



SCHOOL
FOR NEW
LEARNING

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PURPOSES

The school for New Learning is DePaul's alternative college for adult learners who are at least 24 years of age. It offers a Bachelor of Arts, Bachelor of Arts in Computing (jointly with C.T.I.), a Master of Arts in Applied Professional Studies, and a Master of Arts in Applied Technology for students who wish to take initiative in setting their own educational goals and designing their programs of learning.

The SNL degree programs are designed to help adult students attain and demonstrate competence in specific areas of understanding and skill that are characteristic of educated persons. At the bachelor's level, the SNL student must demonstrate 50 competencies in the social sciences, physical sciences, humanities, fine arts, lifelong-learning (such as communication, research, critical thinking, decision-making) and in a specialized focus area. A consistent theme through both degree programs is the development of skills in independent inquiry, research, and reflection. Each student works with a faculty mentor and a professional advisor to determine competencies already mastered and to plan a program for learning the remaining competencies. Students may fulfill competencies in a variety of ways, including demonstrating learning from previous experience, doing coursework at SNL or other accredited colleges, and undertaking independent learning projects.

Courses at SNL are offered in the evening or on weekends. These courses, designed with the adult learner in mind, are offered by a talented and diverse group of experienced teachers, scholars, practitioners and performers. Students are expected to participate actively in courses and to discover applications for the knowledge and skill gained.

The SNL learning process is designed to help students assess their own potential, set realistic goals, and select learning activities that are compatible with their style of learning and life situations.

SNL courses may be used toward SNL degree requirements or for credit at DePaul or another college or university, Individuals 24 years of age or older may also enroll in SNL courses without seeking a B.A. degree.

Information sessions describing the program in greater detail are held regularly at DePaul's Lake Forest, Loop, O'Hare, Naperville, and Oak Forest campuses. For specific dates and times contact:

CAMPUSES

BARAT CAMPUS

700 E. Westleigh Rd.
Lake Forest, IL 60045
312/362-8001

LAKE FOREST CAMPUS

150 Field Drive, Suite 120
Lake Forest, IL 60045
847/604-8220
312/362-6400

LOOP CAMPUS

Second Floor
25 E. JACKSON Blvd.
Chicago, Illinois 60604
312/362-8001

NAPERVILLE CAMPUS

150 Warrenville Road
Naperville, Illinois 60563
630/548-9378
312/362-6500

O'HARE CAMPUS

3166 River Road (Second Floor)
Des Plaines, Illinois 60018
847/296-5348
312/362-7600

OAK FOREST CAMPUS

16333 S. Kilbourn Ave.
Oak Forest, Illinois 60452
708/633-9091
312/362-6800

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University of Massachusetts*

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University of Illinois

FRED WELLISCH, J.D.,
Instructor
John Marshall
University of Memphis

ADMISSION

All persons seeking admission to SNL must complete the Learning Assessment Seminar (described below under “Bachelor of Arts Degree Steps”) prior to undertaking the formal admissions procedures. Following the seminar, applicants submit written application materials which specify their career and educational goals and which demonstrate understanding of the SNL program. Prior to acceptance, each applicant meets individually with an SNL staff person to discuss learning goals and to clarify issues about the SNL learning process.

BACHELOR OF ARTS DEGREE STEPS

Ten sequential degree steps are the core of SNL learning experience, providing the tools necessary for self-directed learning. The degree steps are mandatory for each B.A. candidate, however, each student may proceed through the sequence at her or his own pace.

LEARNING ASSESSMENT SEMINAR

The Learning Assessment Seminar is the first of the required courses in the Lifelong Learning Area and designed to help students make educational decision in the context of their educational and personal goals, become well-versed in SNL’s philosophy and competence framework, and make concrete plans for completion of their degree. This course is also the first step toward admission to baccalaureate degree-seeking status within SNL and carries two hours of academic credit. **BA’99 Competence:** L1. **Faculty:** Staff

FOUNDATIONS OF ADULT LEARNING

In this course, students explore the foundations of liberal education, examine ways of learning from experience, articulate educational goals and objectives, develop evidence of prior learning, and plan ways to fulfill remaining program requirements. At completion of the course, the student has written a learning plan, identified an area of inquiry, and acquired an academic committee (faculty mentor and a professional advisor) who will advise the student through the rest of his or her program, including the Externship and Advanced Project.

