

Department of the Humanities

The Department of the Humanities (<https://www.apu.edu/humanities-sciences/english/>) encompasses several complementary disciplines, as well as local chapters of several honor societies, including the national political science honor society, Pi Sigma Alpha; the national history honor society, Phi Alpha Theta; the national English honor society, Sigma Tau Delta; the national Spanish honor society, Sigma Delta Pi; and the international legal community honor society, Phi Delta Phi. Many department courses emphasize reading primary texts and studying scholarly sources; all department courses are within the School of Humanities and Sciences in the College of Arts, Humanities, Sciences, and Theology, and contribute to a Christian liberal arts education.

The department's programs include English, environmental studies, history, humanities, philosophy, political science, prelaw, social science, Spanish, and TESOL. They work together to

- develop intellectual curiosity;
- equip students with the abilities to write and speak well, think critically, and judge wisely;
- enable students to distinguish justice from injustice;
- provide students with historical perspective for making judgments in the present;
- familiarize students with diverse cultures; and
- prepare students for careers that call for clear, cogent reasoning.

Career Opportunities

Students in humanities-related majors and minors develop skills in writing, research, communication, critical thinking, cultural analysis, ethics, and problem-solving, preparing them for career paths including, but not limited to, the following:

- Education and academia
- Writing, publishing, and media
- Business and corporate work
- Government and public service
- Law and legal services
- Arts, culture, and museums
- Nonprofit and advocacy organizations
- Technology and emerging fields
- Health care and human services
- Graduate/professional school

Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (<https://www.wscuc.org/>).

Programs

Majors

- English (BA) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/english-ba/>)
 - English (BA): English Education Concentration (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/english-ba/>)
- History (BA) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/history-ba/>)
- Political Science (BA) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/political-science-ba/>)
- Social Science (BA) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/social-science-ba/>)

Minors

- Creative Writing (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/creative-writing-minor/>)
- English (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/english-minor/>)
- Environmental Studies (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/environmental-studies-minor/>)

- History (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/history-minor/>)
- Humanities (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/humanities-minor/>)
- Philosophical Apologetics (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/philosophical-apologetics-minor/>)
- Philosophy (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/philosophy-minor/>)
- Political Science (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/political-science-minor/>)
- Practical and Professional Ethics (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/practical-and-professional-ethics-minor/>)
- Prelaw (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/prelaw-minor/>)
- Spanish (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/spanish-minor/>)
- TESOL (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/tesol-minor/>)

Master's

- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (On Campus) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/tesol-on-campus-ma/>)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Online) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/tesol-online-ma/>)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Christ's College Cooperative Program) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/christs-college-cooperative-tesol-ma/>)

Certificates

- Teaching English as a Foreign Language (TEFL) (On Campus and Online) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/tefl/>)
- Teaching English to Speakers of Other Languages (TESOL) (On Campus and Online) (<http://catalog.apu.edu/academics/college-arts-humanities-theology-sciences/school-humanities-sciences/humanities/tesol-certificate/>)

Courses

ASL 101, American Sign Language I, 4 Units

Lecture, 3 hours; Discussion, 1 hour: American Sign Language is offered for students interested in learning basic ASL linguistic structure, vocabulary, and conversational strategies and understanding deaf culture. Classes meet four hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the APU Core: Ancient or Modern Language general education requirement.*

ASL 102, American Sign Language II, 4 Units

Lecture, 3 hours; Discussion, 1 hour: This is the second semester course of American Sign Language in a sequence that continues the study of structure, vocabulary, and conversational strategies of ASL as it is used within deaf culture. Two semesters of the same language are required to meet the General Education requirement. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: ASL 101 or instructor consent (proficiency determined by instructor-administered assessment)

CHIN 101, Elementary Chinese I, 3 Units

This is the first of a two-course sequence emphasizing practical Chinese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Chinese-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

CHIN 102, Elementary Chinese II, 3 Units

This is the second of a two-course sequence emphasizing practical Chinese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Chinese-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: CHIN 101, or appropriate score on language placement exam.

ENGL 111, Studies in Literature, 3 Units

This course is topically driven according to the most engaging themes, ideas, or bodies of literature, helping students develop skills in literary analysis, genre recognition, and creative expression. Students learn to read, think about, and enjoy great literary works of the past and present. *Meets the APU Core: Humanities: Literature general education requirement.*

ENGL 150, Visions of the Good Life, 3 Units

The central theme of this course is "the Good Life"-that is, a life that is meaningful and fulfilling for a human being. To develop a vision of such a life, we will spend time thinking deeply about the kinds of things that are essential for human flourishing: e.g., the care of the soul, family and friendship, freedom, beauty, and meaning. Our reflections will take us through a series of compelling works, both classic and contemporary, by philosophers, poets, novelists, historians, artists, and political leaders throughout time and around the globe. Our study will culminate in a campus-wide reflection on St. Augustine's *Confessions*, which presents the vision of a Good Life in which human hearts can ultimately find rest. *Meets the APU Core: Humanities: Literature, Visions of the Good Life general education requirement.*

ENGL 212, Literary Critical Strategies, 3 Units

This course introduces majors to specialties within the discipline of English, as well as to literary theory and criticism, including but not limited to major approaches and theories such as Feminist Literary Theory, New Historicism, Marxist Literary Theory, Christian or Theological Approaches, and Postcolonial Theory. Special emphasis will be given to practice in close reading and the application of traditional and electronic research skills in the humanities.

ENGL 215, Introduction to Creative Writing, 3 Units

This course introduces students to poetry, fiction, nonfiction, and script writing, and what it takes to write successfully today in each of these genres. Wide reading introduces students to what is being done in each genre and facilitates writing in them. By the end of the semester, students complete a portfolio of several drafts of their work in each creative writing genre.

Prerequisite: C or above in WRIT 110

ENGL 222, English Literature to 1789, 3 Units

A chronological study of English literature from the beginning through the Neoclassical period is provided in this course. *Meets the APU Core: Humanities: Literature general education requirement.*

ENGL 224, World Literature to the Renaissance, 3 Units

In this course, students review world literature in order to broaden students' literary horizons and expand their understanding of the forms, content, and cultural contexts in which literature is written. Students discover new literatures to further explore and enjoy, and this new enjoyment sheds light on their own literary traditions. *Meets the APU Core: Humanities: Literature general education requirement.*

Prerequisite: WRIT 110

ENGL 232, English Literature Since 1789, 3 Units

English Literature Since 1789 is a 3-unit, lower-division General Education English course that provides a chronological survey of Romantic, Victorian, and Modern literature in multiple genres (poetry, fiction, drama, non-fiction), seeking to place each work in its historical and cultural context. Priority will be given to questions about the literary imagination and human culture. How does literature inspire, nourish, and sustain our search for truth, goodness, and beauty, and what difference does it make to read such literature from a thoughtful Christian perspective? This course is recommended especially for students who intend to study abroad at Oxford University. *Meets the APU Core: Humanities: Literature general education requirement.*

ENGL 234, World Literature Since the Renaissance, 3 Units

The goal of this class is to familiarize students with some major authors of literature outside of England and America, between 1500 and the present. The term World Literature is not meant to imply that there is a unitary literature of the world, but that literature is a product of all languages and cultures and therefore is worldwide phenomenon. *Meets the APU Core: Humanities: Literature general education requirement.*

Prerequisite: WRIT 110

ENGL 244, American Literature to 1865, 3 Units

This course is a survey of American literature from its beginnings to 1865. Students examine major writers and literary movements in America through the Civil War. Topics may include colonialism, Puritanism, religious dissent, captivity narratives, slavery, abolitionism, deism, national identity, race, gender, realism, romance, self-reliance, transcendentalism, and so on. The course also examines the role of religion in American literature and literary history, as well as minority literature that has vastly expanded the literary canon. *Meets the APU Core: Humanities: Literature general education requirement.*

Prerequisite: WRIT 110

ENGL 254, American Literature Since 1865, 3 Units

This course will be a survey of American literature from the Civil War period to the present. Topics to be discussed include the Civil War; slavery and emancipation; literary movements including realism, regionalism, naturalism, modernism, and postmodernism; race and ethnicity; immigration and assimilation; gender and sexuality; the Great Migration; lynching; consumerism and suburbanization; globalization and transnationalism; and so on. Students will read and analyze American literature in historical context, asking whether and to what extent literary texts perform cultural work in the real world. We will also consider the role that religion has played in American literature and literary history, examining such issues as belief and unbelief, religion and secularism, pluralism and tolerance. Finally, we will study various American ethnic literatures that have vastly expanded the literary canon. *Meets the APU Core: Humanities: Literature general education requirement.*

ENGL 301, Creative Writing: Fiction, 3 Units

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story.

ENGL 302, Creative Writing: Poetry, 3 Units

Students survey trends in the prior century's English language poetry in support of their own writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

ENGL 303, Creative Writing: Drama and Film, 3 Units

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

ENGL 304, Creative Writing: Creative Nonfiction, 3 Units

This course examines the art and technique of creative nonfiction. Students analyze fictional techniques such as plot and characterization, and learn to use them in writing about subjects of their own choosing. Some focus is given to the art of memoir as a literary genre.

