

Interdisciplinary Programs of Study

The University offers a variety of programs of study that are informed by more than one disciplinary field. They include the Honors Program and minors in Community Service-Learning (CSL); Core Texts and Enduring Questions (CTEQ); Global Studies (GLS); Law, Ethics, and Constitutional Studies (LEX); Racial and Ethnic Studies (RES) and Women's Studies (WMS).

MINOR IN COMMUNITY SERVICE-LEARNING (6)

Community Service-Learning (CSL) utilizes community service as part of the academic inquiry in a wide variety of courses. Among other things, CSL courses allow students to test classroom learning against their off-campus experiences, as well as put their academic insights and practical skills to use serving the greater Worcester community. Some CSL courses involve students volunteering multiple times at local agencies; most courses, however, involve specific service projects students do together. For example, CSL students have explored management principles while working on a Habitat for Humanity construction site, explained biology concepts to elementary school students, and used graphic design skills to help real-life, non-profit community partners. For questions, contact Community Service-Learning Director Mike Land, miland@assumption.edu.

The Community Service-Learning Minor

Many students find themselves more than halfway to the CSL Minor without even realizing it; a few have even earned it as part of a triple-minor, with CSL courses double-counting for requirements in a major or minor. The minor gives students who like experiential learning an opportunity to take multiple courses in that educational format, but also allows students to reflect on the variety of kinds of service, and various ways different disciplines can contribute to the broader community. CSL minors are also asked to reflect on their service journey as a whole.

Requirements

The CSL Minor consists of five (5) elective courses that have been approved by the CSL director, plus a capstone independent study course. CSL students also must complete 125 hours of service during their time at Assumption.

The heart of the minor is the taking of CSL courses in at least three different disciplines. A fourth course – IDS 425, the CSL Minor Capstone independent study – also requires community service. The remaining two courses consists of (1) a theology course and (2) either a fifth CSL course or any course that engages social justice issues in some way. (Ask the director if a course counts.) CSL minors must also accumulate 125 hours of community service while at Assumption. Students often earn most of these hours through the CSL courses themselves, but the minor also requires at least some hours through some other form of service at Assumption, usually either volunteering locally through the Reach Out Center or going on a SEND mission trip through Campus Ministry.

Sample CSL Courses

Often a single academic course will be offered in a CSL format one semester, but not the next. Thus the list of CSL courses is always changing – and growing. When registering in a particular semester, look for the CSL designation. Past CSL courses include:

- ARD 115 and 215, Graphic Design I and II
- BIO 102 Human Biology, Health and Disease
- BIO 160 Concepts in Biology
- EDU 260 Teaching Students with Special Needs
- ENG 202 Introduction to Journalism.
- ENG/SOC 225 Literature of Social Responsibility
- ENG 415 Writing Mass Communication Capstone
- HIS 366 Vocations in Public History
- PSY 290 Psychology of Development: Infancy and Childhood
- SPA 318 Rebellion and Reinvention in Mexico
- SPA 400 Special Topics in Latin American Studies

COURSE DESCRIPTIONS

GLS 112 PERSPECTIVES ON GLOBAL HUMANITARIAN RELIEF

This course challenges students to develop critical judgment about complex global justice issues like migration and climate change. Students will take advantage of the expertise and resources of Catholic Relief Services (CRS) as they learn more generally about a challenging social problem, and then consider how Catholic social teaching can help individuals and organizations formulate and implement potential solutions. Course content will be drawn from the annual CRS Faculty Learning Commons core theme and associated resources and will require students to gain a deep understanding of that year's theme and the relevant humanitarian efforts of CRS. Students will work together on a major public advocacy project to education the campus and/or local community about the global issue and the work of Catholic Relief Services.

Crowley, Staff/ *One credit*

IDS 425 SEMINAR IN SERVICE-LEARNING

The capstone course for CSL minors, IDS 425, an independent study course, combines interdisciplinary readings, critical thinking and analysis, and community service. Students are encouraged to explore the connections between text and experience, between ideas and lived events. Students are engaged in 45 hours of community service throughout the semester. They pursue a research project of their choice. The culmination of the seminar is a research paper and a formal presentation.

Land/*Three credits*

FORTIN AND GONTHIER

CORE TEXTS AND ENDURING QUESTIONS PROGRAM

The Fortin and Gonthier Core Texts and Enduring Questions (CTEQ) Program is a unique program at Assumption University. This select Catholic liberal arts program offers an intellectually rich interdisciplinary minor that complements any pre-professional, natural science, mathematics, or humanities major. Students in this engaging program attend special lectures by nationally known speakers, compete in student essay contests, run the CTEQ Book Club, take part in intercollegiate student research conferences, and travel on CTEQ class-related trips to major cities in the United States and Europe (Athens, Krakow, London, and Paris).

