this course, students will learn how to improve the style, clarity, and correctness of their writing. The course will help students expand their knowledge and build confidence in their control of writing mechanics including, rules of grammar, sentence structure, word choice, parts of speech, and punctuation. Students will learn how to fix the most common mistakes that writers make. They will also learn when, why, and how to break the rules. Through weekly readings, discussions, and short, focused work using a current writing assignment of their own, students will identify and address areas for improvement in their writing.

CCH 155 | ANALYZING LEADERSHIP | 4 quarter hours

(Undergraduate)

This course provides a framework from which to identify and analyze leadership. Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as [guide] on a way especially by going in advance. Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. "Good" leadership traits (i.e., effective) and "bad" leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective. (4 quarter hours)

CCH 165 | CHINA: MONEY, POWER AND THE 21ST CENTURY | 4 quarter hours**(Undergraduate)**

The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. These changes are having a worldwide impact upon economics, trade and the new world order. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. (4 quarter hours)

CCH 192 | THE ART, SCIENCE AND PSYCHOLOGY OF FOOD | 4 quarter hours**(Undergraduate)**

We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one's cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment. Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, obesity and eating disorders. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat. This experiential class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills.

CCH 203 | RESILIENCE FOR CIVIC ENGAGEMENT | 2 quarter hours**(Undergraduate)**

It can be meaningful and invigorating to contribute to change in your community and the world... and, it may also be exhausting! When the causes in the world we care about feel urgent and pressing, our ability to rest and recover often fall to the wayside, and we may not feel we have permission to take time out. In fact, in these times finding ways to be resilient is vital and enhances our ability to contribute. Beyond adaptability and bouncing back, resilience skills involve how we cope with adversity, practice mindfulness, and stay connected to others and our purpose. In this short course, our very lives and the world around us will be our subject matter. Students will tap into their unique creativity and imagination to identify what resilience practices serve their personal wellbeing and their ability to meaningfully contribute to a changing world.

CCH 209 | CONSUMER BEHAVIOR INSIGHTS | 4 quarter hours**(Undergraduate)**

In the Consumer Behavior Insights course, students explore the processes that consumers use to make decisions. Understanding of consumer segments is developed and applied to create communication strategies using a decision-making framework. Through coursework, students demonstrate an understanding of various topics including how market intelligence is collected, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication and development of consumer-oriented strategies. Cultural norms influence receptivity to marketing communication messages. In-depth consumer knowledge of a sub-cultural segment is learned and applied as students conduct market research. Based on analysis, students develop communication objectives, positioning statements and strategies for consumer communication. The role of mass media is examined in two distinct areas. Mass media influence cultural values by reinforcing norms for consumer needs and wants. Mass media are also important means for communication of targeted advertising messages. (4 quarter hours)

CCH 219 | THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE | 4 quarter hours**(Undergraduate)**

Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has helped shape conversation about equal treatment for all within the criminal justice system, especially persons of color and the materially poor. *Dead Man Walking*, the eyewitness account of her experience accompanying condemned prisoners to execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice. In this course, we use her work and interact with her personally to study power inequities across race and class lines that perpetuate injustice and examine her strategies for reform.

CCH 220 | FRAUD IN REAL WORLD ORGANIZATIONS | 2 quarter hours**(Undergraduate)**

In this 5-week course, students will learn about common fraud schemes in the workplace, how to recognize them, the proper actions to take in response, and the long-term effects of undiscovered fraudulent acts. Students will achieve objectives by using online interactive scenarios designed to sharpen detective skills, reading articles focused on prevalent fraud schemes, and completing activities to learn how to prevent fraud in their own organizations. The course is geared to those with little or no accounting experience.