ENGL 311, Film and Literature, 3 Units

This course examines similarities and differences between film and literature, with an emphasis on film as a narrative and visual medium. Using the terms, methods, and techniques of film analysis, students will analyze and write about film and literature in terms of plot structure, character development, themes, genres, and so on. Some attention is given to theories of adaptation as well as film criticism and theory.

Prerequisite: WRIT 110 or enrollment in the Honors College

ENGL 360, Technical and Professional Writing, 3 Units

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in writing proposals, incorporating graphics, and writing for clients to solve problems encountered in that world.

Prerequisite: WRIT 110

ENGL 361, Freelance Magazine Article Writing, 3 Units

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

ENGL 364, American Ethnic Literature, 3 Units

This course will study American ethnic literature. Students will read works by American writers from various ethnic groups in the United States (e.g. African American, Asian American, Jewish, Chicano, and Euro-American writers who address issues of race and ethnicity). Major topics include the American Dream, literary canon formation, gender, equality, race, ethnicity, immigration, multiculturalism, assimilation/acculturation, and religion. This course is intended to give you practice in close reading and literary interpretation and to emphasize the value of literature and the reading experience. English 364 aims to expand your ability to interact with American ethnic literature through analysis, interpretation, and criticism. *Meets the APU Core: Intercultural Competence general education requirement.*

Prerequisite: WRIT 110

ENGL 374, African American Literature, 3 Units

This course examines African American literature from its beginnings in oral tradition to the present. Selected readings vary. Topics to be addressed may include race, class, ethnicity, gender, language, slavery, equality, freedom, folklore, miscegenation, passing, pluralism, religion, segregation, syncretism, canon formation, and more.

ENGL 377, Shakespeare, 3 Units

Students in this course undertake a representative study of Shakespeare's sonnets, dramas, comedies, histories, tragedies, and romances.

Prerequisite: WRIT 110

ENGL 384, Women Writers, 3 Units

This course will enable students to read and analyze literary works by women, which have often been excluded by anthology editors and marginalized in survey courses. Students will also gain a broader understanding of the political, social, and cultural factors surrounding these writers and texts. Topics will vary, but might include Women Poets, Women Novelists, 19th Century British Women Writers, 20th Century American Women Writers, Medieval Women Writers, Women Writing Science Fiction.

Prerequisite: WRIT 110

ENGL 386, Contemporary Global Writers, 3 Units

Students will read short fiction, creative nonfiction, and novels by contemporary global writers of the 21st century. Students will examine assumptions about ethnic and national identities, immigration, cosmopolitanism, global citizenship, and literary cultures around the world. This class will consider the role and reputation of the United States and of Christianity abroad. Student will look at the literary techniques and use of point of view to create an insider's perspective into a culture.

Prerequisite: WRIT 110 or enrollment in the Honors College

ENGL 387, Contemporary Writers, 3 Units

This course introduces students to current trends in literature. Students will read short stories and novels by contemporary writers, paying special attention to the craft, structure, and literary techniques of their work. Students will develop strategies of literary analysis and may respond to these works with literary experimentation of their own at different points in the semester. In this course, we will also examine the role of Christianity in contemporary literature.

Prerequisite: WRIT 110 or Honors standing

ENGL 402, Principles of Language, 3 Units

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.

ENGL 403, History and Structure of English, 3 Units

Students in this course study the basic sound and grammar systems of language, as well as technical and social aspects of usage and historical language change, gaining an overview of the nature and uses of language in general and English in particular. The range of topics covered satisfies California Department of Education requirements as part of a program approved for English and/or liberal studies majors who plan to teach in California public schools. The course also meets California Common Core Standards. Traditional and modern analyses of grammar are covered, providing a grounding in the traditional eight parts of speech and the modern 12 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching.

Prerequisite: WRIT 110

ENGL 404, Approaches to Grammar, 3 Units

Traditional and modern analyses of grammar are covered, providing a grounding in the traditional eight parts of speech and a grounding in the modern 12 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching.

Prerequisite: ENGL 402

ENGL 405, American English Language History, 3 Units

A study of the origins and development of the English language within the Indo-European language family, and the growth of American English as a unique and dynamic variety among the several major offshoots of British English is the focus of this course.

Prerequisite: ENGL 404

ENGL 406, Advanced Composition, 3 Units

This course is especially for students contemplating teaching at the elementary or secondary level, and of interest to students wanting to learn more about their own writing processes and writing instruction. It includes direct instruction and practice in writing in various forms, examining various composition theories and practices, and observing and practicing the teaching of composition, all based on the idea that writing is best learned through writing and learning how to teach it.

ENGL 410, American Novel, 3 Units

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content.

ENGL 425, Advanced Creative Writing, 3 Units

In a workshop setting, students read, write, analyze, and critique advanced work in one of the following areas: poetry, fiction, nonfiction, or playwriting/screenwriting.

Prerequisite: One of the following: ENGL 301, ENGL 302, ENGL 303, ENGL 304

ENGL 434, Children's Literature, 3 Units

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course.

ENGL 436, Adolescent Literature, 3 Units

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the students with both popular and enduring works and provides close critical reading of both. Criticisms of adolescent literature, as well as classroom applications for the works, are included in the class. The course is an upper-division elective in English, and of particular use to students planning to teach.

Prerequisite: WRIT 110; ENGL 111 or ENGL 212

ENGL 466, British Novel, 3 Units

Students explore the origins and development of British fiction, reading representative novels from the 18th century to the present.

ENGL 480, Contemporary Literary Criticism, 3 Units

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

ENGL 486, Topics in Film Analysis, 3 Units

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

ENGL 487, Literary Movements, 3 Units

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability. Repeatable once towards the literature concentration.

ENGL 488, Significant Authors, 3 Units

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C.S. Lewis, Tolstoy and Dostoevsky, and Mark Twain, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the literature concentration.

ENGL 489, Literary Topics, 3 Units

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the Literature Concentration.

ENGL 490, Writing Internship, 3 Units

This course allows for practical application of the writing skills learned in the classroom. Internships are arranged individually for students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, or other organizations in which writing is emphasized. Enrollment is contingent upon department approval.

Prerequisite: Instructor Consent

ENGL 491, Teaching Assistantship, 1-3 Units

The English Teaching Assistantship is a 1-3-unit, upper-division English course that provides upperclassmen with an opportunity for hands-on learning about how to plan and execute a college-level literature and/or writing course. Enrollees will be mentored one-on-one by a full-time English professor in two or more of the following tasks: Research and development of syllabi and/or lecture materials, planning and leading whole-class or small group discussion, creating and managing Student Learning Outcomes through relevant assessments, applying and/or utilizing rubrics, course-related record-keeping, and offering scaffolding to struggling students.

Prerequisite: at least 6 units of ENGL at the 200 level or above

ENGL 497, Readings, 1-4 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

ENGL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

ENGL 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

ENGL 500, The Christian Imagination, 3 Units

Students in this course explore the history of Christian aesthetics, especially as it applies to the reading and writing of literature. They engage with thinkers representing a broad range of historical periods, geographic locations, and faith traditions, seeking to understand various ways that Christians have understood the role of the arts in the Church and culture. After surveying this variety of approaches, students begin refining their own convictions about the relationship between literature and faith and begin articulating their own sense of vocation as writers, readers, scholars, critics, and teachers. Students respond to the extensive reading in this course with a scholarly paper.

ENGL 510, Literature and the Bible, 3 Units

Students in this course develop critical strategies for using the Bible as a tool for literary study, learning various ways the Bible has been read as literature, as well as the special challenges of reading the Bible as a sacred text. They gain expertise in bringing the Bible into conversation with secular literature and culture in ways that open rather than shut down dialogue. They also examine Biblical imagery, symbols, archetypes, and other storytelling devices in literary and other texts, making applications to genres pertinent to their concentration - for example, poetry and the Bible, parables in film and literature, or critical analysis of Biblical archetypes in the work of a particular author or group of authors.

ENGL 520, Literature and Theology, 3 Units

Students in this course read, discuss, and critically analyze literary texts that deal directly or implicitly with religious themes. The main goal is to integrate the study of literary texts with insights gleaned from Christian theology and the Bible; to that end, students familiarize themselves with one or several theological themes within the Christian tradition and develop this theme (or cluster of themes) through analysis of one or several literary texts. The culminating project is a publishable (or conference-worthy) critical paper that examines one or several literary texts from a theologically informed Christian perspective. Theological themes vary according to the interests of students and faculty; previous topics included secularism and the sacred, the problem of evil, materialism vs. supernaturalism, sacramental imagination, social justice, poverty, the sacred land, Christ figures, prodigal sons and daughters, and illness, suffering, and death.

ENGL 530, British Literature Seminar, 3 Units

This course studies various special topics in British literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in British literary studies. Students study a range of authors and texts, as well as relevant secondary sources.

ENGL 540, American Literature Seminar, 3 Units

Students in this course explore various special topics in American literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in American literary studies. Students study a range of authors and texts, as well as relevant secondary sources.

ENGL 550, World Literature Seminar, 3 Units

This course covers various special topics in world literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in comparative literature and literary studies. Students study a range of authors and texts, as well as relevant secondary sources.

ENGL 560, Creative Writing Seminar, 3 Units

This creative writing workshop enables students to create original texts in a creative genre (poetry, fiction, creative nonfiction, playwriting, screenwriting, or hybrid genres) by studying existing texts in that genre, exploring writing craft, and working through revision techniques.

