History, Humanities, and Modern Languages
Department

History, Humanities, and Modern Languages Degrees, Minors, and Certificates

History/Humanities

Bachelor Degrees

- Bachelor of Arts in History (catalog.dixie.edu/programs/history-humanities-modern-languages/history-ba/)
- Bachelor of Science in History (catalog.dixie.edu/programs/history-humanities-modern-languages/history-bs/)
- Bachelor of Arts/Science in History - History and Social Sciences Teaching Emphasis (catalog.dixie.edu/programs/history-humanities-modern-languages/history-social-science-teaching-bs-bs/)
- Bachelor of Arts/Science in Integrated Studies - History Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-history-ba-bs/)
- Bachelor of Arts/Science in Integrated Studies - Humanities Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-humanities-philosophy-ba-bs/)

Minors

- Minor in History (catalog.dixie.edu/programs/history-humanities-modern-languages/history-minor/)
- Minor in Humanities and Philosophy (catalog.dixie.edu/programs/history-humanities-modern-languages/humanities-philosophy-minor/)

Modern Languages

- ESL Program Information (catalog.dixie.edu/programs/history-humanities-modern-languages/esl/)
- Bachelor of Arts/Science in Integrated Studies - ASL Interpreter Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-asl-interpreter-ba-bs/)
- Bachelor of Arts/Science in Integrated Studies - Global Studies Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-global-studies-ba-bs/)
- Minor in American Sign Language (catalog.dixie.edu/programs/history-humanities-modern-languages/asl-minor/)
- Minor in Global Studies (catalog.dixie.edu/programs/history-humanities-modern-languages/global-studies-minor/)

Spanish

Bachelor Degrees

- Bachelor of Arts/Science in Integrated Studies - ASL Interpreter Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-asl-interpreter-ba-bs/)
- Bachelor of Arts/Science in Integrated Studies - Global Studies Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-global-studies-ba-bs/)
- Bachelor of Arts in Spanish (catalog.dixie.edu/programs/history-humanities-modern-languages/spanish-ba/)
- Bachelor of Arts in Spanish - Spanish Education Emphasis (catalog.dixie.edu/programs/history-humanities-modern-languages/spanish-spanish-education-ba/)
- Bachelor of Arts/Science in Integrated Studies - Spanish Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-spanish-ba-bs/)

Minors

- Minor in American Sign Language (catalog.dixie.edu/programs/history-humanities-modern-languages/asl-minor/)
- Minor in Global Studies (catalog.dixie.edu/programs/history-humanities-modern-languages/global-studies-minor/)
- Minor in Spanish (catalog.dixie.edu/programs/history-humanities-modern-languages/spanish-minor/)

Click here for Humanities (https://humanities.dixie.edu/) Website
ASL 1010. Beginning American Sign Language I (ALCI). 4 Hours.
For beginning students interested in American Sign Language. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasizes principles, methods, and techniques of communicating manually with deaf individuals. Teaches basic receptive and expressive skills, overviews basic grammatical structure in signing, and explores deaf culture. A variety of teaching methods are employed, including drills, videos, and work in pairs. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Successful completers are prepared to take ASL 1020. Placement in foreign language classes is at the discretion of the Department Chair. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Ask and give names; hold basic two-way conversations; produce correct number forms; use topogicalization when naming objects or locations; and tell time and use time signs. 2. Understand Deaf cultural norms for interacting; and ask for help and ask for clarification. 3. Negate information; use appropriate transitions including FINISH; use topogicalization when naming objects or locations; use contrastive structure; use weak and dominant hand appropriately. 4. Discuss family members and use ranking; discuss employment; and narrate a story. 5. Use appropriate eye-gaze; spatial organization; and correct question forms; gain attention of others. 6. Use knowledge of spoken English and American Sign Language to create an effective interpretation. FA, SP.

ASL 1020. Beginning American Sign Language II (FL, ALCI). 4 Hours.
For students interested in American Sign Language who have completed ASL 1010 or who have equivalent experience (approximately two years of high school ASL). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasizes principles, methods, and techniques of communicating manually with deaf individuals. Continues the development of basic conversational skills with emphasis on the receptive skills, grammatical features, vocabulary development, and cultural awareness. Varied methods are used to teach the class, including drills, videos, and work in pairs. Students using ASL 1020 as an entry level class may receive vertical credits for ASL 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Successful completers are prepared to take ASL 2010. Placement in foreign language classes is at the discretion of the Department Chair. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe people and things. 2. Make requests and ask for advice. 3. Describe places. 4. Give opinions about others. 5. Discuss plans and goals. 6. Narrate a story. Prerequisite: ASL 1010 or instructor permission. FA, SP.