CCH 221 | PROFESSIONAL SPEAKING SKILLS FROM ZOOM TO ROOM | 2 quarter hours (Undergraduate)

Authentic, credible oral communication is paramount to attain professional and personal success. The purpose of this course is to hone each student's ability to orally communicate effectively and with ease. Regardless of the starting point - as a beginner or a seasoned speaker - we will identify personal strengths and improvement areas, then work upward from there. To accommodate today's high demand for online communication (Zoom, Google Meet, WebEx, et al), instruction will focus on both virtual and in-person delivery. With an emphasis on the professional environment, we will explore a variety of common scenarios. Students will gain practical techniques to boost performance and shine - ranging from formal presentations to meeting facilitations to impromptu speaking. Because we represent different industries, backgrounds, and experience levels, we will employ a mix of individual and collaborative activities. The latter will ensure that we are capitalizing on resources within our unique learning group. Students will be encouraged to select topics relevant to their respective careers or areas of study. As well, students have the option to work on their real-life speaking scenarios(s), provided it fits within the assignment parameters. (2 credit hours)

CCH 222 | FACILITATIVE DIALOGUE | 4 quarter hours (Undergraduate)

This course aims to help students understand the psychology surrounding difficult, emotionally volatile interpersonal situations in order to facilitate appropriate dialogue to arrive at a solution. These situations can include: confronting an uncooperative coworker, assessing alleged wrongdoing by a student, addressing resistance in a patient, providing feedback to a friend, or meeting the needs of a disgruntled customer. In these situations, our own behavioral and verbal actions are important determinants in the direction, duration, and consequences of the interaction. Given the potential for us to be hostilely confronted, and for those whom we are talking to for them to act defensively, we often have to manage our own emotions while trying to quickly assess the situation to facilitate dialogue. Students will learn, develop, and practice a framework to more effectively manage these situations. This course is appropriate for those in professional settings such as human resources, patient- and service-oriented industries, counseling, education, leadership development, in addition to personal settings where facilitative dialogue is necessary.

CCH 223 | GAMIFICATION FOR WORKPLACE AND CLASSROOM LEARNING | 2 quarter hours (Undergraduate)

This course will focus on introducing students to the various ways in which games are used to educate, train, and motivate people towards non-game goals. Students will learn the basic principles of how gamification works, analyze examples of gamification in practice, learn various tools for creating a gamified experience, and design a gamified training exercise for adult learners.

CCH 224 | SOCIAL MEDIA ANALYTICS & MEASUREMENT | 2 quarter hours (Undergraduate)

How do you know if your social media posts are taking off? This course focuses on looking at data behind social media likes, retweets, and upvotes to analyze and determine what works. Students will learn how to collect and analyze data, differentiate the importance of various statistics, use different measurement tools, and learn advanced measurement tactics.

CCH 230 | FRANCE AND THE SILVER SCREEN: MODERN HISTORY THROUGH FRENCH CINEMA | 4 quarter hours (Undergraduate)

This course will explore central issues in the history of modern France through the lens of cinematic representations analyzed in historical context. Students will deepen their knowledge of the events and figures in French history and examine change and continuity in such phenomena as the rise of the politically-conscious urban working-class. We will also consider how French society has confronted gender difference and religious pluralism. This course also includes a focus on representations of war and militarism in film, particularly considering the rise of anti-militarist film in the aftermath of the First World War, and the role of violence in colonialism struggles in Algeria and Vietnam. This course will interpret the ways in which films portray historical events and how films contribute to public understanding of history. No prior knowledge of French language is required; all films will be in French with English subtitles.

CCH 232 | FRANCE IN THE TWENTIETH CENTURY | 4 quarter hours (Undergraduate)

This course will examine the major events and themes of twentieth-century French history, engaging with critical issues of war and society, empire, gender, citizenship, immigration, and the politics of memory. Topics will include the impact of the First World War on the French state and society; the political radicalization of the interwar period; the emergence of anxieties surrounding gender roles; the fall of France in 1940 and subsequent German occupation, with a particular focus on the politics of collaboration and resistance; the impact of colonialism and decolonization; the strikes and protest movements of 1968; and debates over immigration and multiculturalism in the 1980s and 1990s, including the rise in popularity of the extreme right-wing National Front and the activism of second-generation French citizens of North African descent.

CCH 233 | LEGACIES OF SLAVERY AND ABOLITION IN ILLINOIS | 4 quarter hours (Undergraduate)

Understanding our history can empower us to contribute to the present, and even more so when it is the history in our own backyard. This course will unpack the complex history of the presence of slavery in Illinois, including pro-slavery forces in the nineteenth century and the anti-slavery activists who fought against slavery in Illinois and Illinois stops on the Underground Railroad. In the first half of the quarter we will learn about the little-known history of slavery practices, indentured servitude, sundown towns, Black Codes, and even lynching in Illinois history. In the second half of the quarter we will study the rise of abolitionism and anti-slavery voices, with a focus on key figures who led change, including instrumental figures who kept Illinois from becoming a slave state. A focus on how these inherited legacies impact Illinois residents and communities today will be threaded into discussions and assignments throughout the course.