ENGL 568, Writing for Religious Audiences, 3 Units

Millions of readers across the world enjoy works written specifically for a Christian audience. Daily devotional magazine *The Upper Room*, for example, has a worldwide readership of 2 million, and Charles Stanley's *In Touch* magazine has a readership of 1 million. Students in this course learn to write for this large Christian audience and how to market their work to editors and agents, with a focus on the types of articles that are particularly open to freelance writers, such as book reviews, personal experience articles, and personal profiles. They also learn and practice the process of writing a book proposal and sample chapters for a nonfiction book targeted to the Christian market. Students also participate in an off-campus professional writers conference, where they pitch their article or book ideas to editors and agents.

ENGL 570, Graduate Research Methods in English, 3 Units

This course helps students make the intellectual and emotional transition from undergraduate to graduate work, empowering them with the key skills needed for graduate work and preparing them for roles and/or further study beyond the MA. The course introduces students to graduate-level standards for conducting and presenting research in English and its related disciplines, and enlarges and deepens students' repertoire of skills in effectively using available research tools, including library databases, WorldCat, Link+, and more. Students build on the skills acquired as undergraduates in finding, critically evaluating, analyzing, and synthesizing primary and secondary sources in order to contribute to the existing scholarly discourse, learning to recognize how and where their individual interests and worldview intersect with, challenge, and speak to the larger academic community. Students also learn to formulate, deepen, and pursue graduate-level questions of scholarly interest over a sustained period of time. This course prepares students for their other graduate-level courses in the MA program and equips them to function as independent scholars outside the umbrella of a professor's guidance. Students who intend to pursue doctoral work, the legal field, or other careers involving research are strongly encouraged to take this course. Students who have been away from study for more than a year are also strongly encouraged to take this course.

ENGL 580, Critical Theory Seminar, 3 Units

This course introduces students to critical theory in the context of a specific theme, theoretical movement, or literary topic. Students examine and practice models of critique and cultural analysis, considering how literature and language develop in particular social and material conditions. Topics include major theoretical movements in critical theory, such as poststructuralism, reader-response, queer theory, hermeneutics, and postcolonial studies, as well as emerging theoretical approaches, such as affect studies, critical race studies, ecocriticism, historical phenomenology, new formalism, and transnational studies. Course assignments equip students with the knowledge and skills required in order to do interdisciplinary work in literary studies.

ENGL 590, Writing Center Pedagogy and Practice, 3 Units

In this course, students explore the pedagogical theory behind writing centers and, at a basic level, composition courses. Students also learn to apply the theory in their own interactions with students, whether at APU's Writing Center while enrolled in the master's program or in their future careers. In addition, students gain a better understanding of the complexities of writing processes, what successful writing processes look like, process and postprocess theory, and how to improve their own processes.

ENGL 591, Literature Pedagogy for Adult Audiences, 3 Units

In this course, students will deepen their work of developing the literary mind as they apply their knowledge of literature to processes of planning, implementing, assessing, and reflecting on lessons, materials (including media), and curricula for adolescent and adult learners. To accomplish these competencies, students will read, discuss, and critically analyze texts and media that deal directly or implicitly with the study of literature, learning theory (e.g., envisionment, transactional theory of the literary work, formalism), and the Common Core State Standards. They will practice research-based teaching pedagogy that addresses the needs of diverse learners (e.g., generational, cultural, linguistic, learning styles, learning needs) at the secondary or college level. Observation of, and interviews with, expert teachers, coupled with curricular (lesson and syllabus) planning, teaching, research, discussion, application, and assessment will provide students with a practical foundation for teaching from a theologically-informed Christian perspective.

ENGL 592, Introduction to Composition Studies, 3 Units

Students in this course explore the rich, diverse field of composition studies, with a focus on learning about pedagogy that encourages effective writing. Some reading in theory is recommended, to deepen awareness of how unexamined theory can lead to ineffective classroom practices. Topics include teaching process; understanding discourse models; using assessment for effective learning; studying composition historiographies; understanding how social, expressivist, and cognitive approaches to writing and language are important to pedagogies; understanding postprocess theories of rhetoric; and learning new and various ways to assess writing.

ENGL 598, Thesis/Portfolio, 3 Units

Completion of a faculty-approved capstone project is a degree requirement for the MA in English. Students have three options to fulfill this requirement: 1) a literary critical thesis, 2) a creative writing portfolio, or 3) a curriculum portfolio. For detailed instructions, see the MA in English Handbook available in the Department of English. The capstone project allows students the liberty to critically explore areas that are of interest to them. The goal is for students to use the skills and knowledge that they have developed in the program to create a scholarly project that can be used to advance their career in the field of literary studies. Ultimately, the capstone project should serve as culminating evidence that student scholars have thought deeply about the discipline and the ways that faith informs, shapes, and enables the creation, appreciation, and interpretation of literature.

Prerequisite: Instructor permission required

ENGL 599, Independent Study, 1-3 Units

In this course students pursue a program of individual study with a supervising faculty member on a subject or interest not covered in regular course offerings, which is developed in consultation with the faculty member and approved by the department chair.

PREN 111, Studies in Literature, 3 Units

Topics in Literature (3 units): Topically driven according to the most engaging themes, ideas or bodies of literature, this course develops students' skills in literary analysis, genre recognition and creative expression. Its purpose is to help students think critically and read expansively. Meets GE requirements for Humanities: Literature. *Meets the APU Core: Humanities: Literature general education requirement.*

FREN 101, Elementary French I, 3 Units

This is the first in a two-course sequence emphasizing practical French communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the French-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

FREN 102, Elementary French II, 3 Units

This is the second of a two-course sequence emphasizing practical French communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the French-speaking world. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: FREN 101, or appropriate score on language placement test.

FREN 201, Intermediate French I, 3 Units

This two-course sequence is a continuation of FREN 101/ FREN 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.

Prerequisite: FREN 101, FREN 102, or an appropriate French CLEP Exam score, or department consent

FREN 202, Intermediate French II, 3 Units

This course is a continuation of FREN 201.

Prerequisite: FREN 201, or an appropriate French CLEP Exam score, or department consent

FREN 301, Advanced French Conversation, 3 Units

This courses optimizes students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics.

Prerequisite: FREN 202

FREN 311, The French-speaking World, 3 Units

This course surveys the histories and cultures of the various French-speaking societies of the world, with primary emphasis upon 20th-century France. The class is conducted in French.

Prerequisite: FREN 202

FREN 320, Advanced French Composition, 3 Units

In this writing course, students learn composition techniques and creative writing in the French language. Various writing styles are covered.

Prerequisite: FREN 202

FREN 495, Special Topics in French, 3 Units

This course allows offerings of diverse topics in French studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Literature, art, historical events, and cultural movements are examples of special topics. May be repeated for credit.

Prerequisite: FREN 202

GERM 101, Elementary German I, 3 Units

This is the first in a two-course sequence emphasizing practical German communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and learn about different cultures of the German-speaking world. Classes meet three hours weekly and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

GERM 102, Elementary German II, 3 Units

This is the second in a two-course sequence emphasizing practical German communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and learn about cultures of the German-speaking world. Classes meet three hours weekly and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: GERM 101, or appropriate score on language placement exam.

GERM 201, Intermediate German I, 3 Units

This two-course sequence is a continuation of GERM 101/ GERM 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.

Prerequisite: GERM 101, GERM 102, an appropriate German CLEP Exam score, or department consent

GERM 202, Intermediate German II, 3 Units

This course is a continuation of GERM 201.

Prerequisite: GERM 201, or an appropriate German CLEP Exam score, or department consent

GLBL 101, Self-Directed Language Learning I, 4 Units

This is the first of a two-course sequence designed as an individually tailored, self-directed course for developing elementary competence in the language and culture of a foreign speech community, typically within study abroad contexts. Two semesters of the same language are required to meet the General Education requirement.

GLBL 102, Self-Directed Language Learning II, 4 Units

A continuation of GLBL 101, this is an individually tailored, self-directed course for developing low-intermediate competence in the language and culture of a foreign speech community. Two semesters of the same language are required to meet the General Education requirement.

Prerequisite: GLBL 101

GLBL 120, Contemporary Global Issues, 3 Units

Focusing on cities in the Majority World, this course introduces key concepts in global studies. Global issues are surveyed and analyzed, such as urbanization, income inequality, environment degradation, conflict and migration; and cultural, economic, and political causes are discussed. Drawing on research in sociology, global urbanism, and sustainable development, students consider contributing factors and assess prospects for constructive global engagement.

GLBL 201, Anthropology for Everyday Life, 3 Units

This course equips students with a practical methodology for exploring the social and cultural reality of group members within local communities: the development of cross-cultural relationships combined with reflection on anthropological concepts and experiences. Students prepare to enter relationships of mutual learning with peoples throughout the world.

GLBL 260, Intercultural Communication, 3 Units

Students in this course explore the dynamic processes involved in establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication.