MINOR IN CORE TEXTS AND ENDURING QUESTIONS (6)

Specifically designed for select students seeking an intense and integrated liberal arts education as they simultaneously pursue a specialized major, the minor in Core Texts and Enduring Questions brings faculty and students together to study great works of human thought not simply to learn something about them and their authors, but, more importantly, to learn something vital and enduring about ourselves as human beings. Believing that the dialogue between the best of ancient and modern thought gives us profound access to permanent truths about ourselves and our world, the CTEQ minor contributes to the integration of students' specialized education by allowing them to hone their reasoning, writing, and speaking skills as they engage in a substantive, ongoing dialogue about timeless human questions and perennial human goals. Compatible with any major, this six (6) course, integrated minor also fulfills twelve (12) credit hours in Assumption's Foundations Program. Students can thus pursue the CTEQ minor, which will appear on their official transcript, while they work their way through the Foundations Program, required of all students.

Inspired by Fr. Emmanuel d'Alzon's, the founder of the Augustinians of the Assumption, vision of a truly dialectical and liberal education, the CTEQ minor combines four academic departments—Art History, Theology, Philosophy, and Political Science—in one concentrated minor. Exploring enduring questions about the nature of justice, beauty, human nature, and God, students in this interdisciplinary minor enter into meaningful dialogue with great artists and thinkers like Plutarch, Plato, Augustine, Michelangelo, Descartes, Pascal, Baudelaire, Tocqueville, and Pope Benedict XVI. Rooted in the idea that Core Texts are not the property of particular disciplines or particular periods or particular fields of study and drawing on the best aspects of Catholic liberal education, participants in the CTEQ minor form a distinctive learning community at Assumption University.

REQUIRED COURSES (6)

- ARH 160 Art Ancient and Modern: The Question of Beauty
- THE 153 Revelation: Ancient and Modern
- PHI 245 Reason: Ancient and Modern
- POL 351 Republicanism: Ancient and Modern

Two (2) of the following single book seminars:

- ARH 350 Nietzsche and the *Avant-Garde*
- PHI 351 Plato's *Republic*
- PHI 375 Nietzsche's *Beyond Good and Evil*
- POL 356 Machiavelli's *Discourse and Prince*
- POL 358 Tocqueville's *Democracy in America*
- THE 285 Augustine's *The City of God*

Students are encouraged to take ARH 160, THE 153, and POL 351 in their first two years of study and PHI 245 and two of the single book seminars in their second two years of study. For further information, contact Dr. Daniel Maher, Director of the Fortin and Gonthier Core Texts and Enduring Questions Minor.

MINOR IN GLOBAL STUDIES (7)

A minor in Global Studies allows a student to add a global dimension to their program of study. By combining a course in anthropology with courses from across the University, students choosing to minor in Global Studies acquire an understanding of contemporary global issues that can complement many majors.

REQUIRED COURSES (2)

GLS 100 Introduction to Global Studies
ANT 131 Cultural Anthropology

GLOBAL STUDIES ELECTIVES (5)

Select five (5) courses from among

Any foreign language at level V or higher
Any Spanish course with Latin American content
MGT 335 Global Social Entrepreneurship
ECO 252 Economic Development
ECO 264 Comparative Economic Systems
EDU 302 Teaching English Language Learners
GLS 112 Global Social Entrepreneurship (three times)
HIS 114 World History I
HIS 241 Russia Pre-Revolutionary Period
HIS 354 North American Indian
HIS 290 Islamic Middle East I
HIS 291 Islamic Middle East II
HIS 363 The Vietnam War
MUS 125 World Music
MUS 126 Global Pop
THE 286 Catholicism and the World's Religions
WMS 385 Women of the World
PSY 218 Cultural Psychology

COURSE DESCRIPTIONS

ANTHROPOLOGY (ANT)

ANT 131 CULTURAL ANTHROPOLOGY

This course will be an overview of the discipline of cultural anthropology, introducing the student to diverse cultures around the globe through reading and analysis of anthropologists' writings about their work. Readings will show that humans in different cultures have developed different solutions to the same problems. Emphasis will be placed on techniques for learning about other cultures, and the theories and concepts used to understand why humans behave as they do. This course fulfills the social science requirement in the Core Curriculum and the Foundations Program.

Staff/Three credits

GLOBAL STUDIES (GLS)

GLS 100 INTRODUCTION TO GLOBAL STUDIES

The course introduces students to several of today's most pressing global issues and demonstrates how they are interconnected. It explores, subject to various perspectives, the issues of ethnic violence, world water concerns, climate change, the spread of tropical diseases, development basics, and current international status of HIV/AIDS. Attention is devoted to the debate over globalization and the development of international institutions. Available to first year students or sophomores or by permission.

