CAR

Career Development

CAR 110 Career Development and Decision Making
Introduces students to theories of career decision-making, and the relationship between major choice, academic planning, and career options. Examines two steps in the career decisions process: self-assessment (skills, interests, values, and personality traits) and career exploration.
Prerequisites: Satisfaction of the writing competency skill (D.E.C. A course first); U1 or U2 standing
2 credits

CAR 210 Career Planning
Focuses on a systematic approach to the career planning process, including goal setting, professional communication, job market trends, and career research strategies. Analyzes the value of extracurricular service, and leadership experiences, and how to convey this value through written and oral presentation. Examines components of successful transition to the workplace.
Prerequisites: Completion of D.E.C. category A; U3 or U4 standing
1 credit

CCS

Cinema and Cultural Studies

CCS 101-B Images and Texts: Understanding Culture
The images and texts of advertising, television, art, writing, film, and performance and how they come to characterize and shape our everyday lives. Using case studies, students learn how to recognize, read, and analyze culture within a particular social, cultural, or political context, touching upon such important issues as race, gender, class, ideology, and censorship.
3 credits

CCS 201 Writing About Culture
The course teaches research methodology, develops critical thinking, and hones argumentative writing skills. A range of cultural artifacts, issues, and approaches are considered along with the ways that various discourses appropriate or critique them. Students gain extensive training in the methods essential to the use of resources and to critical writing.
Prerequisites: Completion of D.E.C. category A
3 credits

CCS 301-G Theorizing Cinema and Culture
Recent trends in critical theory applied to the study of film, television, literature, popular music, and other types of “cultural production.” In-depth analyses of specific literary, visual, and musical texts are situated within structures of power among communities, nations, and individuals. Exploration of how identities of locality, gender, ethnicity, race, and class are negotiated through cultural forms.
Prerequisites: Two courses toward the major in cinema and cultural studies
3 credits

CCS 311-G Gender and Genre in Film
Examination of the notion of genre as a category of analysis and its often conflicting relationship to gender in the context of specific genres (the western, film noir, the horror film) and film story. Attention is paid to a particular genre’s appeal to men and/or women as well as its relationship to larger social, cultural, and political issues.
Prerequisites: CCS 201 or HUM 201 or 202 or THR 117
3 credits

CCS 401 Senior Seminar in Cinema and Cultural Studies
Intensive study in a specific area of cinema and cultural studies. Possible topics include a film genre, a focused theoretical perspective, and the life and work of an important director or artist. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.
Prerequisites: U4 standing; CCS major
3 credits

CCS 475 Undergraduate Teaching Practicum
Work with a faculty member as an assistant in one of the faculty member’s regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.
Prerequisites: U3 or U4 standing; permission of instructor and department
3 credits, S/U grading

CCS 487 Independent Research in Cinema and Cultural Studies
Intensive readings and research on a special topic undertaken with close faculty supervision. May be repeated.
Prerequisites: Permission of instructor and department
0-6 credits

CCS 488 Internship
May be repeated up to a maximum of 6 credits, but only 3 credits may be applied toward the cinema and cultural studies major.
Prerequisites: Permission of program advisor
0-6 credits, S/U grading

CCS 495 Senior Honors Project in Cinema and Cultural Studies
A one-semester project for cinema and cultural studies majors who are candidates for the degree with departmental honors. The project involves completion of an honors thesis or project under the close supervision of an appropriate faculty member and the written and oral presentation of the thesis or presentation of the project to the program faculty colloquium.
Prerequisites: Permission of instructor and undergraduate program director
3 credits

CFS

Child and Family Studies

CFS 210-F Introduction to Human Development: The Family Context
Theories and research pertaining to stages in the life cycle from infancy to old age. Traditional theories of Freud, Erikson, and Piaget as well as contemporary interaction and ecological models are explored. Each stage is considered from the perspective of developmental tasks and its familial and social implications. Ethnology, social class, and sex roles are examined with special attention to their effects on the family. May not be taken for credit after PSY 220.
3 credits

CFS 287 Supervised Research in Child and Family Studies
Participation in laboratory and field research in child and family studies under the direct supervision of a faculty member in the Child and Family Studies Program. May be repeated up to a limit of six credits.
Prerequisites: Permission of instructor
0-3 credits, S/U grading