GLBL 300, Self-Directed Language Learning, 3 Units

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

GLBL 305, Peoples and Places, 3 Units

This seminar prepares students for their Global Learning Term or other study abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

GLBL 315, Urban Society, 3 Units

This course connects students with the people, problems, and prospects of greater Los Angeles. It provides the foundation for understanding urban values and beliefs in historical context, exposure to urban systems, the application of global perspectives, and the collaborative exploration of solutions. Course is available only through the L.A. Term.

GLBL 318, Immigration and Integration, 3 Units

An introduction to immigration in the United States, its recent history, theories, and legal aspects, with attention to the integration of immigrant communities into the socio-economic fabric of Los Angeles and beyond. The course addresses the present state of the national immigration debate and encourages students to apply and integrate their faith perspectives on the issues.

Prerequisite: GLBL 315

GLBL 320, Global Engagement in the 21st Century, 3 Units

This course studies contemporary global issues and draws extensively from social documentaries (DVDs), biblical texts, students' intercultural experiences, and contemporary models of community-based engagement.

Prerequisite: Participation in Los Angeles Term or instructor consent

GLBL 325, Family Organization, 3 Units

Students immerse themselves in the daily life of host families and communities in crosscultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. Course is only available through the Global Learning Term.

Prerequisite: GLBL 305

GLBL 330, Community Transformation, 6 Units

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. It involves directed reading, reflective papers, a service practicum, and group discussions- aimed at both the transformation of the student community and the wider Los Angeles community. Course is available only through the L.A. Term Program.

GLBL 335, Global Internship, 6 Units

The Global Internship is an extended, structured service experience within a cross-cultural setting addressing community-identified needs. Students work under expert supervision for a minimum of 150 hours, integrating disciplinary study with direct interaction and personal reflection and writing. The course aims to improve students' global knowledge and intercultural competence, while guiding them in making a modest contribution to community improvement. Course is only available through the Global Learning Term (GLT) program.

Prerequisite: GLBL 305

GLBL 340, Community Life, 3 Units

This field seminar helps students learn how to experience another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. Course is only available through the Global Learning Term.

GLBL 345, Urban Religious Movements, 3 Units

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. Course is available only through the L.A. Term.

GLBL 350, Global Study Project, 3 Units

Students carry out a self-designed study/research project within an intercultural setting on topics of public concern. The course provides conceptual and practical tools for designing the inquiry under the combined direction of an academic advisor and an on-site guide. Course is only available through the Global Learning Term (GLT) program.

Prerequisite: GLBL 305

GLBL 355, Principles and Practice of Community Engagement, 3 Units

This course introduces students to foundations and principles of community development. With in-class learning from real-world case materials, principles are explored and applied in practice during a three-to-four-week service-learning field project/internship with a local nongovernmental organization (NGO) or development organization that addresses community need(s). This course is offered only in international programs.

GLBL 365, Women and Globalization, 3 Units

This course critically examines the relationship between women and globalization. Globalization is analyzed from an historical perspective focusing on its antecedents in capitalism and modernity. While drawing from the fields of economics, history, and political science, this class examines the intersection of women and globalization primarily from an anthropological and global perspective. Topics to be read, discussed, and analyzed include capitalism, globalization, development, transnational migration, labor, media, the environment, and religion.

GLBL 399, Global Seminar, 3 Units

This is a short-term, collaboratively led study and service seminar focused on a vital global issue in an international setting. The course enlightens learners' disciplinary perspectives, develops their intercultural competence, and strengthens their commitment to serve "the least, the last, and the lost" throughout their lives. It includes three on-campus class sessions prior to a 10-day field seminar.

GLBL 420, Sustainable Societies, 3 Units

Sustainable Societies is a seminar-style upper-division and applied course focused on creating communities that are socially equitable, economically expansive, culturally adaptive, and ecologically sustainable. Practical themes in the "sustainability conversation" are linked to cross-cultural field experiences and post-college vocational planning.

Prerequisite: Junior standing

GLBL 425, Integration and Formation Seminar, 1 Unit

Integration and Formation takes students through the process of integrating their study away experiences with their spiritual, ethical, and vocational development. It provides study away returnees with the opportunity to analyze their experiences with others while understanding the process of negotiating changing cultural norms to become ethical and responsible global learners. May be taken for 0 units by petition only.

Prerequisite: Completed Study Away Program or Instructor consent. Instructor or department consent must be obtained to drop course.

GLBL 465, Globalization and Development, 3 Units

This course presents a brief historical perspective on globalization, focusing on the transitions from premercantilism to industrialization to the world today. Economic, political, and social perspectives on the structural changes associated with globalization today are discussed, along with the major challenges and opportunities concerning globalization as it relates to the poor. *Meets the APU Core: Social Science general education requirement.*

Prerequisite: GLBL 201

GLBL 495, Special Topics, 3 Units

This course addresses topics of current interest in Global Studies not covered in-depth by the core and elective Global Studies courses. Possible topics include: women and global human rights, urbanization and global poverty, global health issues, humanitarian aid and relief, global ethics, and specific areas within larger topics of global systems, issues, and inequity. Course may be repeated as the topic varies up to 9 units, or three times.

Prerequisite: GLBL 301

GLBL 496, Global Studies Senior Seminar, 3 Units

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report.

Prerequisite: Senior standing, GLBL 201, or Instructor's consent, completion of the majority of God's Word requirement, and upper-division writing intensive course.

GLBL 497, Readings, 1-4 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

GLBL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

Prerequisite: Junior or Senior Standing

GLBL 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

HIST 120, World Civilizations to 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the APU Core: Humanities: History general education requirement.*

HIST 121, World Civilizations Since 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the APU Core: Humanities: History general education requirement.*

HIST 150, Visions of the Good Life, 3 Units

The central theme of this course is "the Good Life"-that is, a life that is meaningful and fulfilling for a human being. To develop a vision of such a life, we will spend time thinking deeply about the kinds of things that are essential for human flourishing: e.g., the care of the soul, family and friendship, freedom, beauty, and meaning. Our reflections will take us through a series of compelling works, both classic and contemporary, by philosophers, poets, novelists, historians, artists, and political leaders throughout time and around the globe. Our study will culminate in a campus-wide reflection on St. Augustine's Confessions, which presents the vision of a Good Life in which human hearts can ultimately find rest. *Meets the APU Core: Visions of the Good Life, Humanities: History general education requirement.*

HIST 151, United States History to 1877, 3 Units

This course surveys the political and cultural history of the United States up to 1877. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the APU Core: Humanities: History general education requirement.*

HIST 152, United States History Since 1877, 3 Units

This course surveys the political and cultural history of the United States from 1877 to the present. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the APU Core: Humanities: History general education requirement.*

HIST 200, The Varieties of History, 3 Units

This course introduces students to various approaches to the study and philosophy of the discipline of history, from the ancient to the contemporary and from different cultural perspectives. Particular attention is paid to Christian approaches to the study and meaning of the human story.

Prerequisite: Recommended: Any 100-level history course.

HIST 201, World Civilizations and Geography to 1648, 3 Units

This survey course incorporates human geography as a crucial means to understand the narrative of histories, religions, migrations, and forms of government of people and civilizations from the ancient times to 1648. In doing so, this course aims to study the distribution, processes, and effects of the human population on our planet during this time period. *Meets the APU Core: Humanities: History general education requirement.*

Prerequisite: Liberal studies majors only

HIST 202, United States History to 1930, 3 Units

Students in this course survey the political and cultural history of the United States from its colonial origins to 1930. Subject matter includes concepts of government and analysis of political institutions. Specifically, course material covers early exploration, the colonial era, and the War of Independence; the development of the U.S. Constitution and the early republic; the Civil War and Reconstruction; and the rise of industrial America. This course meets California requirements in U.S. history and government.

Prerequisite: Liberal studies majors only.

HIST 210, World Geography, 3 Units

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

HIST 235, Cultural History/Travel Study, 3 Units

This interdisciplinary course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the respective country, region, or continent. The course is taught by one or more faculty and developed around a history core from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or Church history. May be repeated for credit as topics/locations vary. *Meets the APU Core: Intercultural Competence general education requirement.*

HIST 238, History of California, 3 Units

Students in this course learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

HIST 300, Historical Research and Writing, 3 Units

Students in this course study historical methodology, focusing on the skills necessary for historical research and writing, and gain foundational knowledge of historiography.

HIST 311, Ancient Greece, 3 Units

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Greece. Covers Mycenaean Greece, Classical Sparta and Athens, Persian and Peloponnesian Wars, the Rise of Macedon, Alexander and the Hellenistic world, and the Greek experience under Roman rule.

HIST 312, Ancient Rome, 3 Units

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Rome. Covers Republican and Imperial Rome, the Pax Romana, 3rd Century Crisis, and the Christianization and Fall of Rome.

HIST 320, Modern Africa, 3 Units

This course explores the political, social, cultural, and religious history of Africa from the trans-Atlantic slave trade to the present.

Prerequisite: HIST 120 or HIST 121 recommended

HIST 325, Topics in French History, 3 Units

This variable-topics course examines a select topic or theme of French history, and the relationship of France to the world. The course may be repeated for credit, as the topic varies. Taking a 100-level history course or FREN 101 prior to this course is recommended.

Prerequisite: 100-Level History course or FREN 101 recommended

HIST 334, History of American Foreign Affairs, 3 Units

This course is a study of American foreign affairs and international relations from 1776 to the present.