ASL 1500. Introduction to Deaf Culture. 3 Hours.
For students interested in understanding Deaf culture. Focuses on the historical events that impact members of the Deaf Community. Explores American Sign Language and its unique place in Deaf culture. Also addresses the diversity and cultural identity of members of the Deaf community in America. Includes lecture, community experiences and basic comparison between Deaf culture and the student’s own culture. Course is taught in or interpreted into spoken English. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recognize the difference between medical deafness and cultural Deafness and the impact of each perspective on members of the Deaf community and on their families. 2. Recognize specific cultural artifacts common to members of the Deaf community. 3. Describe and state specific instances of Audism. 4. Explain that members of the Deaf community share certain commonalities that include specific places, behaviors, experiences and activities. 5. Understand that members of the Deaf community share a code of behaviors and values that are learned and passed from generation to generation. 6. Describe the importance of American Sign Language to members of the Deaf community. FA.

ASL 2000. Fingerspelling and Numbers in American Sign Language. 2 Hours.
Focuses on the complex patterns and linguistic rules governing the use of fingerspelling and numbering. Students will practice their receptive and expressive skills that are required to be skilled communicators and effective American Sign Language Interpreters. A variety of teaching methods are employed, including lecture, videos, guest lecturers, practice interpreting sessions and recording videos for self-evaluation of signing skills. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe and use lexicalized terms, in ASL. 2. Explain the linguistic rules governing the use of fingerspelling and numbers in ASL. 3. Clearly and accurately provide interpretation of fingerspelled words and numbers in ASL. 4. Describe the differences in the use of various types of numbers including: cardinal, ordinal, age, money and time-related numbers. 5. Demonstrate the rule of nine. Prerequisite: ASL 2010.

For intermediate-level students who have taken ASL 1020, or for students with equivalent experience (four or more years of high school ASL). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Continued emphasis on communicative competence, including both expressive and receptive abilities, as well as cultural awareness. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Successful completers are prepared to take ASL 2020. Placement in foreign language classes is at the discretion of the Department Chair. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to maintain eye contact and use appropriate eye gaze in communication. 2. Demonstrate the appropriate way to show the location of things around the house. 3. Show effective methods to complain, make suggestions and requests. 4. Use ASL to describe and identify things. 5. Use ASL to discuss their weekend activities. 6. Understand conversational conventions in dialogue. Prerequisite: ASL 1020 or instructor permission. FA.
For intermediate-level students who have taken ASL 2010. Continued emphasis on communicative competence, including both expressive and receptive abilities, as well cultural awareness. Students using 2020 as an entry level class may receive vertical credits for lower level classes upon passing 2020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Placement in foreign language classes is at the discretion of the Department Chair. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss an unforgettable moment. 2. Explain a game. 3. Tell about an accident, tell about a major decision, discuss health conditions. 4. Share a narrative. Prerequisite: ASL 2010 or instructor permission. SP.

ASL 2300. Introduction to Interpreting. 3 Hours.
Focuses on the process of interpreting spoken English to American Sign Language and American Sign Language to spoken English. Course allows students to become familiar with the profession of interpreting including: legislation, history, ethics, terminology, and the variety of professional workplaces and the certification process. A variety of teaching methods are employed, including lecture, videos, guest lecturers, practice interpreting sessions and recording videos for self-evaluation of signing skills. This course is a prerequisite for advanced interpreting courses required for an American Sign Language Interpreting Emphasis. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. List and describe the various laws that regulate the interpreting profession in Utah and describe the history of the interpreting profession. 2. Discuss the Code of Professional Conduct which apply to the interpreting professions. 3. Understand the unique terminology associated with the interpreting profession. 4. Evaluate the various workplaces for interpreters. 5. Develop an understanding of the Utah Certification and the National Certification processes. SP.