Staff/Three credits

GLS 112 PERSPECTIVES ON GLOBAL HUMANITARIAN RELIEF

This course challenges students to develop critical judgment about contemporary global issues. Students will take advantage of the expertise and resources of Catholic Relief Services (CRS) as they first learn about migration--considered from historical, political, economic, and geographic perspectives--and then consider how Catholic social teaching can help individuals and organizations (such as the University) formulate and implement potential solutions. Course content will be drawn from the annual CRS Faculty Learning Commons and will require students to gain a deep understanding of global migration, of Catholic social teaching connected to that issue, and of the relevant humanitarian efforts of CRS. Students will work together on a major public advocacy project to educate the campus and/or local community about global migration through the lens of Catholic social teaching and the work of CRS. Taken three times, this course fulfills the Global Awareness requirement in the core curriculum for the classes of 2025 and 2026. (Fall)

Crowley, Lang, and Rao/One Credit

GEOGRAPHY (GEO)

GEO 100 INTRODUCTION TO PHYSICAL AND HUMAN GEOGRAPHY

A general examination of everyday physical occurrences of the earth. A wide range of topics is briefly covered, including global warming, storms; earth-moon relationships; oceans; land forms; erosion; weather; and climate. Physical effects on the human environment, activities potential, and limitations are investigated. The course is geared to students with no background in physical science. Students who have taken GEO 101 or 103 should not enroll. Counts in the core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the core. (Fall)

Hickey/Three credits

GEO 101 INTRODUCTION TO PHYSICAL OCEANOGRAPHY

An introductory look at physical and chemical properties of seawater, marine geology, ocean currents, tides, deep-ocean circulation, bottom topography, marine life, sediments, and the sea's resource potential will be discussed. No science background is necessary, only an interest in the field. The purpose of the course is to give the student an overall understanding of the environment which constitutes 73% of the earth's surface. Course counts in Core as Counts in the Core as an additional scientific and quantitative reasoning course or as a social science. (Spring, Alternate Years)

Hickey/Three credits

GEO 103 CLIMATE AND WEATHER

An introductory examination of our atmosphere with special attention being paid to the study of weather phenomena and their causes. Practical use of meteorological data, climatic controls, weather systems, and weather prediction exercises. No science

background is necessary, only an interest in the field. Course counts in Core as an additional scientific and quantitative reasoning course or as a social science. (Spring, Alternate Years)

Hickey/*Three credits*

GEO 108 WORLD POPULATION ISSUES

Lecture and open discussion on current population problems existing in the world today. Topics will include statistical processes; world food production and standards; female roles; adolescent pregnancy; migration; medical assistance; world economic issues; developing countries; issues on aging; foreign aid; and responses to population pressures, especially in urban areas. Same as SOC 108. Counts in the Core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the Core. (Fall, Alternate Years)

Hickey/*Three credits*

GEO 134 CONSERVATION OF NATURAL RESOURCES

Topical study of issues relating to natural resources: their use, abuse, and future potential. U.S. resources will be stressed. A partial list of topics dealt with includes our carbon footprint, energy, alternative energy, water, fish resources, the Law of the Seas, waste disposal, environmental laws, and effective regional planning. Other issues will arise from class projects and discussion. Counts in Core as an additional scientific and quantitative reasoning course or as a social science. (Fall, Alternate Years)

Hickey/*Three credits*

GEO 222 REGIONAL GEOGRAPHY OF SOUTH AMERICA

A systematic study of the current physical and cultural landscape of the area south of the Panama Canal. Individual countries and discussions of issues concerning all of South America will be stressed. Topics to be covered include current political structures, resource base, agriculture, land tenure, and the economic development potential of South American countries. Western policy regarding this area completes the course. Open to all students. Counts in the Core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the Core. (Spring, Alternate Years)

Hickey/*Three credits*

GEO 232 REGIONAL GEOGRAPHY OF AFRICA

The object of this course is to attain a fundamental economics/geographic conceptual view of Africa as it exists today. Political geography as well as the region's physical terrain, climate, and resources will be studied. Land use patterns and the interrelationships between natural environment and human economic activities, especially AIDS, give focus to the materials. Readings on current issues are assigned. Western policy regarding this area completes the course. Open to all students. Counts as a second scientific and quantitative reasoning course, or as a social science course. Also double counts as a global awareness course in the Core. (Fall, Alternate Years)