HIST 335, Cultural History/Travel Study, 3 Units

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core, from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history.

HIST 338, History of California, 3 Units

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

HIST 342, The American West, 3 Units

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, railroads, and agriculture, and the effects of the frontier on American institutions.

HIST 346, History of American Immigration, 3 Units

Students in this course examine immigration and ethnicity in America from the Colonial period to the present. Themes include ethnic formation, assimilation, nativism, and the relationship of ethnicity to American national identity.

HIST 350, Medieval Europe, 3 Units

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

HIST 352, Renaissance and Reformation, 3 Units

This course is a study of Europe from the 15th century to 1648. It covers intellectual, social, and political changes, and religious revolt and wars.

HIST 357, Enlightenment Europe, 3 Units

This course studies European history from 1648-1789. The course focuses on the intellectual and cultural movement known as the Enlightenment and its effects on politics, diplomacy, economics, society, and religion.

HIST 358, Europe 1789-1914, 3 Units

This course studies European political, intellectual, social, diplomatic, and religious history from the French Revolution to the start of World War I.

HIST 359, Europe 1914-1992, 3 Units

This course studies European political, intellectual, social, diplomatic, and religious history from World War I to the fall of the Soviet Union.

HIST 360, History of the Middle East I: Early and Medieval Islam, 3 Units

This course covers the historical foundations of the premodern Middle East beginning with the pre-Islamic Near East and Arabia and continuing with Muhammad and the origins of the Islamic tradition; the establishment of regional Islamic rule, ideology, and institutions; and the medieval dynasties up to and including the Ottomans. The course primarily focuses on general political narrative, but also considers social and cultural dynamics of the early and medieval Islamic world.

HIST 361, History of the Middle East II: Modern Middle East, 3 Units

This course covers the historical foundations of the early modern and modern Middle East, beginning with later Ottoman history (18th century) and continuing through to the present day. It covers a variety of countries/communities within the region, including Egypt, Iraq, Iran, Turkey, Syria, Lebanon, and Israel/Palestine, and it also includes a variety of topics within this chronological and geographical expanse, such as nationalisms, ideologies, social movements, and cultural identity.

HIST 365, History of the Israeli-Palestinian Conflict, 3 Units

This course covers the historical dynamics of the Israeli-Palestinian conflict from the beginnings of early Zionist thought and settlement in the late 19th century to the present day.

HIST 368, A Year in Time, 3 Units

Taking a global approach, this course examines the political, intellectual, cultural, social, diplomatic, and religious developments of one specific year in history. Particular emphasis is placed on the use of primary resources in historical research and writing. The course may be repeated for credit with a change of topic or year studied

HIST 374, Colonial Era, 3 Units

This course is a study of the English colonies in America during 1609-1776. Themes include institutions, life, and customs, intercolonial relations, imperial control; and the movement for independence.

HIST 376, The Revolution and the Republic, 3 Units

This course examines major topics in the history of the United States between the American Revolution and the early antebellum period, paying special attention to the impact of political development on religion, culture, and economic systems, and gender, ethnic, and racial interactions.

HIST 380, Civil War and Reconstruction, 3 Units

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850-77).

HIST 382, Emergence of Modern America, 3 Units

This course is a study of the period 1878-1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

HIST 386, Modern America, 3 Units

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

HIST 389, Modern American Intellectual History, 3 Units

This course introduces students to some of the most important ideas, thinkers, and intellectual debates that have shaped life in the United States from the late nineteenth century through the present. Through a study of movements including pragmatism, progressivism, liberalism, and conservatism, the course examines the role of science, philosophy, and religion in providing intellectual foundations for liberal democracy. It also examines the relationship between modernity and postmodernity, and traces the growth of the American university system as a primary institutional site for intellectual life

HIST 392, Colonial Latin America, 3 Units

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of Colonial America (c. 1460s-1820s), with particular emphasis on the role of Christianity in the development, success, and failure of the Spanish imperial project in the New World.

Prerequisite: HIST 120

HIST 393, Ritual and Re-enactment in Modern Latin America, 3 Units

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of modern Latin America (c. 1820s-present), from its colonial legacy to its nation-building period, revolutions and coups to modern manifestations, with special emphasis on its relationship to the United States and developments in local Christianity.

Prerequisite: HIST 121

HIST 401, Humanities Seminar, 6 Units

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

HIST 402, Historical Research Skills, 6 Units

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

HIST 403, Church History Seminar, 6 Units

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

HIST 404, Archaeology Field Experience, 6 Units

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

HIST 420, Topics in Cinema and History, 3 Units

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies.

Prerequisite: WRIT 110

HIST 484, Historical Themes, 3 Units

Subject matter for this course varies and may include topics in non-Western, European, and United States history. This course may be repeated for credit.

HIST 496, Senior Seminar in Faith and History, 3 Units

This seminar focuses on what it means to integrate the Christian faith with the study of history. Students explore a variety of Christian historiographies and write a substantial work of original historical scholarship.

Prerequisite: Senior standing, and completion of HIST 300.

HIST 497, Readings, 1-4 Units

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

HIST 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

HIST 499, Thesis/Project, 1-4 Units

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.

Prerequisite: HIST 300 or instructor consent, and senior standing.

PRHI 120, World Civilizations to 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the APU Core: Humanities: History general education requirement.*

PRHI 121, World Civilizations Since 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the APU Core: Humanities: History general education requirement.*

PRHI 151, United States History to 1877, 3 Units

This course surveys the political and cultural history of the United States up to 1865. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the APU Core: Humanities: History general education requirement.*

HUM 201, Intercultural Knowledge and Competence, 3 Units

This course employs an interdisciplinary approach to expanding students' intercultural knowledge and experience in three stages. First, through a study of core texts in the humanities, it studies a chronologically arranged variety of cultural perspectives on the meaning and value of the natural world. Second, it punctuates this study with affective experience in a new cultural setting (typically by visiting with a representative from local Native American or Armenian communities). Third, it requires students to reflect upon and analyze their own culturally structured attitudes toward the concept of nature.

HUM 202, Civic Knowledge and Engagement, 3 Units

This course employs an interdisciplinary approach to expanding students' civic knowledge and their awareness of possibilities for civic engagement in two stages. First, through a study of core texts, it examines how human beings should live in relationship to their built and natural environments. Second, this course requires students to reflect upon and analyze their own civic responsibilities toward the built or natural environment through a final research project that analyzes how civic engagement has produced policy changes on a specific issue from the 1960s to the present.

HUM 221, Core Texts in History, 3 Units

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: History general education requirement.*

HUM 222, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: Literature general education requirement.*

HUM 223, Core Texts in Aesthetics, 3 Units

A study of the creative process and of selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era. Taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: Fine Arts general education requirement.*

HUM 224, Core Texts in Philosophy, 3 Units

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: Philosophy general education requirement.*

HUM 321, Core Texts in History, 3 Units

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: History general education requirement.*

HUM 322, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: Literature general education requirement.*

HUM 323, Core Texts in Aesthetics, 3 Units

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the APU Core: Humanities: Fine Arts general education requirement.*

HUM 324, Core Texts in Philosophy, 3 Units

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit, as the topic varies. *Meets the APU Core: Humanities: Philosophy general education requirement.*

HUM 325, Core Texts in Christianity, 3 Units

This course offers a study of selected classics on Christian life and doctrine from a specified historical era, taught by a faculty instructor in an integrative, interdisciplinary fashion. May be repeated once for credit as the topic varies.

JAPA 101, Elementary Japanese I, 3 Units

This is the first of a two-course sequence emphasizing practical Japanese communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and explore the cultural world of Japan. Classes meet three hours weekly and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

JAPA 102, Elementary Japanese II, 3 Units

This is the second of a two-course sequence emphasizing practical Japanese communication for beginners. Students continue to develop basic listening, speaking, reading, and writing skills and explore the cultural world of Japan. Classes meet three hours weekly and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: JAPA 101, or appropriate score on language placement exam.

MODL 101, Modern Language I, 3 Units

This is the first of a two-course sequence emphasizing practical communication skills for beginners in a language that is not normally offered by the department. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces cultural aspects. Classes meet three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

MODL 102, Modern Language II, 3 Units

This is the second of a two-course sequence emphasizing practical communication skills for beginners in a language that is not normally offered by the department. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces cultural aspects. Classes meet three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: MODL 101 of the same language, or appropriate score on language placement exam.

MODL 250, Self-Directed Language Study, 1-3 Units

This is the first semester of a self-directed language study course which requires dedicated individual effort on the part of the students, because the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required.

Prerequisite: Completed general studies language requirement and Junior/Senior standing or instructor consent

MODL 251, Self-Directed Language Study II, 1-3 Units

This is the second semester of a self-directed language study course which requires dedicated individual effort on the part of the students as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required.

Prerequisite: MODL 250 (in the same language), and junior/senior standing or instructor consent

MODL 495, Special Topics in Modern Languages, 3 Units

This course presents topics not covered by regular department courses. Course may be repeated as topics change for up to 6 units toward graduation.