ASL 3060. Advanced American Sign Language I. 3 Hours.
Builds on skills learned in Beginning and Intermediate American Sign Language. Students will practice conversational skills and increase their understanding of the grammar of ASL including the use of space, facial grammar, semantics and syntactical structure. This course is taught in ASL and is designed for students who have demonstrated competency including former coursework, missionary service, or students who are native-users (CODAs). Students using ASL 3060 as an entry level class may receive vertical credits for lower level courses upon passing ASL 3060 with a grade of C or higher. Placement in Advanced American Sign Language classes require a screening for competency and skills. Placement is at the discretion of the Department Chair. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to maintain eye contact and use appropriate eye gaze in communication. 2. Describe the use of appropriate signing space and show effective turn-taking abilities. 3. Evaluate their own use of handspace, palm orientation, location of the sign, movement of the sign and non-manual signals. 4. View, evaluate and make corrections to their own sign productions. 5. Understand modifications of signs to include time and adverbial content. Prerequisite: ASL 2020 (Grade C or higher). FA.

ASL 3070. Advanced American Sign Language II. 3 Hours.
Builds on skills learned in Advanced American Sign Language (ASL). Students will build their skills in conversational, grammatical and syntactical aspects of ASL. This course requires students to be actively involved in events of the Deaf community. This course is taught in ASL. Placement in Advanced American Sign Language classes require a screening for competency and skills. Placement is at the discretion of the Department Chair. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to fully participate in conversations with native ASL-users by producing grammatically and syntactically correct ASL. 2. Assess language use in events of the Deaf community. 3. Evaluate the signing abilities of native signers and participate in skill-building exercises. 4. Evaluate and make corrections to their own sign productions. 5. Use interpreting theories to evaluate patterns in interpreted discourse. Prerequisite: ASL 3060 (Grade C or higher). SP.

This course increases the focus on the process of interpreting spoken English to American Sign Language and American Sign Language to spoken English. Instruction focuses on the various types of interpreting including education, mental health, medical, legal, video relay and remote video interpreting. Students will explore the history of the interpreting profession and discover the processes and requirements of becoming a certified interpreter. Students will discover ways that they can provide cultural mediation in an interpreting situation. A variety of teaching methods are employed, including lecture, videos, guest lecturers, practice interpreting sessions and recording videos for self-evaluation of signing skills. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. This course requires purchase of software, see instructor for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Analyze the patterns of interpreting from Spoken English to American Sign Language and from American Sign Language to spoken English. 2. Apply the unique terminology associated with the interpreting profession. 3. Analyze the similarities and differences between interpreting in educational, medical, community, video relay and remote video interpreting settings. 4. Explain the important historical events in the development of the Interpreting profession. 5. Describe the process required to earn a Utah Novice, Utah Professional and national certification in interpreting. 6. Facilitate cultural mediation during an interpreting assignment. Prerequisite: ASL 2300. SP.
ASL 3400. American Sign Language Linguistics. 3 Hours.
This course provides the foundation for concepts presented in ASL 3010 and ASL 3020. Course focuses on linguistic and grammatical structures of ASL including phonology, morphology, syntax, and semantics. Students will develop a deeper understanding of the complexities of ASL and evaluate and improve their linguistic and grammatical skills. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to maintain eye contact and use appropriate eye gaze in communication and show effective turn-taking abilities. 2. Describe the use of appropriate signing space. 3. Evaluate their own use of handshake, palm orientation, location of the sign, movement of the sign and non-manual skills. 4. View, evaluate and make corrections to their own sign productions. 5. Understand modifications of signs to include time and adverbial content. Prerequisite: ASL 2020. FA.

ASL 4300. Transliterating. 3 Hours.
This course introduces students to the challenges of transliterating between spoken English and manually coded English sign systems. Students will be able to recognize varieties of manually coded English sign systems and internalize strategies to match consumer language use and meaning. Students will learn the developmental theories behind manually coded sign systems. This course will prepare students to apply specific components on state quality assurance exams for American Sign Language Interpreters. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe the various manually coded sign systems and explain the theories behind the development of manually coded sign systems. 2. Demonstrate strategies to match consumer language use and meaning. 3. Show the ability to produce manually coded signed English. 4. View, evaluate and make corrections to their own sign productions. Prerequisites: ASL 2020 and ASL 2300. FA.