Hickey/*Three credits*

GEO 240 INTRODUCTION TO GEOGRAPHICS INFORMATION SYSTEMS

From Google Maps to location-tracking iphone apps, spacial data and geographic information systems (GIS) are everywhere. Corporations, nonprofits, academics, governments, and individuals use this technology to better navigate the world. Learn about new environments, assess interactions of phenomena across locations, and explore why places change over time. The aim of this course is to introduce students to spacial data structures, GIS theory, and GIS software programming. By the completion of the course, students will have an elementary understanding of how to create, collect, manipulate, interpret, display, and analyze geographically referenced information. Students will gain exposure to local and international real-world applications of spacial data and GIS in multiple disciplines such as business, economics, healthcare, and environmental science. (Spring)

Williams/*three credits*

GEO 250 SPECIAL TOPICS IN GEOGRAPHY

Special topics in Geography are offered occasionally. These courses expand our current offerings and respond to changing student concerns, interests or more general worldwide topics of importance. These courses can be interdisciplinary in nature. They will be taught at the intermediate level. Some may require prerequisites or could be restrictive in some other manner. Counts in Core as either an additional scientific or quantitative option or a social science option.

GEO 252 INTRODUCTION TO LAND USE POLICY

The course reviews many landmark land use and legal cases, which established land use planning in the United States beginning in the 20th century. Historic, precedent setting, cases will be discussed. Topics such as nuisance, zoning regulation, spot zoning; aesthetic planning, resource protection and general due process will be discussed. Some geographic and urban theory as it applies today, will be reviewed. No knowledge of law is necessary. This is not a class in law but is based on legal applications of land use policy. Class discussion and case readings are the focus of the class. Counts in Core as either an additional scientific or quantitative option or a social science. (Spring, Alternate Years)

Hickey/*Three credits*

GEO 399 INDEPENDENT STUDY IN GEOGRAPHY

Individually supervised study with one or more professors on an advanced topic. Open to qualified Juniors and Seniors with the permission of the department chairperson. Counts in Core as either an additional scientific or quantitative option or a social science. (Fall/Spring)

Hickey/*Three credit*

HONORS PROGRAM

Honors Council: Elizabeth Colby Davie (Director), Steven Farough, Christopher Klofft, Courtney Orelup-Fitzgerald, Rachel Ramsey, Anthony Sacino, Brian Volz.

Students in the Assumption University Honors Program are passionate about ideas and learning, eager to grow by taking on challenges, and committed to the common good of their communities. For that reason, Honors students take courses that aim for higher-level thinking and depth of understanding, collaborate with faculty members, and design independent projects that reflect their interests. Students selected for the Honors Program become members of a lively community that supports academic and co-curricular activities, the chance to build life-long relationships, and the opportunity to develop as persons. The Honors Program reflects the mission of the University by providing a curriculum that offers a high-quality liberal education, in-depth disciplinary and professional training, opportunities to contribute to the community, and a basis for a meaningful personal, professional, spiritual, family, and civic life. It presents opportunities for students to explore connections among their courses, and also between their courses and life. The program promotes intellectual friendship and discourse while providing a common, intensive learning experience inside and outside the classroom.

The program commences in the first year with a year-long Honors COMPASS learning community linkage that continues into the spring semester: these are small, liberal arts courses in Literature, or in Philosophy, or in Theology, linked with another discipline, such as Art, Politics, History, or Psychology. In the sophomore year, honors students take one Honors elective chosen from a range of courses, including, for example, the discussion-centered Honors Roundtable. Other Honors electives include Honors Physics I and II, Honors Calculus I and II, or any course in the Core Texts and Enduring Questions Program. In the junior year, students join a workshop, guided by a professor, as they identify a topic for their senior year thesis or capstone project, a significant piece of independent work usually in the student's major field of study. Going well beyond second-hand learning, students in the Honors Program experience a direct-engagement education by learning from primary texts, concrete experiences, faculty mentors, and personally driven scholarly projects.

HONORS PROGRAM GOALS

Honors Program students will:

- Cultivate independent thinking and learning
- Learn to interpret and evaluate information from a variety of perspectives
- Engage actively with various academic disciplines
- Develop and refine the qualities and responsibilities of honor, leadership, and service
- Carry out in-depth independent study in a self-designed project

REQUIRED COURSES (7)

First Year	Year-long Honors COMPASS linkage comprising two courses in fall and two courses in spring. If the first-year linkage is not continued in spring semester, two other courses with an Honors designation (H) will be taken.
Sophomore Year	Honors Elective, being any course with an Honors designation (H) including the one credit HON 299 Honors Roundtable. HON 299 may be taken repeatedly when topics differ but may count only once toward the seven-course requirement of the Honors Certificate.
Junior Year	HON 300 Honors Workshop. With approval of the Honors director and consultation with the instructor, NUR 310 Evidence-Based Nursing Practice may substitute for HON 300. In such a case, the student must still present and defend a capstone proposal with HON 300.
Senior Year	HON 444 Honors Capstone