PHIL 100, Introduction to Philosophy, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God-the major concerns of philosophy that have been offered by thinkers past and present. *Meets the APU Core: Humanities: Philosophy general education requirement.*

PHIL 150, Visions of the Good Life, 3 Units

The central theme of this course is "the Good Life"-that is, a life that is meaningful and fulfilling for a human being. To develop a vision of such a life, we will spend time thinking deeply about the kinds of things that are essential for human flourishing: e.g., the care of the soul, family and friendship, freedom, beauty, and meaning. Our reflections will take us through a series of compelling works, both classic and contemporary, by philosophers, poets, novelists, historians, artists, and political leaders throughout time and around the globe. Our study will culminate in a campus-wide reflection on St. Augustine's *Confessions*, which presents the vision of a Good Life in which human hearts can ultimately find rest. *Meets the APU Core: Humanities: Philosophy, Visions of the Good Life general education requirement.*

PHIL 210, Introduction to Critical Thinking, 3 Units

Students study principles of deductive and non-deductive logic. Principles are used to evaluate arguments in a variety of contexts, including the popular media and the professional practices of philosophy, theology, science or law. Students are also expected to assess and improve the logical rigor and clarity of their own reasoning.

PHIL 252, Classical Chinese Ethics, 3 Units

This course provides an introduction to (1) key texts written by a variety of classical Chinese philosophers-e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi-and (2) to their fundamental ethical teachings-e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. NOTE: This is a lower-division companion course to PHIL 452.

PHIL 301, Practical Ethics, 3 Units

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems.

PHIL 303, Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity, 3 Units

This course equips students to understand and communicate the rich intellectual foundations of a Judeo-Christian worldview. First, students learn various approaches to apologetics, the strengths and weaknesses of those approaches, and a survey of the epistemology of religious belief more broadly. Second, they apply these apologetic approaches with an aim to showcase the rich intellectual foundation for (a) the existence of a perfect Being and (b) the revelation of God through Christ. Third, students study common atheological arguments, ranging from the problem of evil to the problem of hell. Through the course, students learn how to (i) package ideas in clear, organized form, (ii) effectively relate their ideas to their audience, and (iii) think critically and analytically about big, enduring questions relevant to all human beings.

Prerequisite: PHIL 100 or HUM 224 or PHIL 305

PHIL 305, Critical Thinking and Civil Discourse, 3 Units

This course prepares students for effective civic engagement, politically and professionally, teaching them how to apply essential principles of critical thinking in a way that fosters intellectual virtues. These skills and virtues are applied in a variety of contexts including public policy, popular media, and professional practices such as philosophy, theology, science, business, and law. Consequently, the course helps prepare students to successfully complete graduate school placement exams (e.g., GRE, LSAT, MCAT, GMAT). PHIL 100 is not required as a prerequisite, but is strongly encouraged.

PHIL 310, Formal Logic, 3 Units

This course defines logic as the skill of assessing arguments. The course assists students to recognize arguments in both academic and nonacademic forms, increasing confidence in their ability to form a structure of techniques and values to be used as a basis for critiquing others' arguments and creating their own.

PHIL 315, History of Ancient Philosophy, 3 Units

Students explore the development of philosophy from its early beginnings in Greece to the early thought of Augustine. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field.

Prerequisite: PHIL 100 or HUM 224

PHIL 316, Medieval Philosophy, 3 Units

This course helps students understand the importance of the medieval era and its contributions to the historical development of philosophy. Thinkers considered in this class include the late Augustine, Averroes, Avicenna, Maimonides, Anselm, Bonaventure, Aquinas, Duns Scotus, and Ockham. Topics considered include the relationship of theology to philosophy, the divine attributes, ontology, and ethics.

PHIL 320, History of Early Modern Philosophy, 3 Units

This course covers the development of philosophy from the Renaissance through the 18th century.

Prerequisite: PHIL 100 or HUM 224

PHIL 325, History of 19th and 20th Century Philosophy, 3 Units

This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21st century.

Prerequisite: PHIL 100 or HUM 224

PHIL 330, Ethics, 3 Units

The basic principles of ethical conduct are examined as applied to personal and social problems. The chief theories of the "good life" are investigated, with special attention given to the principles underlying a consistent ethical outlook on life.

Prerequisite: PHIL 100 or HUM 224

PHIL 340, Concepts of Human Nature, 3 Units

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, theological, psychological, and sociological theories of the uniqueness of human activity. Extended attention and instruction will be given to various genres of philosophical writing.

Prerequisite: PHIL 100 or HUM 224

PHIL 360, Social and Political Debates, 3 Units

The aim of this course is to prepare students to use ethical principles to argue for justice in the formation of public policies. With this end in mind, students both (1) examine the fundamental principles of social and political philosophy and (2) deliberate about how to employ these principles in contemporary social and political debates. Finally, they put their deliberations into practice by competing in the California Regional Ethics Bowl

PHIL 362, Business, Virtue, and the Good Life, 3 Units

This course provides students with a moral framework for being wise and just business professionals. Students begin by learning the most prominent ethical theories and principles. They then develop the ability to analyze, to evaluate, and to apply these theories and principles in a way that helps them to lead good and virtuous lives—lives that properly balance often competing moral obligations to one's business associates, to one's fellow citizens, and to one's friends and family members.

Prerequisite: Recommended: PHIL 301 or PHIL 330

PHIL 364, Bioethics, 3 Units

In this course, students both (1) learn the most prominent theories and principles used in contemporary bioethics, and (2) develop the ability to analyze, to evaluate, and to apply these theories and principles in the context of contemporary medical practice.

Prerequisite: PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

PHIL 366, Environmental Ethics, 3 Units

In this course, students will investigate, craft a proposal for, and practice living according to an environmental philosophy as a way of life based on a virtue approach. Additionally, students will research the arguments for and against various environmentally ethical dilemmas in the modern world, aiming to analyze and respond to these arguments and drawing reasonable and actionable conclusions.

Prerequisite: PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

PHIL 410, Philosophy of Religion, 3 Units

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy.

Prerequisite: PHIL 100 or HUM 224

PHIL 415, Philosophical Theology, 3 Units

The purpose of this course is to analyze rational arguments concerning the divine nature. In it, students apply the laws of logic and principles of sound reasoning to empirical evidence (including claims about the direct experience of God) and introspective intuition concerning the concept of God, enabling us to understand the logical limits of that concept.

Prerequisite: PHIL 100 or HUM 224

PHIL 430, Philosophy of Science, 3 Units

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered.

Prerequisite: One Lab Science and PHIL 100

PHIL 440, Epistemology, 3 Units

This course exposes advancing philosophy students to the major problems in the theory of knowledge. While some historical background is covered, the principle focus is on the contours of the contemporary debates about such issues as skepticism, epistemic justification, foundationalism, coherentism, internalism, and externalism. Some application is made specifically to the epistemology of religious belief.

Prerequisite: PHIL 100 or HUM 224

PHIL 445, Metaphysics, 3 Units

This course is an introduction to metaphysics that gives the student a broad perspective into contemporary issues of interest concerning what exists and its nature. This involves classroom discussion of readings from the introductory text and primary source material.

Prerequisite: PHIL 100 or HUM 224

PHIL 450, Special Topics in Ethics, 3 Units

In this course, students utilize their foundational knowledge of ethical theories and principles to analyze contemporary debates concerning recent work in meta-ethics, normative ethics, moral epistemology, or moral psychology.

Prerequisite: PHIL 100 and PHIL 330 or instructor consent

PHIL 451, Race, Sex and Science, 3 Units

This course examines concepts of race and sex in relation to the history of modern western science. Students analyze readings in feminist philosophy, critical race theory and postcolonial studies, which argue that the sciences often presume and perpetuate Eurocentric, androcentric bias. Through this analysis, students cultivate the virtues of epistemic justice and intellectual humility required for intercultural competence and a Christlike character.

Prerequisite: 3xx PHIL or 3xx BIOL course or instructor consent

PHIL 452, Classical Chinese Ethics, 3 Units

This course provides an introduction both (1) to key texts written by a variety of classical Chinese philosophers - e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunzi - and (2) to their fundamental ethical teachings - e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through both academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world.

Prerequisite: PHIL 301 or PHIL 330

PHIL 495, Seminar in Philosophy, 3 Units

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future. It may be taken more than once as topics change.

Prerequisite: PHIL 100 or HUM 224

PHIL 496, Senior Seminar, 3 Units

In this course, students apply their knowledge of the Bible, Christian tradition, and philosophy to contemporary social challenges that confront a Christian worldview. They use this knowledge to analyze, evaluate, and respond to such challenges wisely and insightfully.

Prerequisite: Senior standing, completion of the majority of the units required for Bible and Theology.

PHIL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

PHIL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

PRPH 100, Introduction to Philosophy, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God- the major concerns of philosophy that have been offered by thinkers, past and present. *Meets the APU Core: Humanities: Philosophy general education requirement.*

POLI 150, American Government, 3 Units

This course is a study of the institutions and processes of American government on the local, state, and national levels. This course meets the state requirement for U.S. history and government.

POLI 160, Introduction to Politics, 3 Units

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life.

POLI 180, Intro to International Relations, 3 Units

This course introduces students to the academic study of international relations, beginning with classical discussions about the interaction of peoples, continuing to focus on modern nations and their trade, diplomacy, foreign aid and conflicts. Students will consider the challenges faced within particular world regions beyond the West, with units on Latin America, Africa, Asia, Middle East, and their particular regional opportunities. Also covered are particular problems of international relations of our time - nuclear/chemical/biological weapons, terrorism, and cyber conflict, as well as international opportunities including strategies to achieve greater economic development, trade, and communication.