CCH 234 | COUPLES PSYCHOLOGY AND INTIMATE PARTNER CONFLICT | 4 quarter hours (Undergraduate)

The desire and pursuit of romantic love and partnership is a normal part of psychological development. This course will examine the psychology behind how couples become attracted to one another by focusing on the relationship between emotions, thoughts and behaviors and the dyadic environment in which they function. Students will learn about healthy partnerships as well as how conflict arises between couples including the context in which behaviors such as abuse and violence manifest. This course will also examine cultural factors that influence couples psychology.

CCH 236 | CULTURAL COMMUNICATIONS IN CUBA: WHO TALKS TO WHOM IN SCHOOLS AND CAFES | 4 quarter hours**(Undergraduate)**

This study abroad course will provide participants with a foundation in the theories of intercultural communications. They will observe how people from different cultures communicate in public spaces, cafes, schools and other institutions and evaluate how communications are affected by place. Through their stay in Havana and a day trip to Vinhales, participants will analyze how different socio-cultural factors interact to shape individuals and interaction patterns in these different settings, as well as in the United States. They will engage in global communication and evaluate the impact of communication differences that diverse political, religious, social, ethnic and educational backgrounds have on individuals communicating within an organization or individually. Prior to departure, participants will use interactive, online technology to engage in cross-cultural communication and to create criteria for evaluating and comparing communication patterns. In Cuba, participants will collaboratively use the criteria to analyze cross-cultural aspects of language and interactions in various settings from social and political perspectives. The trip duration is 7 days. The readings and activities ground students in recent theories of intercultural practice and provide a framework for students to become interculturally competent. Students will be staying in small groups in Casa Particulares, similar to Bed and Breakfasts, and hosted by Cuban families. The activities tentatively planned include touring Old Havana and the Plaza de la Revolucion, a visit to the Museo de la Revolucion, a visit to the Callejon de Hamel street fair, a day in rural Cuba to visit a tobacco farm and the Sierra del Rosario Biosphere Reserve, a visit to the Akokan community and the Casa de Africa, and a day at the beach. An important part of the curriculum are visits to local elementary schools, guest lectures with local university professors and an afternoon and evening with university students.

CCH 238 | ENGAGING RESILIENCE IN ADULT LIFE | 4 quarter hours**(Undergraduate)**

Building & Engaging Resilience (in Adult Life) (4 credit hours) (Fac: Matamonasa): An ancient proverb reads: "Fall down seven times. Stand up eight." But how? What's involved in such flexibility, adaptability, tenacity, hardiness and resilience? What understandings, values and skills help? How does one develop these and nurture them across an adult lifetime? Through this seminar, participants will explore various concepts, models and "best practices" for growing, rebounding and selfguarding one's resilience given the challenges and uncertainties of adult life. (Questions? Contact instructor at amatamo1@depaul.edu.)

CCH 239 | BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE | 4 quarter hours**(Undergraduate)**

Students will study the latest changes in the fields of intercultural communication and leadership development in today's global corporations, including reading interviews from some of the world's leaders in manufacturing, energy, telecommunications, and health care from numerous countries. This course combines hard science with cutting-edge organizational research-based case studies in today's trans-cultural global corporations. Students study key behaviors needed today to be successful in a global corporation, including cultural self-awareness, frame-shifting, inviting the unknown, third-way solutions, and others. Students will also study how "disruptive technologies", mobile internet, automation of knowledge work, cloud technology, next generation genomics, 3D printing, advanced materials, and renewable energy are changing and will continue to revolutionize global corporations. This course concludes with an analysis of the effects of social justice and corporate social responsibility on today's global corporations. (4 credit hours)

CCH 240 | VALUES-BASED LEADERSHIP | 2 quarter hours**(Undergraduate)**

Over the past few decades, we have observed a number of leaders and their responses to a variety of major changes and crises—civic unrest and pandemics, just to name a few. And at the helm of societies resolving these issues have been leaders who can be categorized as "values-based." This term has its foundation in leading by a set of values or principles, or at least the examination of those values or beliefs. When applied properly, values-based leadership is risk taking, conveys a shared vision, empowers constituents, gives and accepts openness and honesty in relationships, and assumes responsibility for results. In this course we will first develop a broad general understanding of leadership, then unpack our understanding of values-based leadership, and the role it plays in both good and difficult times. The course will examine the impact of select leaders—both current and past—who exemplify values-based leadership qualities. Finally, students will also examine their own values and personal approach to values-based leadership.