HONORS PROGRAM CERTIFICATE REQUIREMENTS

To earn an Honors Program Certificate a student must complete seven courses as part of the Honors Program, one of which may be the one-credit HON 299 Honors Roundtable, totaling 19-21 Honors credits. Students are required to maintain a minimum GPA in those courses of 3.25 and a minimum cumulative GPA of 3.25. In addition, students are required to defend their honors thesis to a committee of at least three faculty members. First-year students earning a grade point average of 3.50 or higher in the fall semester are invited to apply to the Honors Program and may join the program during their sophomore year.

PROGRAM BENEFITS

Co-curricular Opportunities

To complement the academic experience offered in the Honors Program, Assumption University sponsors such co-curricular activities as academic lectures, trips to historic sites and cultural events, concerts, attendance at academic conferences, dinner discussions, and study abroad.

Honors Fellowships

Honors Students are encouraged to apply for summer fellowships provided by the Honors Program. These funds may be used for summer and independent research and to attend scholarly conferences.

Honors Housing

Honors housing is available for first-year students in the Living Learning Center. This alternate housing option provides students with a living and learning community that fully supports and understands the attainment of academic excellence. The mission of the Honors housing is to provide students with an educational environment in a smaller dorm setting. Programming in the Hanrahan lounge will create many opportunities for less formal interactions between students, faculty, and the administration. Honors housing is highly recommended for members of the University Honors Program, but is not required. Honors housing is also open to a limited number of students outside the Honors Program who are interested in being part of a friendly, relaxed, supportive, and intellectually stimulating living-learning community.

Honors Suite

An Honors Suite is available in Tsotsis 247 for members of the Honors community. This space is available for study, consultation, and conversation by all Honors Students. Receptions between faculty, students, and campus speakers and performers will be scheduled in the Honors Suite periodically throughout the semester. The space contains a reading room and lounge, computer facilities, meeting space, and advisory offices.

Recognition

Honors Capstone Projects are bound and archived in the d'Alzon Library. Recipients of Summer Fellowships are recognized campus-wide. Graduates of the Honors Program receive a certificate at commencement, are marked as such in the Commencement Program, and have Honors denoted on their official transcript.

COURSE DESCRIPTIONS

HON 299 HONORS ROUNDTABLE

Dedicated to the spirit of open inquiry and civil disagreement, this one-credit course consists entirely of student-led conversations about important texts centered around a topic. Texts are chosen by the professor, who acts as a moderator. Learning objectives include fostering (1) openness to ideas and love of the intellectual life and (2) oral communication skills as virtues of citizenship. In their discussions, students should seek to demonstrate a spirit of open inquiry, thoughtful reading, careful listening, a high tolerance for divergent positions, attentiveness to reasons behind positions, and habits of civil disagreement. Grades will be based entirely on the quality of student discussion and on a final project or event during the exam period. (Fall and Spring)
Klofft, Cromarty/*One Credit*

HON 300 HONORS WORKSHOP

The Honors Workshop helps students identify a faculty mentor and propose a project for their Honors Capstone thesis (HON444). Each student will prepare a substantial description of the project, an annotated bibliography of relevant sources, and a plan with a timeline for completion of the project. As a workshop, this course requires substantial peer review in which students help each other develop and refine their proposals. During the final weeks of the semester, students will present and defend their proposals to an audience of their peers and faculty mentors. Prerequisites: 3.25 GPA, four previous honors courses, and membership in Honors Program. (Fall and Spring)
Colby Davie, Wheatland /*Three credits*

HON 444 HONORS CAPSTONE

In the Honors Capstone, each student will produce an independent research thesis or creative project under the supervision of a faculty mentor. (The project is proposed and approved during HON300 Honors Seminar.) Students will meet on a weekly basis with their faculty mentor for advice and guidance, but primarily will work independently on the project throughout the semester. A summary and defense of the capstone work will be organized by the faculty mentor and completed by the end of the spring semester. Prerequisites: HON 300 and membership in Honors Program. (Fall and Spring)

MINOR IN LAW, ETHICS, AND CONSTITUTIONAL STUDIES (7)

The minor in Law, Ethics, and Constitutional Studies (LEX) helps students appreciate the nation's constitutional order and its roots in the Western political and philosophical traditions. Jointly sponsored by the Political Science and Philosophy Departments, LEX engages constitutionalism, ethics, and the law through thinkers ranging from Aristotle, St. Thomas Aquinas, and Immanuel Kant to James Madison and John Marshall. In coursework based upon *The American Founding*, *Constitutional Law*, *Logic*, and the *Philosophy of Law*, students become familiar with political and philosophical texts like the *Federalist Papers* and *The Treatise on Law*, and landmark legal documents like the Mayflower Compact, the Constitution of the United States, and *Marbury v. Madison*. Students will approach these not merely as technical works but as political and philosophical texts that reflect ethical judgments, texts that must continue to be interpreted through the deliberate reflection of a political community.