WRITING

This requirement focuses on writing skills associated with effective performance in a variety of settings. In a workshop format, students review and practice good writing essentials by building on strengths and improving areas of difficulty.

CRITICAL THINKING

This requirement introduces students to the concepts of critical thinking, careful listening, effective speaking and sound reasoning and provides an opportunity to practice these skills within an active and experiential context.

QUANTITATIVE REASONING

This requirement calls for students to use mathematical symbols, concepts, and methods to describe and solve problems.

COLLABORATIVE LEARNING

This requirement calls for students to learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

RESEARCH SEMINAR

This seminar advances the development of critical thinking and explores methods of formal inquiry as preparation for student's Externship and Advanced Project.

EXTERNSHIP

For the Externship, the student plans and executes an independent learning project or completes coursework which engages him/her in learning under new conditions and in reflecting on the methods of independent learning.

ADVANCED PROJECT

The advanced project is a problem-solving experience which represents the culmination of a student's learning in a specific area. The student designs and executes an independent project which demonstrates the integration of theory and practice, and the ability to pursue an avenue of inquiry with excellence.

SUMMIT SEMINAR

After completing their learning programs to the satisfaction of their academic committee, students gather to evaluate their total learning experiences in the program, to examine their skills and attitudes as lifelong learners, and to set new goals for learning.

COMPETENCE AREAS

The Curriculum of SNL is organized around the knowledge, skills and abilities that describe an educated adult in contemporary society. The undergraduate program is defined by a framework of 50 competencies grouped in three areas, the Lifelong Learning Area, the Individual Focus Area, and the Liberal Learning Area. The various statements of competence are designed to describe the outcomes of a liberal education; all student work, including prior learning, degree steps and courses, is directed toward accomplishing one or more of the required competencies. SNL courses are specifically designed to teach competencies. For most students, they are an efficient way to achieve competence within the SNL program.

The Lifelong Learning Area encompasses twelve requirements that develop fundamental skills in reading, writing, goal setting, decision-making, teamwork, and research. Students may demonstrate some of these requirements by using independent learning projects or transfer coursework, in addition to specific SNL courses.

The liberal Learning Area contains three categories that focus on liberal arts skills, knowledge, and attitudes: the Arts & Ideas, the Human Community, and the Scientific World.

Students must complete eight competencies in each of the categories and two additional Advanced Elective competencies. Six of these competencies in each of the Arts & Ideas, Human Community, and Scientific World categories are selected from an extensive menu of possibilities that are found within the subcategories in the category.

The individual Focus Area reflects the student's individualized focus of study that comes out from their personal and professional goals. These twelve competencies are defined by the student with the advice and approval of his/her Academic Committee.

COURSE DESCRIPTION

Courses in the School for New Learning are designed for adult learners, 24 years of age and older. SNL courses are multi-disciplinary, and designed around problems, issues or themes. The curriculum evolves from year-to-year to reflect the interests and needs of students.

The following courses are illustrative of SNL offerings in each area of the program. Approximately 400 courses are offered through SNL each year most may be taken for either one or two competencies (two or four credit hours). For a listing of current courses, consult the SNL class schedule and registration instructions which are available online, at the campuses, or by calling (312) 362-8001.

INDIVIDUAL FOCUS AREA

HIGH PERFORMANCE WORK TEAMS. Today's business environment frequently requires groups of individuals to work together as a team, but usually without the training to understand what this really means. This course focuses on the skills needed to develop a business work group in a High Performance Team. It details the definition and requirements for good team development and concentrates on facilitation and negotiation techniques for team meetings; as well as on the communication and conflict resolution between team members. Since the purpose of most teams is to resolve problems, a scientific approach to problem-solving is also introduced. This is a highly interactive course which actively involves the students, encouraging the sharing of practical ideas and techniques. The course has sufficient flexibility to allow for the exploration and analysis of many typical team situations that are of interest to the students: what is discussed during class can be applied the next day at work.