CFS 308 Violence in the Family
Theories and research about physical and sexual abuse in the family. Among the topics to be discussed are rape, incest, and spousal abuse. The approach includes sociological, psychological, and feminist perspectives. Solutions involving the medical and legal systems and the establishment of shelters are also explored.
Prerequisites: U3 or U4 standing
Advisory Prerequisites: Nine credits in the social and behavioral sciences
3 credits

CFS 320-F The Special Child
Social, political, philosophical, and educational issues related to the habitation and integration of children. The course focuses on the interaction between children who have developmental, sensory, communication, behavioral, orthopedic, or other health disorders, as well as those who are gifted, and on community response to their exceptional needs.
Prerequisites: CFS 210 (formerly SSI 210) or PSY 220
3 credits

CFS 321-F Early Childhood Environments
A study of physical and social environments for young children from birth to eight years old. Public, commercial, and private settings are considered, including homes, hospitals, museums, libraries, and both indoor and outdoor play spaces. Alternative, traditional, and innovative child-care, preschool, and school settings are examined.
Advisory Prerequisites: CFS 210 (formerly SSI 210) or PSY 220
3 credits

CFS 322-F The Infant and Young Child
Growth and development during the earliest stages of life. Socioeconomic class, ethnicity, and individual differences of infants and young children are explored. Topics include cognitive, socioemotional, and language development; the at-risk infant; and caregivers’ role in health care, safety, and nutrition. Students conduct periodic systematic observations of infants and young children in a variety of settings.
Advisory Prerequisites: CFS 210 (formerly SSI 210) or PSY 220
3 credits

CFS 339-F Children’s Play
An investigation of the significance of play in human development, familiarizing the student with the psychological and sociological perspectives of play and considering the application of these theories in educational and clinical settings. The course is especially useful to students who are contemplating professional work with children.
Advisory Prerequisites: CFS 210 or 322 (formerly SSI 210 or 322) or PSY 220
3 credits

CFS 340 Children in Hospitals and Health Care Settings
An examination of the social and emotional needs of children, adolescents, and their families when confronted with illness, medical crisis, and hospitalization. The course focuses on the creation of develop-

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mentally appropriate, culturally sensitive, and family-centered health care environments. Topics include preparation for hospitalization and medical intervention, the dynamics of family stress, multicultural perspectives on illness and health care, and children’s reactions to parental and sibling illness.

Prerequisite: CFS 210 (formerly SSI 210) or PSY 220. Advisory Pre-req: One of the following: CFS 320, 321, 322, or 327 (formerly SSI courses)

3 credits

CFS 345-K Parental Roles in a Pluralistic Society

An examination of parental roles in family life from a multicultural perspective. Theoretical models of parent education are evaluated, and alternative approaches to service delivery are explored within the context of America’s pluralistic society. Specific issues such as ethnic socialization by parents and multiculturalism in child care and school settings are analyzed.

Prerequisite: CFS 344 or U4 standing

Advisory Prerequisite: CFS 210 (formerly SSI 210) or PSY 220 or SOC 304

3 credits

CFS 381-F Seminar in Child Development

Seminar in early childhood development and education focusing on emergent literacy, science and math discovery, multi-sensory experiences to enhance motor development, and exploration of the arts. Students analyze strategies for problem solving and for creating environments that foster positive social interactions. Active listening, limit setting, conflict negotiations, and inquiry approaches to learning are explored from a multicultural perspective. Students develop learning experiences for children they are working with in the co-requisite practicum, CFS 283 (formerly SSI 283).

Prerequisite: CFS 210 (formerly SSI 210) or PSY 220

Corequisite: CFS 283 (formerly SSI 283)

3 credits

CFS 405 Seminar in Children, Law, and Social Policy

A seminar that examines the social and political factors that determine the legislation affecting children and the evaluation of program effectiveness with an emphasis on developing skills needed to be an effective advocate for children and families. While the history of programs, beginning with the New Deal, is explored, the focus is on current legislation. The following issues are analyzed: child health, nutrition, education, adoption and foster care, Head Start, child care.