The reasoning, rhetorical, and writing capacities students develop in the Law, Ethics, and Constitutional Studies minor are ideally suited to graduate school, law school, and employment in a variety of fields, such as government, teaching, journalism, law, and business. Not a pre-professional program, LEX helps students, whatever their future careers, to develop into citizens ready to take their places in the philosophical and constitutional tradition of America and the West. Drawing on the unique strengths of Assumption University as a Catholic liberal arts institution, the LEX minor in Law, Ethics, and Constitutional Studies is designed for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship.

The Law, Ethics, and Constitutional Studies Minor consists of seven courses: four specified courses, two courses selected from Electives List A, and one course selected from Electives List B.

REQUIRED COURSES (4)

- PHI 301 Logic
- PHI 270 Philosophy of Law
- POL 312 The American Founding

ELECTIVES LIST A (2)

PHI 225 Individual and Community
PHI 310 Biomedical Ethics
PHI 322 Advanced Topics in Ethics
POL 311 American Political Thought
POL 315 The Judiciary
POL 318 Problems in Civil Liberties
POL 345 Political Mass Murder
POL 373 International Law
POL 376 Terrorism in the Modern World
POL 377 Politics of Just Wars

ELECTIVES LIST B (1)

MGT 215 Business Law I
ECO 230 Law and Economics
ENG 201 Argument and Persuasion
ENG 211 Speech
HIS 202 Ancient Rome, 509 B.C. - A.D. 565
HIS 259 Revolutionary America
HIS 267 United States Foreign Relations Since 1776
LAT 101-202 Latin I-IV
PHI 151 Ethics and the Good Life
POL 110 Political Issues: The Quest for Justice
POL 201 American Government
SOC 242 Criminology
THE 343 Social Teachings of the Church

Other courses in political science and philosophy may count as electives in the minor, depending upon approval of the Law, Ethics, and Constitutional Studies Director. For further information, contact the LEX Director, Prof. Jeremy Geddert at j.geddert@assumption.edu.

MINOR IN RACIAL AND ETHNIC STUDIES (6)

The minor in Racial and Ethnic Studies addresses how racial and ethnic categories are created, maintained, and transformed. The minor uses interdisciplinary and comparative frameworks to understand the underlying social, cultural, and historical circumstances that impact the formation of racial and ethnic categories. Students will learn about race and ethnicity from different scholarly perspectives to develop a deeper understanding of these phenomena--an expectation that is essential part of a Catholic liberal arts education at Assumption. As the United States becomes more racially and ethnically diverse the minor in Racial and Ethnic Studies pairs well with other majors and minors across Assumption, as employers in a wide range of fields appreciate graduates who understand these changes and work within increasingly diverse workforces.

The minor in Racial and Ethnic Studies will help students:

1. Learn about scholarship that explains the formation, representation, and transformation of racial and ethnic categories in specific social and historical contexts.
2. Explore research that addresses the historical origins of the modern idea of race and of ethnic identities in the United States and other nations.
3. Examine how race and ethnicity shape contemporary socio-economic opportunities and outcomes, and are represented in different cultural genres such as literature, art, music, and visual media.

4. Address how questions of race and ethnicity relate to justice and social change through social movements, activism, and other forms of civic engagement in the US and abroad.

5. Become familiar with different theories that explain the formation of race, racial identity, racism, and ethnocentrism.

Students must complete a total of six courses, three of which must be taken beyond the student's major requirements as specified in Assumption's policy on the "double counting" of courses. Of the six courses, students must fulfill the following requirements to complete the minor:

GATEWAY COURSE (1)

HIS 270 Immigration and American History Since 1815 or SOC 216 Racial and Ethnic Relations

ELECTIVES (5)

Literary and Artistic Perspectives on the Question of Race and Ethnicity (1)

ENG 287 Literature by American Women of Color
ENG 379 Postcolonial Literature
ENG 380 Images of Race in American Literature and Culture
ENG 387 Survey of African American Literature
CLT 256 Latino Voices
LAS 200 Introduction to Latin American Studies
MUS 125 World Music
MUS 126 Global Pop
SPA 231 Survey of Latin American Literature
SPA 380 Latin American Chronicles