LAW AND THE WORKPLACE This course will be examine the interrelationships between our economy, business and the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and guest experts, students will investigate the interfaces of law and business as well as current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to affecting change in their own working environments.

MANAGEMENTS FOR CREATIVITY AND INNOVATION. Innovation and creativity enhance the processes of problem-solving and opportunity development. This course is a survey, review and analysis of the various creative/innovative problem-solving techniques and approaches which could be used in a variety of settings: corporate, small business, daily endeavors, etc. Principles will be developed to support imaginative solutions for managing problems and opportunities. Students will focus on individually defined topics and situations and apply a range of techniques for responsive idea generation. Small group dynamics sessions will provide experience in collective problem-solving. Simulations and readings will support the development of individual skills.

ASSESSMENT AND COUNSELING: SKILLS FOR THE HUMAN RESOURCE PROFESSIONAL. A rapidly-developing area of responsibility for Human Resource professionals is employee assistance programs (EAPs). Managing and implementing EAPs requires that human resource professionals have additional skills in assessment and counseling. In this course, students will learn counseling theory and assess their own personal interactional and counseling potential for possible careers in EAP counseling. Discussion topics

include intervention, enabling, alcoholism and other chemical dependencies, relapse prevention, denial, constructive confrontation and case management.

MANAGING IN A CROSS-CULTURAL ENVIRONMENT. This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and in-depth discussions. Guest speakers will be invited to share their experiences with the class. You will be asked to: 1) read the assigned readings for each class and locate additional material on your own; 2) participate in class discussions; 3) contribute to you team's discussions and presentations; 4) submit two short written assignments; 5) submit a final written report and do an individual presentation; 6) write a self-assessment of your learning and assess the contributions of your team members to the learning of your team and to the class.

SOCIAL RESPONSIBILITY OF LEADERSHIP Managers face uncertainties in the political and legal environment of the 1990's. Social responsibility and ethical behavior have a new urgency. This course will help managers confront and successfully deal with these subjects. Students will learn how to identify issues, stakeholders and alternative methods of arriving at managerial decisions when faced with an ethical dilemma. Students will engage in a simulation exercise to develop the ability to analyze effective and ineffective leadership and decision making in the context of socially responsible behavior in organizational settings.

MARKETING MINDSET. The purpose of every organization is to create and keep customers. How customers are created and kept is the function of Marketing. How Marketing functions within an organization is the focus of this course. It is designed to give students an understanding of the marketing process that covers everything from advertising through warranties. Through simulation exercises, students will learn about the strategies available for marketing products and how a given strategy affects decisions. Students will also explore how advertisements have become a part of our popular arts, transmitting culture and values while creating cultural stereotypes and influencing our language.

WOMEN MANAGERS AND WOMEN ENTREPRENEURS ACROSS CULTURES. Although women constitute over fifty percent of the world's population, in no country do they represent half of the managers or the owners of businesses. Furthermore, women managers still struggle to crack through the glass ceiling and assume positions in upper management locally and internationally. Challenges such as access to capital and to information are impacting start-up and growth of women owned businesses worldwide. The school for New Learning and DePaul's College of Commerce are jointly offering this course which focuses on women managers and women entrepreneurs across cultures. The framework of this course integrates culture, gender, and work. Topics such as women managers background, experiences and circumstances will be explored. For women entrepreneurs, topics covered will include paths to ownership, characteristics, sources, sources of opportunities and barriers to growth. We will also examine how women managers and women business owners function in the home and in the workplace, and we will discuss the contribution of these women to the global economy including lectures, in-depth discussions, case studies, videotapes, and guest speakers.