CCH 243 | POST-TRAUMATIC SLAVE SYNDROME AND ITS AFFECTS | 2 quarter hours**(Undergraduate)**

This FDIS seeks to inform students about the nature of trauma, and the impact of post-traumatic slave syndrome (PTSS) on African-American life and culture. In the context of this course, both of these phenomena are associated with 250 years of U.S. chattel slavery, followed by decades of de jure and de facto racial discrimination. It is a subject that has historical, psychological and sociological implications and thus is a must for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review one of two texts on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing or Thom Burrell's Brainwashed: Challenging the Myth of Black Inferiority, along with selected readings where appropriate.

CCH 249 | NEW YORK: AN HISTORICAL OVERVIEW | 2 quarter hours**(Undergraduate)**

This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities: New York City, including its five boroughs: Manhattan, the Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provide a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises.

CCH 253 | FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES
| 4 quarter hours
(Undergraduate)

In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. (2-4 quarter hours) What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society?.

CCH 254 | RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II
| 4 quarter hours
(Undergraduate)

This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today.

CCH 257 | PARTICIPATION AND DEMOCRACY IN AMERICA | 4 quarter hours
(Undergraduate)

Why don't more Americans vote? How do education, income, and age impact voting trends? Why are some Americans more interested in politics than others? How is inequality reflected in other forms of political participation, such as donating money? Do recent trends in voter ID laws help to safeguard the democratic process, or restrict it? In summary, how democratic or representative are American elections? The course begins with some famous arguments about why participation matters. Trends in voter turnout then become the primary object of study, but we also consider other forms of participation including writing members of Congress, attending political meetings and contributing money. We explore recent discoveries in behavioral psychology that are changing the strategies of modern campaigns. After taking this course, you will understand the fundamental role of participation in democracy.

CCH 274 | THE BILL OF RIGHTS IN CONTEMPORARY LIFE AND WORK | 4 quarter hours
(Undergraduate)

This course will be organized around a series of central questions: What is a law? Who has the authority to make one? What are the various sources of law? What is or should be the relationship between law, ethics and morality, between law and religion? What is the difference between legislative law and constitutional law? What are the legal, historical, philosophical and political sources of American constitutional law? What sort of society did the Framers of the Bill of Rights have in mind and are their ideas still applicable in 21st century America? How does the Bill of Rights fit into our constitutional framework and what rights does it guarantee? What is the relationship between the states and the federal government in guaranteeing those rights? What is the relationship between our legal system and our political system generally? What criteria do judges use to interpret laws? How does our own legal system differ from those of other countries and cultures? Are there any universal rights worth protecting? What role does (or should) science play in upholding our rights under the Bill of Rights? Possible areas to be covered are freedom of speech, religion, establishment of church and state, the right to privacy, the 4th, 5th and 6th Amendments' protections for criminal defendants and the death penalty.

CCH 281 | LIBERAL ARTS IN ACTION: VOICE OF HER OWN: EQUALITY IN ACTION | 2-6 quarter hours
(Undergraduate)

On January 21, 2017, over two million women around the world marched. They marched in big cities, small towns, and on every continent. Why did they march? What was and will be the impact of their marching? What can we learn from this phenomenon? These are questions we will explore in this course using three different disciplinary perspectives: history, psychology, and rhetoric. (6 credit hours)

CCH 282 | LEISURE FOR WELL-BEING | 2 quarter hours
(Undergraduate)

The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define some of things a person can do to increase his or her level of well-being. Others' ideas serve as common course content, as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course. (2 quarter hours)

CCH 283 | GLOBAL PERSPECTIVES OF WORK & FAMILY | 4 quarter hours (Undergraduate)

What role does the political, economic, and cultural structure of a nation play in its concepts of work and family? This course develops students' understanding of issues in the history of family and work through historical and contemporary accounts from Europe and the United States. We will take a close look at issues such as the gender division of labor, child labor, government policies on maternity, economic structure as well as social and political movements. Course materials include historical documents, lectures, films, and varied readings. Assignments will include essays, reflection journals, discussion, and a research project on work-life balance. (4 credit hours)