Historical and Social Scientific Perspectives on the Question of Race and Ethnicity (1)

CRM 130 Introduction to the Criminal Justice System
GEO 108 World Population Issues
GLS 100 Introduction to Global Studies
HIS 254 North American Indian
HIS 255 From Contact To Casinos: Interactions With Indians In North America
HIS 258 Colonial America
HIS 269 The African American Dream
HIS 359 Revolutionary America 1763-1815
HIS 369 Civil War and Reconstruction in the US
PSY 218 Cultural Psychology
SOC 122 Social Problems
SOC 206 Sociology of Urban Life
SOC 232 Social Inequality in Society
SOC 218 Social Movements
WMS 385 Women of the World

Three (3) other electives, which may include the gateway course not initially selected.

MINOR IN WOMEN'S STUDIES (6)

Women's Studies is an interdisciplinary program focused on the study of women and gender. Students may minor in Women's Studies and participate in a variety of co-curricular events held each semester. Students may also self-design a special major in Women's Studies. Students in this program explore and analyze questions such as myriad gendered phenomena including gender-based violence, the intersection of gendered poverty and migration, the complex issues surrounding the changing nature of gender roles, the persistence of gender based discrimination in the workplace and in education, the complex issues of

child care, and more. Students interested in global issues will also benefit from the way in which the Women's Studies Program highlights transnational issues and encourages an appreciation of the challenges and accomplishments of women worldwide. Additionally a Women's Studies minor prepares students for work in a wide variety of settings, such as women's health clinics, educational think-tanks, and social service agencies.

The minor program requires students to take the introductory course, Images of Women in America (CLT/HIS PSY/WMS 285) and five further courses, three of which must be taken beyond the student's major requirements as specified in Assumption's policy on the double counting of courses. Women of the World (CLT/ENG/HIS/PSY/SOC/WMS 385), focuses on global gender issues and the experiences and challenges of women worldwide. Students may also pursue internships focused on women's issues in a variety of placements, including within educational or social service agencies. This minor is important for all students, but especially for those who intend to work in areas of policy making, urban planning, business, social service and counseling, or the law.

Students interested in Women's Studies have the option of self-designing a special major with the approval of the Associate Vice President of Academic Affairs for Undergraduate Studies. This generally encompasses WMS 285, WMS 385, eight Women's Studies electives, and an internship in a placement related to women and/or girls. In addition to the introductory Images course, students following the Women's Studies minor select from an array of courses approved as Women's Studies electives. These courses change from semester to semester, but often include many of the following:

ANT 131 Cultural Anthropology	HUS 420 Family Aspects of Disability
ARD 217 Typography	HUS 421 Loss and Bereavement Across the Lifespan
BIO 380 Biology of Cancer	ACC 260 Community Tax Assistance
CLT 210 Classical Mythology	LAS 200 Introduction to Latin American Studies
CRM 325 Victimology	MGT 311 Diversity in the Work Force
CRM 333 Prisoner Rehabilitation and Re-entry	MGT 330 Global Social Entrepreneurship
CRM 335 Family Violence	NUR 420 Prof Nursing Promoting Family Health
ECO 210 Economics of Women, Men, and Work	NUR 421 Prof Nursing Promoting Family Health Clinical
ECO 264 Comparative Economic Systems	PHI 312 Contemporary Women in Philosophy
EDU 101 Teachers and Teaching in American Schools	POL 376 Terrorism and the Modern World
ENG 219 Approaches to Media Analysis	PSY 217 Psychology of Women
ENG 263 Children's Literature	PSY 220 Interpersonal Communication
ENG/PHI 265 Introduction to Peace Studies	PSY 410 Stereotypes and Prejudice
ENG 281 Women in Literature	SOC 122 Social Problems
ENG 287 Literature of American Women of Color	SOC 223 Family in Society
ENG 353 Novels of Jane Austen	SOC 224 Gender Issues in Society
ENG 363 Nineteenth-Century British Novel	SPA 255 Sports in the Hispanic World
ENG 371 The 1920s	SPA 256 A Year of Celebrations
ENG 396 American Film	SOC 315 Masculinities
ENG 387 Survey of Afro-American Literature	SPA 316 Emerging Modernities in the Hispanic World
GEO/SOC 108 World Population Issues	SPA 317 Border Identities in Spain
HIS 269 The African American Dream	SPA 318 Rebellion and Reinvention in Mexico
HIS 279 Immigration and America History	SPA 370 Women Writers in Contemporary Spain
HIS 359 Revolutionary America	SPA 381 Contemporary Spanish American Drama
HUS 121 Human Development and Disability	WMS/HUS/SOC/CRM 215 Intro to Gender-Based Violence
HUS/SOC/CRM 301 Victim Advocacy: Working with Survivors of Violence	WMS 385 Women of the World

Field-based courses in Human Services, Psychology, Sociology, and other disciplines count for the Women's Studies minor if the field placement focuses on women and/or girls. An Independent Study with a focus on women and/or issues of significance to women may also count for the minor, as do courses with a focus on women offered in Continuing and Career Education, through the Worcester Consortium, or in Study Abroad. For further information, contact the Women's Studies Director Prof. Cinzia Pica at 508 767-7306 or by e-mail at cpicasmith@assumption.edu.