LIBERAL LEARNING AREA, HUMAN COMMUNITY CATEGORY

AFRICA: A CHANGING CONTINENT). This course deals with Africa's transition through the process of transformation, concentrating on the dynamics of democratization of political systems, restructuring policies, economic reconstruction, repatriation and rehabilitation of refugees, and demobilization of armed forces. Discussions will also include the role of international institutions in Africa's economic recovery. Students participate in group projects around current socio economic problems and political issues in sub-Saharan Africa while also individually engaged in research and a country survey. African guest speakers and interviews, documentary films and selected readings will be provided.

CHANGING RELATIONS IN U.S. COMMUNITIES: NEW IMMIGRANTS AND ESTABLISHED

RESIDENTS. During the past decade, the U.S. has experienced a large influx of a variety of immigrant groups. This course examines the relations of established residents and new immigrants, looking at how new immigrants are incorporated into political, economic and educational institutions, as well as their impact and interaction with established communities. This course draws heavily on students' observations and on the scholarly literature, along with videos, short stories, and field trips as sources for understanding the experiences of various immigrant groups and their relations with other ethnic groups.

CHICAGO: THE EMERGENCE OF A METROPOLIS.

Chicago has grown from a small settlement at the junction of the north and south branches of the Chicago River to a thriving metropolis whose geography, diverse population, politics, financial and cultural evolution have all contributed to her status as a world-class city. This course will look at the emergence of the city and provide an overview of the human and physical resources that contributed to the rapid growth of the jewel on Lake Michigan. Students will have opportunity to not only review the past, but explore the city's future by investigating proposed new projects and contemporary issues affecting the city including riverboat gambling, the circulator system, the redesign of State Street and a proposed building taller than the Sears Tower.

INTERNATIONAL RELATIONS.

In this course, student will examine how the cultural attributes shared by society's members affect international affairs. Those attributes include ways of thinking and reasoning, styles of behavior and communication, and fundamental assumptions and values. The course examines American cultural patterns, cultural influences on human thought processes, and the cultural dimension of international negotiation through comparison of Asian, European, Central American, and U.S. methods of reaching agreements.

MOTHERWORK.

In Western industrialized nations, most official interpretations of mothering depend on the norms of a white, middle class, nuclear family. By looking at mothering as a form of necessary, life-sustaining work, oppositions such as career and family, production and reproduction (and many others) are called into question. An analysis of the problem of poverty, especially for a women and children, will contribute to an expanded definition of productive labor, with important economic and ethical implications. It will also make it necessary to look at the underlying gender division of labor and at race and ethnicity. This will help to better understand current crises and problems, but also unique strengths and abilities.

EXPLORERS, DISCOVERS, AND SOJOURNERS: A HISTORY OF TRAVEL.

This course introduces the historical background of exploration and travel by tracing its evolution and relating personal travel to historical events. The importance of cartography will be emphasized. The connection of leisure to travel will be examined up to present-day tourist tendencies. Readings and audiovisual material will be utilized as available.

FAMILY LIFE AND WORK.

Most people spend the majority of their adult life working for a living. Our life stages and crises affect our work situation as much as work affects our lives. This course examines the interaction between two vital parts of life: work and family. Using a practical approach to examining the relationship, we will identify the various life stages and the way in which these impact the individual, the organization, and the family through lecture, discussion, group activities, and journaling.

INDIVIDUAL IDENTITY IN GROUPS: SOCIAL PSYCHOLOGY OF WORK AND FAMILY.

Our identity and behavior are formed and honed in social groups. This course will draw on literature, film and theories of social psychology to study influence and communication patterns in work and family. The role we are given and assume shape our identity and development. Students will read literature, view film, and reflect on their experience using the perspective and heuristic tools provided by social psychology. We will examine how social characteristics and communication pattern shape us. Literature and artistic works will be sources for illuminating the human condition. Changes in attitudes, values, and goals that occur as we develop as adults, will be viewed through the lens of our membership and interaction with groups.