POLI 210, Current Events, 3 Units

Students explore selected current domestic and foreign policy issues.

POLI 220, State and Local Government, 3 Units

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

POLI 250, Introduction to Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

POLI 260, Introduction to Legal Transactions, 3 Units

This course provides an overview of personal and business legal transactions, introducing students to the importance of the law, concepts of business formation and transactions, corporations, contracts, intellectual property, cyberlaw, employment law, bankruptcy, and estate planning.

POLI 271, Political Topics, 3 Units

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.

POLI 300, Research and Writing, 3 Units

This writing-intensive course emphasizes the research and writing skills common to the disciplines of history and political science. It is strongly recommended that students take this course before taking any other 300- or 400-level history or political science courses.

POLI 310, Political Geography, 3 Units

This course considers the impact of geography on political life broadly understood, including population and migration, governments and political institutions, national boundaries and border conflicts, economic development, trade and cultural relations between nations and peoples, and the development and future of the nation.

POLI 320, Comparative Politics, 3 Units

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

POLI 325, Seminar in International Relations, 3 Units

This course facilitates focused inquiry into one or more pre-announced subjects relating to current international relations. Possible topics include nuclear weapons, cybersecurity, or humanitarian relief assistance. This course may be repeated for credit as the topic varies.

Prerequisite: POLI 180 or instructor's consent

POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.

Prerequisite: POLI 150 or instructor consent

POLI 351, Constitutional Law: Criminal Justice, 3 Units

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th Amendment, including the right to be free from unreasonable searches and seizures, the privilege against self-incrimination, the right to counsel, the right to a jury trial, the protection against excessive bail and cruel and unusual punishment, and other due process guarantees.

Prerequisite: POLI 150 or instructor consent

POLI 352, Constitutional Law: National Powers, 3 Units

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts.

Prerequisite: POLI 150 or instructor consent

POLI 353, Seminar on Legal Studies, 3 Units

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year.

Prerequisite: POLI 350 or POLI 351 or POLI 352 or instructor consent

POLI 360, Classical Political Thought, 3 Units

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

POLI 363, Modern Political Thought, 3 Units

This course is a study of major political thinkers from the 16th century to the present.

POLI 376, The American Founding, 3 Units

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding.

Prerequisite: POLI 150 and POLI 160 or instructor consent

POLI 380, Terrorism and Counterterrorism, 3 Units

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.

Prerequisite: POLI 150 or POLI 160

POLI 381, Theories of International Relations, 3 Units

This course is a detailed examination of the major classical, modern, and postmodern theoretical schools of thought that inform the study of International Relations. Readings include original classic treatises and monograph length statements of theory, alongside recent publications.

Prerequisite: POLI 180 or Instructor consent

POLI 382, Diplomacy and Foreign Policy, 3 Units

This course provides a comprehensive examination of theoretical approaches to the analysis of foreign policy, as well as an examination of the conduct of U.S. diplomacy abroad. Case studies are used to illustrate analytical models, and active learning through team-based simulation emphasizes the practical aspects of negotiation and statecraft.

Prerequisite: POLI 180 or instructor's consent

POLI 383, National Security, 3 Units

This course addresses the definition and pursuit of national security by means of a thorough-going review of essential offices and institutions, assessing the relevant policymaking process, exploring principles of strategic theory, and defining symmetric and asymmetric security threats.

Prerequisite: POLI 180 or instructor's consent

POLI 385, Politics of Developing Countries, 3 Units

This course considers the governmental structures and political orientation of developing countries and the essential theories devised respecting their political past, present, and future.

Prerequisite: Junior or Senior Standing

POLI 390, History and Politics of the Non-Western World, 3 Units

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. This course may be repeated for credit as the topic varies.

POLI 399, Political Science Practicum, 1-8 Units

This practicum gives credit for field work in an area of government or law chosen by the student. The CCCU American Studies Program (see APU's Center for Global Learning and Engagement) offers internship opportunities in Washington, DC, or students may find opportunities on their own. Local opportunities include federal, state, and local government agencies and legislative offices, political campaigns, and law offices. Up to 8 units may be earned. Only 6 units are counted toward the political science major (3 required units; 3 units as elective credit), and 3 units toward the political science minor. All other units count as elective credit.

Prerequisite: Instructor permission required

POLI 400, Seminar on American Politics, 3 Units

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. This course may be repeated for credit as the topic varies.

Prerequisite: POLI 150 or instructor consent

POLI 405, The American Presidency, 3 Units

This course presents an overview of the American presidency, including the historical development of the presidency, contributions of individual presidents to the executive office, presidential authority and politics in the modern era, the presidential election process, and the role of the executive branch.

Prerequisite: POLI 150 or instructor consent

POLI 410, Congress, 3 Units

This course provides an overview of the functioning of Congress as an institution. Topics include the historical evolution of Congress, changes in internal rules and procedures that guide congressional action, the role of Congress within the federal system, and external influences on the legislative process.

Prerequisite: POLI 150 or instructor consent

POLI 415, The Federal Judiciary, 3 Units

This course provides an overview of the federal judicial system, with particular attention given to the power and function of the U.S. Supreme Court, methods of constitutional interpretation, judicial selection, and the role of the judiciary in the constitutional system of government.

Prerequisite: POLI 150 or instructor consent

POLI 420, Women in Politics, 3 Units

This course examines women's participation in public office at the local, regional, national, and international levels and explores potential differences between men and women in the areas of campaigning and political leadership, policy preferences, and governing styles.

Prerequisite: POLI 150

POLI 421, Regional Studies, 3 Units

This course is a comparative political analysis of a specific global region (e.g., Middle East, Eastern Europe, East Asia, Central America, etc.), with empirical emphases on the region's political history, forms of government, security problems, and cultural dynamics. As regions covered will vary, the course may be repeated for credit.

Prerequisite: POLI 180 or instructor's consent

POLI 422, International Organizations, 3 Units

This course examines the variety of modern international organizations, and their respective missions and operations. Organizations with legal, security, economic, health, civil-society, and judicial portfolios are considered.

Prerequisite: POLI 180 or instructor's consent

POLI 450, Principles and Practice of Research Design, 3 Units

This course presents a fundamental overview of the principles and practice of political science research design. Topics include introduction to scientific inquiry, research design construction, ethical principles, modes of observation, types of data analysis, and reading and writing social research.

Prerequisite: POLI 300 or upper division writing intensive course

POLI 471, Political Topics, 3 Units

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: foundations of liberty, nuclear arms, religion and politics, and presidential elections. This course may be repeated for credit, as the topic varies.

POLI 496, Senior Seminar: Religion and Politics, 3 Units

This seminar focuses on the ethical, political, and historical implications of ideas in their historical context and in contemporary society. Students consider significant ideas and concepts, their integration and interaction with other disciplines and the Christian faith, and consider application of those ideas to current political, social or moral problems.

Prerequisite: Senior standing

POLI 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

POLI 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

POLI 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

SPAN 101, Elementary Spanish I, 3 Units

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and explore different cultures of the Spanish-speaking world. Classes meet three hours weekly and utilize a lecture format.

Meets the APU Core: Ancient or Modern Language general education requirement.

SPAN 102, Elementary Spanish II, 3 Units

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and explore different cultures of the Spanish-speaking world. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: SPAN 101, or appropriate score on language placement exam.

SPAN 103, Elementary Spanish I for Healthcare Professionals, 3 Units

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

SPAN 104, Elementary Spanish II for Healthcare Professionals, 3 Units

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the APU Core: Ancient or Modern Language general education requirement.*

Prerequisite: SPAN 103 or equivalent

SPAN 201, Intermediate Spanish I, 3 Units

This two-course sequence is a continuation of SPAN 101/ SPAN 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.

Prerequisite: SPAN 101, SPAN 102, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

SPAN 202, Intermediate Spanish II, 3 Units

This course is a continuation of SPAN 201.

Prerequisite: SPAN 201, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

SPAN 250, Intermediate Conversation and Writing Abroad, 3 Units

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session.

Prerequisite: SPAN 201 and SPAN 202

SPAN 301, Spanish Conversation and Community, 3 Units

This course optimizes students' conversational abilities in Spanish, reinforcing grammatical structures and emphasizing communication skills that are concurrently put into practice through service-learning experiences. *Meets the APU Core: Intercultural Competence general education requirement.*

Prerequisite: SPAN 202

SPAN 305, Spanish for Heritage Speakers, 3 Units

This course is for native/heritage speakers of Spanish. It gives them opportunities to use their conversational skills in the community and to reinforce their reading and writing skills. It advances awareness and understanding of their cultural heritage.

Prerequisite: SPAN 202. SPAN 301 recommended.

SPAN 310, Advanced Language-Study Practicum, 3 Units

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars.

Prerequisite: SPAN 201 and SPAN 202

SPAN 311, Civilization of Spain, 3 Units

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture are discussed simultaneously with related historical events. Class is conducted in Spanish.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 312, Latin American Civilization, 3 Units

This course surveys the history and aspects of the literature, art, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 320, Advanced Spanish Composition, 3 Units

This course covers composition techniques, creative writing, expository writing, and argumentative writing in the Spanish language.