COURSE DESCRIPTIONS

WMS/SOC/CRM/HUS 215 INTRODUCTION TO GENDER-BASED VIOLENCE

This course will examine the problem of Gender-Based Violence from a theoretical, historical, sociopolitical, sociological, and psychological framework. We will delve into intimate partner violence, sexual assault and rape, stalking and other forms of gender-based violence. We will consider how GBV is experienced differently based on persons' experiences of discrimination and systemic oppression. We will consider whether and how survivors access support infrastructure and how social institutions may present barriers in help seeking.

Staples/Three Credits

CLT/ENG/HIS/PSY/SOC/WMS 285 WOMEN'S STUDIES I: IMAGES OF WOMEN IN AMERICA

This team-taught course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in the United States from the nineteenth century to the present. This course satisfies either one Social Science requirement or the second literature requirement in both Cores. In addition, the course can serve as an elective in the major or minor programs in Psychology, Sociology, or History. In Modern and Classical Languages, CLT 285 may count for the one course that French or Spanish majors may take from the Modern and Classical Languages offerings in English.

Vogel /Three credits

CLT/ENG/HIS/PSY/WMS 385 WOMEN OF THE WORLD

This team-taught course helps students learn about the character and quality of women's lives across cultures in the contemporary period and to study the consequences of globalization by examining it through the prism of gender. Accounts of women's lives in regions outside the United States are presented along with readings that provide the historical, social, political, and economic background needed to fully understand these lives. In this course we encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories we also learn something about the world they inhabit and that we inhabit along with them. In experiencing this world of women, we learn about the human struggles that unite and divide people across cultures in the modern world. This course qualifies as an elective in the major and minor programs in Anthropology, History, Psychology, or Sociology. It also can be chosen to fulfill the Cultural Perspectives requirement in the Health and Human Services major. This course satisfies the Global Awareness Core requirement, and, if taken as Comparative Literature or English, fulfills the second literature requirement in the Great Conversation part of the Core.

Pica, Vogel /Three credits

VICTIM ADVOCATE CREDENTIAL

Students who complete HUS/SOC/CRM 301 Victim Advocacy: Working with Survivors of Violence will be eligible, at minimum, for the NACP Provisional Credential as a Victim Advocate, but potentially at a higher level of Credentialing based upon their verifiable field experience. For more information, please visit

PRE-LAW PROGRAM

To prepare students interested in law school to meet the many intellectual and ethical challenges of the legal profession, the Pre-Law Program combines Assumption University's commitment to a strong liberal education with the personalized advising, co-curricular activities, and development opportunities necessary for success in law school and careers in law. In keeping with guidance from the American Bar Association and law school admissions staff, Assumption's Pre-Law Program does not require a specific slate of courses. Instead, dedicated advisors help students from all majors identify law schools and areas within the law that best fit their interests and skills. They also help students tailor their academic programs, extracurricular activities, and community service opportunities in the way that best prepares them for law school and a career in the law. This approach provides students the freedom to choose a course of study that best suits them. Reflecting Assumption University's commitment to the liberal arts and forming well-rounded individuals, the best preparation for law school is a field of study about which students are genuinely enthusiastic and in which they can excel.

In addition to academic advising, Pre-Law advisors hold informational meetings for students, arrange meetings with Assumption University alumni who are in law school or in the legal profession, help identify legal internships, and organize professional development opportunities. They also aid students in identifying opportunities for the Law School Admissions Test (LSAT) preparation, while guiding them through the law school application process.

Assumption University's Pre-Law Program emphasizes cultivating relationships among students, faculty, staff, and alumni interested in careers in law. Pre-Law students and the Pre-Law advisors form a community for sharing advice, mentoring, and networking to aid students in achieving their goals for studying law and pursuing a career in law. This student-centered approach distinguishes Assumption's Pre-Law Program from programs offered at most colleges and universities. For more information contact one of the Pre-Law advisors, Prof. Carl Robert Keyes, ckeyes@assumption.edu, or Prof. Michael Matraia, mt.matraia@assumption.edu.