CCH 284 | JAZZ AGE PARIS: 1919-1939 | 4 quarter hours (Undergraduate)

This is a history of Parisian society and culture in the era between the two world wars. We will explore issues of race, class and gender in the interwar period in French society. We will also examine the role of American writers, artists, musicians and performers in the cultural world of Paris, the City of Light, and an outpost in the Harlem Renaissance. (4 credit hours)

CCH 286 | NEW ORLEANS IN SONG, STORY & STRUGGLE | 4 quarter hours (Undergraduate)

The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry - music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social, historical and political context and examine the complex processes of invention and adaptation which have shaped them; in that regard, we will particularly highlight the development of early jazz in this unique metropolis which, though residing at the tip of North America, has been called "the capitol of the Caribbean." We will make use of Thomas Brothers' pioneering study Louis Armstrong's New Orleans as well as musical performances by the likes of Professor Longhair, the Neville Brothers, Wynton Marsalis and Dr. John. We will also learn about the carnivalesque culture of New Orleans, a pursuit that will take us into what might be called the secret history of Mardi Gras. In addition, we will read two striking literary works by artists who have a background in and fascination with the crescent city: Kate Chopin's groundbreaking novella *The Awakening* and Tennessee Williams' spine-tingling one-act play *Suddenly, Last Summer*. Moreover, we will consider the role played by New Orleans in American history and imagination as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. (4 quarter hours)

CCH 299 | ASSESSING AND MANAGING CONFLICT | 4 quarter hours (Undergraduate)

Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion.

CCH 300 | GLOBALIZATION AND PROFESSIONAL PRACTICE | 4 quarter hours (Undergraduate)

For decades scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. Organized around four learning units and one major project, the class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate. (4 quarter hours)

CCH 306 | TRAVEL AND LEARN IN BOSTON: EXPLORING ITS ARTS AND HISTORY | 4 quarter hours (Undergraduate)

Boston is a city of many faces. It's a world class city from a cultural and educational perspective by any standard, but it competes with New York City and Philadelphia for the title of best place for American history and art. Boston has fame for the riches made by old money profits but also for its colorful mob history. With such internal paradoxes and external competitors, why choose a travel course to Boston? Here's why: In this domestic travel course, participants will walk the famous freedom train and other historic sites, visit Boston's famous art collections, and experience its diverse neighborhoods like Boston Common, Beacon Hill, and the North End. Issues such as Boston's immigrant populations, its fame as a seat of American higher education, its connection to events in American history, and its stake in the meaning of freedom and democracy will be discussed in the preparatory classes as well as in post travel learning as students work on individual projects.

CCH 315 | ECONOMICS FOR DECISION-MAKING | 4 quarter hours (Undergraduate)

The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress, with basic notions to understand the path that has led to sustained prosperity. The focus is on endowing students, as householders, with conceptual tools to make optimal financial and consumer decisions throughout the life-cycle. That theoretical foundation is reinforced and exemplified with a wealth of practical applications offered through a student-friendly online interactive learning platform, which also provides a convenient means to complete weekly assignments. That online platform will help students relate what they learn to their everyday experience of active participants in the economic game. The course is divided into two modules, microeconomic and macroeconomic, and basic economic methodology is presented in both. Microeconomic topics include scarcity, opportunity costs, the law of diminishing returns, the trade principle of comparative advantage, the mechanism of the price system, the laws of demand and supply, the impact of market interventions by the government, etc. Macroeconomic topics include the forces undergirding the performance of the gross domestic product (GDP), the forces that influence inflation and unemployment, the role of fiscal and monetary policy, the workings of money and banking, the relevance of balancing the requirements of economic growth (efficiency in the use of inputs) with the necessity of attending to the needs of both society (need for equity) and the environment (need for sustainability), etc. (2-4 credit hours)

**CCH 317 | FACILITATING ADULT LEARNING | 4 quarter hours
(Undergraduate)**

In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application.