ARTS AND IDEAS CATEGORY

READING AND INTERPRETING SHAKESPEARE. William Shakespeare is one of the great names in Literature, a major dramatic experience in life. This course makes Shakespearean drama accessible, open to direct audience reading and appreciation. Class participation in imaginative critical interpretation stresses so that the reader and potential playgoer without previous experience, can both be comfortable with the Bard. Emphasis is on literary immediacy, class reading, and interpretation rather than on research. Representative plays will be chosen for study. Video taping will be used as we read Shakespeare aloud.

ETHICAL DECISION-MAKING. Ethical decisions are often difficult to make, not because there are no right choices, but because there may be several right choices. This course will go beyond WHAT is right or wrong to examine WHY we say something is right or wrong. In first part of the course, students will gain the intellectual tools and insights to lay bare their own reasoning processes and those of others. In the second part of the course, students will apply these tools to a consideration of the ethical issues raised by the high technology of current health care.

CREATIVE INK-THE ART OF WRITING. Writing is one of the supreme ways people can learn about themselves and the intricate worlds that surround them. Not only is writing, in its creative moments, a path of deep communication and expression, but it is a primary medium for observation, advanced thinking, and the unleashed imagination. This course will carry students through a series of creative writing experiments aimed at simulating their imaginations and discovering their literate voices. Students will be exposed to a variety of techniques for story writing, poetry, lyrics, scripts and avant garde experiments. In addition, students may work on a longer project of their choice. The course will combine in-class group writing and critical sessions, and individual consultation with the instructor for personal development. Students will also learn how to find outlets for their completed creative work.

OPERA AS CULTURAL EXPERIENCE. This course deals with such major operas as Mozart's *The Abduction from the Harem* and Verdi's *Aida* which show the confrontation between Eastern and Western cultures. Designed for students who may have no opera experience, this course explores the fundamentals of opera as well as the cultural-historical contexts in which the composers worked. Students will learn how to appreciate opera's dramatic and emotional qualities. This course will analyze major operas as well as discuss the historical-cultural origins of the librettos. A major portion of the course deals with the history of the relationships between Eastern and Western cultures that are emphasized in the operas considered.

TWENTIETH CENTURY AFRICAN-AMERICAN WOMEN WRITERS. The breadth and diversity of African-American women's writing in the 20th century makes this literature especially challenging and exciting. In class, we will read and discuss works of fiction and poetry by writers such as Zora Neale Hurston, Nella Larsen, Anne Petry, Gwendolyn Brooks, Lucille Clifton, Toni Morrison, Maya Angelou, Paule Marshall, Sonya Sanchez, Nikki Giovanni, Toni Cade Bambara, Gloria Naylor and others. Through discussions, presentations, films, recordings and close reading, we will look at how these works break through historically imposed silences, stereotypes and stigmas, celebrating alternative ways of seeing and being.

AMERICA IN BLACK AND WHITE: BUILDING BRIDGES. In his 1997 inauguration speech, President Clinton described racial division in the United States as a curse while affirming at the same time that our racial diversity is the wealth of this country. How do we as an ethnically and racially diverse country go about the business of understanding and healing the wounds of racism and building bridges that will allow the gift of diversity to flourish in the United States? Further, what are the connections among U.S. racism and other forms of racism such as ethnic cleansing and "pacification programs" aimed at indigenous people around the world?

In this course, we will explore the historical, economic and political roots of racism globally and nationally. In addition, we will look at the changes brought about by the civil rights movement, and ongoing work in the nation and in Chicago aimed at bridging the gaps caused by racism. We will also explore both black and white novelist, poets, commentators, and scholars such as Ralph Ellison, Adreinne Rich, Paul Laurence Dunbar, Cornell West, Peggy MacIntosh, Bell Hooks, Gwendolyn Brooks and others.

Through discussion, readings, films, debate, guest panels, and field excursions, students will study a variety of topics. Because the course will focus not only on analysis, but on building bridges, the instructors hope to enroll an ethnically and racially diverse class membership.