Prerequisite: U3 or U4 standing

3 credits

CFS 417 Senior Seminar in Child and Family Studies

A seminar for advanced students in the minor in child and family studies. A selected topic, chosen from among the following, is explored in depth: children and families at risk, motherhood, parent education, families with disabled members, family and individual development in the later years, families and the media, and cross-cultural perspectives on child care and the parent-child relationship.

Prerequisite: U3 or U4 standing

3 credits

CFS 475 Directed Readings in Child and Family Studies

Individually supervised reading in selected topics in child and family studies. May be repeated, but total credit may not exceed more than six credits.

Prerequisite: Permission of instructor

1-3 credits

CFS 476 Undergraduate Teaching Practicum I

Work with a faculty member as an instructor in one of the faculty member’s regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member regularly scheduled times to discuss intellectual and pedagogical matters relating to the course.

Prerequisite: CFS minor or SSI major; U4 standing; interview; permission of instructor

3 credits, S/U grading

CHE 129-E General Chemistry IA

A broad introduction to the fundamental principles of chemistry, including substantial illustrative material drawn from the chemistry of inorganic, organic, and biochemical systems. Basic concepts, problem solving, and factual material are emphasized. This course provides the necessary foundation for students who wish to pursue further coursework in chemistry. CHE 129 is inappropriate for students who satisfy the prerequisites for CHE 131 or 141. Three lecture hours, one 80-minute workshop, and one problem-solving session per week. The content and grading match that of CHE 131 (see course description for CHE 131), but the math prerequisites differ, and students attend a CHE 130 problem-solving session per week. The problem-solving session provides a structured environment for developing quantitative reasoning and problem-solving skills. CHE 129 may not be taken for credit in addition to CHE 123/124, CHE 131 or 141.

Mandatory co-requisites: MAT 125 and CHE 130

3 credits

CHE 130 Problem Solving in General Chemistry

This course provides a structured environment for completing CHE 129 homework assignments and helping students develop the quantitative reasoning and problem solving skills needed in General Chemistry. Satisfactory/Unsatisfactory grading only. Grading is based on attendance and participation. Required for students taking CHE 129 along with MAT 123.

Mandatory corequisites: CHE 129 and MAT 123

S/U grading

CHE 131-E General Chemistry IB

A broad introduction to the fundamental principles of chemistry, including substantial illustrative material drawn from the chemistry of inorganic, organic, and biochemical systems. The principal topics covered are stoichiometry, the states of matter, chemical equilibriums and introductory thermodynamics, electrochemistry, chemical kinetics, electron structure and chemical bonding, and chemical periodicity. The sequence emphasizes basic concepts, problem solving, and factual material. It provides the necessary foundation for students who wish to pursue further coursework in chemistry. This sequence is inappropriate for students who have completed two or more years of chemistry in high school; such students should take CHE 141, 142. Three lecture hours and one 80-minute workshop per week. May not be taken for credit in addition to CHE 129 or CHE 141.

Corequisite: MAT 125 or higher

3 credits

CHE 132-E General Chemistry II

A continuation of either CHE 129 or 131, introducing the fundamental principles of chemistry, including substantial illustrative material drawn from the chemistry of inorganic, organic, and biochemical systems. The principal topics covered are stoichiometry, the states of matter, chemical equilibrium and introductory thermodynamics, chemical kinetics, electron structure and chemical bonding, and chemical periodicity. The sequence emphasizes basic concepts, problem solving, and factual material. It provides the necessary foundation for students who wish to pursue further coursework in chemistry. This sequence is inappropriate for students who have completed two or more years of chemistry in high school; such students should take CHE 141, 142. Three lecture hours and one 80-minute workshop per week. May not be taken for credit in addition to CHE 142.

Prerequisite: CHE 129 or higher or CHE 131

Corequisite: MAT 125 or for those who took CHE 124, 129 or 130; MAT 126 or higher for all others

S/U grading

CHE 123-E Introductory Chemistry I

This course develops skills in information processing, critical thinking, and problem solving. Content is taken from the first half of CHE 131: stoichiometry, chemical structure and reactions, solutions, acids and bases. Not for credit in addition to CHE 131 or 141 or the discontinued CHE 121.

Prerequisite: Level 2 on the mathematics placement examination and high school chemistry, or Level 3 on the mathematics placement examination

Corequisite: MAP 103 or appropriate MAT course

Advisory corequisite: CHE 133

3 credits