Prerequisite: SPAN 202 or department approval

SPAN 330, History and Civilization of the Spanish-Speaking World, 3 Units

This course introduces students to the history and civilization of Spain and Latin America. Class is conducted in Spanish.

Prerequisite: SPAN 320; recommended: SPAN 301

SPAN 332, Literary Masters, 3 Units

This course equips students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. *Meets the APU Core: Humanities: Literature general education requirement.*

Prerequisite: SPAN 202

SPAN 415, Politics and Society in Latin America, 3 Units

Students in this course study political and social themes from across contemporary Latin America, equipping students to become active global citizens. Specific topics vary.

Prerequisite: SPAN 202. SPAN 330 recommended

SPAN 420, Public Speaking in Spanish, 3 Units

Students in this course study oral communication in Spanish, learning how to speak with professionalism in the language, as well as how to research, outline, and deliver speeches and presentations. *Meets the APU Core: Oral Communication general education requirement.*

Prerequisite: SPAN 202. SPAN 301 recommended.

SPAN 421, Survey of Spanish Literature, 3 Units

The development of literature from El Cid and the recently discovered jarchas through the 20th century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. The class is conducted in Spanish.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 422, Survey of Latin American Literature, 3 Units

This course begins with pre-Columbian literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. The class is conducted in Spanish.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 431, Spanish Language Poetry and Short Story, 3 Units

An introduction to exemplary poetry and short stories of Spanish and/or Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 440, Spanish Applied Linguistics, 3 Units

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectal differences, their origins, and social implications.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 450, Spanish Language Pedagogy, 3 Units

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered.

Prerequisite: SPAN 201, SPAN 202, and SPAN 320, or department consent. SPAN 301 recommended.

SPAN 460, Survey of the Literature of the Spanish-Speaking World, 3 Units

This course offers an overview of the progressive evolution of the Hispanic literary tradition, introducing the major authors and movements up to the 20th century. It builds on the skills developed in Writing 1 and Writing 2, teaching students how to write professional-quality scholarly articles in the field of Hispanic literary history. Class is conducted in Spanish.

Prerequisite: SPAN 320; recommended: SPAN 330 and SPAN 332

SPAN 480, Spanish Capstone Seminar, 3 Units

This course gives students the opportunity to reflect upon, reinterpret, and organize the linguistic, cultural, and literary information they have pursued throughout previous semesters. In concert with the professor, a complete overview of each student's language experience within the program helps define the direction of their individualized study for the semester. Such study culminates in a personally designed Capstone Seminar project.

Prerequisite: SPAN 460 or department approval.

SPAN 494, Internship, 3 Units

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. Enrollment is contingent upon department approval and requires the independent study petition process through One Stop I Undergraduate Enrollment Services Center.

Prerequisite: SPAN 201 and SPAN 202

SPAN 495, Special Topics in Spanish, 3 Units

This course allows offerings of diverse topics in Hispanic studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Culture, politics, and translation are examples of special topics. May be repeated for credit.

Prerequisite: SPAN 421 or SPAN 422

SPAN 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

TESL 100, Academic English for Multilingual Undergraduates, 4 Units

Academic English for Multilingual Undergraduates prepares multilingual undergraduate students for three primary academic language tasks of undergraduate study - academic writing, presentations, and seminar speaking. The course focuses on both written and spoken academic English. To the extent possible, assignments will be tied to the students' undergraduate coursework. This course is taken prior to WRIT 110.

TESL 101, English for Academic Purposes I, 3 Units

This is an intermediate high to advanced level academic English language course designed for students who speak English as an additional language. The course emphasizes listening and speaking skills that are utilized in academic settings such as giving academic presentations and improving listening strategies. Students will also learn about American academic cultural norms and APU resources that can foster academic success. This course can be taken concurrently with TESL 102: English for Academic Purposes II. *Meets the APU Core: Ancient or Modern Language general education requirement.*

TESL 102, English for Academic Purposes II, 3 Units

This is an academic English language course designed for students who speak English as an additional language. The course emphasizes reading and writing skills that are utilized in academic settings such as writing academic essays, citing sources, genre analysis, and applying reading strategies in academic settings. Navigating cultural and educational systems is also a focus of the course. This course can be taken concurrently with TESL 101. *Meets the APU Core: Ancient or Modern Language general education requirement.*

TESL 345, Second-language Pedagogy I, 3 Units

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 405, Second-Language Acquisition, 3 Units

Students examine the process of acquiring a language, focusing on second-language acquisition. Questions explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

TESL 415, Teaching English Grammar, 3 Units

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students, and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 456, Teaching Practicum, 3 Units

Student teachers engage in practice teaching and are observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results.

TESL 500, English for Internationals, 3 Units

The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose. Offered only in on-campus program.

TESL 501, Language Learning through Technology, 3 Units

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. Offered only in online program.

TESL 503, Language and Culture Learning, 3 Units

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. Offered only in field-based program.

TESL 505, Second-language Acquisition, 3 Units

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

TESL 505A, Second-language Acquisition: Part I, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

TESL 505B, Second-language Acquisition: Part II, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisite: TESL 505A

TESL 505C, Second-language Acquisition: Part III, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisite: TESL 505A, TESL 505B

TESL 509, Special Topics in TESOL, 1-3 Units

A subject of current interest in TESOL is examined in depth. Students analyze controversial issues and develop a reflective position. Course requirements may include attendance at the annual TESOL convention. Students may repeat the course up to a maximum of 6 units. Each course must address a different topic.

TESL 515, Teaching English Grammar, 3 Units

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 515A, Teaching English Grammar: Part I, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

TESL 515B, Teaching English Grammar: Part II, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisite: TESL 515A

TESL 515C, Teaching English Grammar: Part III, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisite: TESL 515A, TESL 515B

TESL 525, Teaching English Pronunciation, 3 Units

The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

TESL 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A

TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A, TESL 525B

TESL 530, Intercultural Communication and Language Teaching, 3 Units

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

TESL 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

Prerequisite: TESL 530A

TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

Prerequisite: TESL 530A, TESL 530B

TESL 535, Sociolinguistics and Language Teaching, 3 Units

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

TESL 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

Prerequisite: TESL 535A

TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

Prerequisite: TESL 535A, TESL 535B

TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives.

TESL 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisite: TESL 537A

TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisite: TESL 537A, TESL 537B

TESL 545, Second-language Pedagogy I, 3 Units

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 545A, Second-language Pedagogy I: Part I, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

TESL 545B, Second-language Pedagogy I: Part II, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisite: TESL 545A

TESL 545C, Second-language Pedagogy I: Part III, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisite: TESL 545A, TESL 545B

TESL 548, Teaching EFL with Children, 3 Units

This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.

TESL 550, Second-language Pedagogy II, 3 Units

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

TESL 550A, Second-language Pedagogy II: Part I, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

TESL 550B, Second-language Pedagogy II: Part II, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisite: TESL 550A

TESL 550C, Second-language Pedagogy II: Part III, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisite: TESL 550A, TESL 550B

TESL 557, Reflective Teaching, 3 Units

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results.

TESL 557A, Reflective Teaching: Part I, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

TESL 557B, Reflective Teaching: Part II, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisite: TESL 557A

TESL 557C, Reflective Teaching: Part III, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisite: TESL 557A, TESL 557B

TESL 560, Language Program Design, 3 Units

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan.

TESL 560A, Language Program Design: Part I, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

TESL 560B, Language Program Design: Part II, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisite: TESL 560A

TESL 560C, Language Program Design: Part III, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisite: TESL 560A, TESL 560B

TESL 570, Second-language Assessment, 3 Units

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment.

TESL 570A, Second-language Assessment: Part I, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

TESL 570B, Second-language Assessment: Part II, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: TESL 570A

TESL 570C, Second-language Assessment: Part III, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: TESL 570A, TESL 570B

TESL 580, TESOL Portfolio, 3 Units

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

TESL 589, Research Methods in TESOL, 3 Units

This course prepares teachers to conduct their own research in the area of second-language learning/teaching, and helps them become intelligent users of such research. Class members survey research methods applicable to second-language research, review studies exemplifying each approach, and walk through the process of developing a research proposal: selecting a topic, developing a working bibliography and literature review, and constructing a research design.

TESL 590, Thesis Preparation, 3 Units

Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in reviewing the literature and in carrying out a previously approved research design. Enrollment is by petition only and must be approved by the department chair.

Prerequisite: TESL 589

TESL 595A, Action Research Project, 2 Units

This advanced course designed for in-service teachers, focuses on the planning, implementation, and evaluation of a self-designed action research project. Teachers select an area of teaching to investigate, design a research plan, collect data, observe behavior, reflect on the results, and write a research report. Teachers present their projects to peers and their professor in TESL 595B Action Research Project. Offered only in field-based program.

TESL 595B, Action Research Project, 1 Unit

This course is a sequel to TESL 595A, enabling in-service teachers to present, discuss, and defend the results of their action research project with their peers and professor. (This course is offered in the field-based program only.)

Prerequisite: TESL 595A

TESL 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisite: TESL 597A

TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisite: TESL 597A, TESL 597B (May be taken concurrently)

TESL 599, Readings in TESOL, 1-3 Units

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.