**CCH 320 | LEADING FOR SOCIAL CHANGE | 4 quarter hours
(Undergraduate)**

As the call to take action for social change across spheres of professional and personal life becomes ever stronger, those who seek to engage in the work of social change are compelled to think and plan critically and creatively about what social change means, what leadership for change means, and how it can be enacted effectively. In this course we will examine theories and models for social change in relation to social action-oriented modes of leadership. Through case studies, we will explore past and present social change movements that have been enacted in community, educational, organizational, and business settings – and consider the strengths and weaknesses of those movements and how approaches to change have been implemented. Using Chicago as a field site, students will deepen their understanding of real-world applications of social change leadership theories by studying current social change processes and interviewing leaders. Students will also chronicle the development of their identities as social change leaders and design an action plan that responds to an issue relevant to their professional or personal practice.

**CCH 325 | CONNECTING THOUGHT AND BEHAVIOR | 4 quarter hours
(Undergraduate)**

This course introduces students to concepts of Cognitive Psychology. They will review the history and development of the field and explore how cognitive processes impact thought and behavior. Through an experiential learning process, students will explore the science behind such topics as perception, consciousness, memory, language, problem solving, reasoning and emotional experience and how these cognitive abilities impact their lives.

**CCH 330 | LAW IN THE BUSINESS ENVIRONMENT | 2 quarter hours
(Undergraduate)**

The influence of the law is far-reaching in the corporate world. Whether an entrepreneur, manager, administrative assistant, union employee, nonunion employee, sales representative, purchasing agent, etc., the law ultimately affects how we make decisions in the work arena. This course allows students to discover the wide range of laws affecting America's business environment. Students will learn how the law is established and developed, and be provided with tools to recognize potential legal issues that arise in daily business operations. The curriculum considers the impact of the law in the global workplace, and in commerce, business operations, employer/employee relationships, and in the regulatory environment.

**CCH 335 | HUMAN RESOURCE AND TALENT DEVELOPMENT
FUNDAMENTALS FOR MANAGERS | 4 quarter hours****(Undergraduate)**

This course is designed as an introduction to the practices of human resources (HR) in a corporate environment. It will target the practices that managers need to know such as recruiting, training, hiring, and terminating employees as well as the basics of HR law. Additional content that will be addressed includes headcount management, performance appraisals, learning & development, compensation basics, and grievance processes. This course will equip managers with the information they need to know without making them Human Resource experts but rather how to work effectively with their HR counterparts. (4 hours)

**CCH 345 | EMOTIONAL INTELLIGENCE AT WORK | 4 quarter hours
(Undergraduate)**

One's IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>). Strategies for applying EI to increase one's success and satisfaction at work and in other social contexts will also be explored. There are several models of emotional intelligence, each with a measure used by individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. The Six Seconds' model of EI is designed to have broad application and enable individuals to draw on EI across the various dimensions of their lives. (4 credit hours)

**CCH 359 | ETHICAL BUSINESS BEHAVIOR | 4 quarter hours
(Undergraduate)**

Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations. (4 quarter hours)

**CCH 363 | ACHIEVING YOUR WORK AND LIFE GOALS | 4 quarter hours
(Undergraduate)**

You will study the process of goal achievement from goal definition through development of a vision, review of resources and obstacles, strategic ordering of tasks and steps, effective communication and problem solving and development of an action plan. You will consider theories of goal setting, planning, communication, and negotiation, and engage in practical exercises that will require the application of theory. You will produce a completed action plan for a defined career or personal goal. (4 quarter hours)

**CCH 367 | LEISURE, RECREATION, AND HEALTH | 4 quarter hours
(Undergraduate)**

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory.

**CCH 387 | AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE | 4 quarter hours
(Undergraduate)**

This interdisciplinary 19th and 20th century African-American studies course examines the role of protest and resistance, the media, and cultural and artistic expression in African-American history. Vis-a-vis readings, documentaries, and discussion, the course intends to illustrate the multiple ways in which African-Americans have protested and resisted oppression while examining how such efforts have been framed in the media during varying historical eras. It defines 'media' broadly and analyzes its role, both via its traditional forms (print, television and radio) but also vis-a-vis other forms of entertainment/infotainment that were particularly unique to 19th century U.S. society (i.e. minstrelsy [1830-1920]). The course concludes with a discussion of the role of art and culture in refashioning thinking and transforming experience. The latter discussion promises to be rich and thought provoking and unearths some of the works of the raw and revolutionary artists of the 1960s while taking a careful look at novel cultural practices that emerged during this period.