ARTISTIC ISSUES IN INSTANT IMAGE PHOTOGRAPHY. The aesthetic, cultural, intellectual, historical, and technical issues that animate contemporary photography will be explored through the use of Polaroid pictures created by class members using their own Polaroid cameras. Photographic ideas will be presented, discussed and addressed in classroom critiques of the images created. Personal artistic visions will be explored, encouraged and revealed. Students will learn a language for discussing these pictures and develop the necessary personal and intellectual distance from their own artistic creations in order to critically analyze them.

QUANTUM CREATIVITY: IMPROVISATION IN THE ARTS, BUSINESS AND LIFE. In this course, we will investigate the value of improvisation in facilitating the creative process, and attempt to reach beyond comedic one-liners to explore the many applications of improvisation. Students will learn basic improvisation forms and experiment with those forms in a variety of artistic disciplines and life experiences. In the process of this exploration, students will learn to trust their own creative process and to identify and avoid some of the most insidious blocks to creativity. Students will also have many opportunities to apply their learning in the work place and in other areas of their life. Students will study the development of contemporary improvisation and selected readings on creativity.

THE SCIENTIFIC WORLD CATEGORY.

CHEMICALS IN THE ENVIRONMENT This course explores the role of man-made chemicals in the environment by providing a basic understanding of chemistry and an opportunity to evaluate current environmental issues in the community and in the media. Major emphasis will be on the benefits, costs, risks and hazards associated with common man-made chemicals. Demonstrations, readings and reports will stimulate the discussion.

RISE OF THE MAMMALS. The modern world is dominated by mammals. Mammals have evolved, adapted and currently thrive in habitats as diverse as the oceans, lakes, rivers, tropical and temperate forests, mountain regions, caves, deserts, grasslands, the Arctic tundra and polar regions. How did mammals become so diverse on the planet? Why did they remain small and relatively insignificant for the two-thirds of their extraordinary 200 million year history on earth? Where and when did modern mammal groups originate? In this course, we will explore the extensive fossil record of mammals in order to gain insights to these and other questions concerning the history of this critically important animal group. Through discussions, readings, lectures, labs, examination of fossil specimens, original inquiry, analysis of museum exhibits, and application of scientific reasoning, students will be introduced to the fossil record of mammals and its critical role in establishing patterns of mammalian evolution and historical biogeography.

PHARMACOLOGY: THE RATIONAL USE OF DRUGS. Almost everyone takes medication occasionally, even regularly. How much we understand about the drug and how it functions, how it promotes our health and why it might not work the way we anticipate is critical for the rational use of drugs. The more we understand our biology, the more we understand the potential to control our states of health via drugs. Students will learn the reasons for and effects of administering drugs by different routes, rationales for special label directions, concepts of synergy and antagonism and other pharmacological tenets. Through the study of basic pharmacology, students will examine the interaction of

environmental factors in health and the implications for approaches to health maintenance.

PHISICS: ITS INTERACTION IN MODERN LIFE. This course traces the evolution of scientific thought to learn how and why physicists like Copernicus, Galileo, Newton, and Einstein were able to go “where no man has ever gone before.” Understanding the basic laws of physics is a necessary ingredient in modern life, not just to possess scientific knowledge but to make intelligent political and economic decisions. Students will explore the development of physics from Egypt and Greece to black holes and quarks through discussions, demonstrations and lectures.

STATISTICS FOR USE. Prerequisite: some facility with algebra as evidenced by Practical Math and Applied Algebra or its equivalent. This course is designed for students who for career-related activity or further academic (graduate) studies, need those quantitative and numerical skills beyond Practical Math. Topics to be covered include the center and risk associated with financial data, identifying the trend and making predictions for economic and scientific data, measuring the likelihood of an occurrence in a game of chance, or even estimating a political candidate’s chances based on polls. Examples will be used to introduce and reinforce theory. The student will build confidence and learn to solve practical problems by using statistics.

WEB SITE DESIGN. Designing a web site, for personal or professional user, requires a number of skills. This course serves as an introduction to the tools and methods for creating affective web sites. Students will learn the fundamentals of HTML, forms, image creation and editing, and JavaScript through exercises which lead to the creation of a functional web site by the end of the course. In addition to these practical skills, the course will also discuss the effective design practices for a successful web site. Requirement: Familiarity with Windows, ability to use a word processor, some experience using the Internet, and functioning Internet account, student email account, and Shrike account prior to beginning of course.

FACULTY DESIGNED INDEPENDENT STUDIES

INVESTIGATING CITY HALL. Each student will devise an investigative field project designed to explore, analyze, and understand a specific or related group of functions in the local, state or federal government as it functions in and around Chicago. The focus is on field investigation, interviews and research into how and why government operates as it does, or to explain how social factors such as race, ethnicity, nationality, class, age, sex or religion determine the operation of government, the formation of policy, or solution of social problems or issues. Projects might range from how does the park department operate in my precinct to following the election of a congressional representative. A chronology of your investigation and a summary of your findings will be the final product of your efforts. It might even be the beginning of a news story.

NATURE/NURTURE: FROM GENE TO PHENOTYPE. One of the themes of contemporary biological and behavioral investigations has been the attempt to answer the question, “Is it nature or nurture which guides our destiny?” Following an introduction to the basic mechanisms of heredity, students select a topic of interest from the realm of health or behavioral sciences and pursue an independent research project. The focus of this study will be the development of both an appreciation and basic understanding of biological and environmental considerations in describing factors which shape our existence.

GENDER IMPLICATIONS OF LEISURE. Play, leisure, fun, sport, game, hobby, relaxation and free time all conjure up activities, present or remembered, for most people. At most times in history these activities were non-existent or limited to the very upper classes whose money and the labor of others provided the time and materials for a leisure class. In recent time the phrase “leisure mass” has been coined to describe the effects of shorter work weeks, electricity, and a rising and expanding middle class. Yet many people today complain that they have no time or energy for play. Remnants of the Puritan ethic also make “doing nothing” or playing suspect or limited to children or the elderly. Another

factor that influences leisure is gender. Socialization patterns, biological aspects and culture often determined activities that males and females select as leisure pursuits. This learning experience will explore these issues and related ones as well as assisting the learner in discovering his/her own desires and patterns in the arena of leisure.

TECHNOLOGY AND SOCIAL CHANGE. It is commonplace to observe the many ways in which technology has changed people's lives but few of us reflect on how technology itself is a product of priorities and values which change from one social context to another. Given the experience of the past two centuries, during which technical development has been driven by an expansive capitalistic ethic, what are the prospects for a socially responsible technology in the future? Each student will choose a major technological development which has affected modern American life (such as the internal combustion engine, or nuclear energy) to conduct a case study in the development of technology. Using readings from historians and social scientists who have studied the development of technology in a variety of settings, each student will examine her/his case in a larger social and historical context. Finally, alternative systems of social organization will be considered to help formulate more rational uses of technology in light of social needs.

BODY SCAN: PRACTICAL ANATOMY AND YOUR PERSONAL ENVIRONMENT. We are confronted daily with a barrage of physical challenges to our body – particularly, our musculoskeletal system. This we experience as pain and altered or loss of function: headaches, backaches, muscle spasms, pinched nerves, etc. When assessing the physical ramifications of stress and strain, and understanding of basic anatomy in the context of our environmental issues (ie., work, exercise) and the process of aging, is the key to making positive choices and changes. In this course, students will utilize a text/workbook, clinical case histories, presentation of a research topic, and class discussions.

SCIENCE, THE UNIVERSE AND THE QUEST FOR UNDERSTANDING. Astronomy, one of the oldest sciences, links our wonder at the beauty of the night sky, and our quest for meaning, and practical necessities such as navigation and communications. Students will discover in a playful, conceptual, and generally non-mathematical way how science, with intuition, inspiration, and logic helps us to understand our most basic questions: how are the stars made, how is the stuff that we are made of produced, where is the universe headed, and what lies at the end of time? Learning in class will be achieved by a combination of readings discussion, observational exercises, with one field trip to a major scientific site.

COURSES

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