ASL 4350. Advanced Interpreting (ALPP). 3 Hours.
This course applies the knowledge gained in previous courses to the process of interpreting spoken English to American Sign Language and American Sign Language to spoken English. Instruction focuses on the profession and skills required to be an interpreter in a variety of settings. Students will participate in various interpreting scenarios. Participants will be expected to record their interpreting scenarios and participate in critiques of their own and other ASL interpreter's skills. Students will identify patterns of errors and apply techniques for repairing the interpreted messages. A variety of teaching methods are employed, including lecture, videos, guest lecturers, practice interpreting sessions and recording videos for self-evaluation of signing skills. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in a course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recognize the patterns of interpreting from spoken English to American Sign Language and from American Sign Language to spoken English. 2. Participate in a variety of interpreting experiences with a certified interpreter. 3. View certified interpreters working in a variety of settings. 4. Critique their own interpreting skills and the skills of others to discover where communication breakdowns occur. 5. Develop strategies to improve communication in areas where break-down have occurred. 6. Recognize errors in their own interpreted messages and discuss techniques for repairing interpreter errors. Prerequisites: ASL 2300 and a Utah Interpreter Provisional Permit. SP.

ASL 4500. Advanced Deaf Culture. 3 Hours.
This course focuses on specific historical events that have contributed to the formation of the Deaf community. Students will explore how members of the Deaf community identify with their ethnic, cultural and linguistic characteristics. Students will explain how audism and oppression have impacted members of the Deaf community and how legislation and regulations have contributed both positively and negatively to events in the Deaf community. This course includes lecture, community experiences and basic comparison between Deaf culture and the student's own culture. This course is taught in American Sign Language. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain the impact of the 1880's Conference of Milan on members of the Deaf community and explain the impact of specific legislation on education of Deaf students and members of the Deaf community. 2. Explain that members of the Deaf community share certain cultural commonalities which include education, specific places, behaviors, experiences and activities. 3. Describe and state specific instances of Audism and explain various ways that members of the Deaf community combat Audism and oppression. 4. Recognize and describe the uses of specific cultural artifacts common to members of the Deaf community. Prerequisite: ASL 1500. SP.

ASL 4700. Ethics of Interpreting. 3 Hours.
This course focuses on the ethical aspects of medical, educational, legal, mental health, Video Relay, Video Remote and other interpreting situations. Students will understand the tenets of the Registry of Interpreters for the Deaf Code of Professional Conduct. Students will study a variety of interpreting situations and discuss the specific ethical issues involved in the given scenarios. Students will use the Demand/Control Schema to consider all of the ethical choices that can be made in routine interpreting scenarios. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. State each of the seven tenets of the Code of Professional Conduct. 2. Describe situations where the Code of Professional Conduct will apply and discuss individual scenarios frequently found in interpreting situations and be able to apply the Code of Professional Conduct to each given scenario. 3. Work cooperatively with other students to discuss possible ethical violations and the appropriate way to effectively remedy the given violations. 4. Use demand/control schema to make ethical decisions. Prerequisite: ASL 3300. FA.

CHIN 1010. Beginning Mandarin Chinese I. 4 Hours.
For beginning students interested in the Chinese language. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Discussion of Chinese culture is also a component of the course. Several teaching methods are used, including lecture, drill practice, conversation exchanges and group work. This course partially qualifies students to receive an Associate of Arts degree. Successful completers are prepared to take Chinese 1020. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Communicate minimally by answering direct questions with only 2 or 3 words or giving an occasional stock answer. 2. Supply limited information and other basic biographical information. FA.
CHIN 1020. Beginning Mandarin Chinese II. 4 Hours.
For students who have completed CHIN 1010 or who have equivalent experience (approximately two years of high school Chinese). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Continued emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. Students using 1020 as an entry level class may receive vertical credits for CHIN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take CHIN 2010. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks in straightforward situation. 2. Express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Prerequisite: CHIN 1010 or instructor permission. SP.

For students who have studied Mandarin Chinese for two semesters to continue to learn the four language skills (listening, speaking, reading, and writing) to improve linguistic competence in real world situations. Linguistic proficiency is acquired through a variety of class activities. Although pinyin will be continuously used as a tool to facilitate the speaking and writing skills, a certain accumulation of knowledge of Chinese reading and writing (characters) is a prerequisite. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Hande successfully a limited number of uncomplicated communicative tasks. 2. Create with the language. 3. Ask and answer simple questions in straightforward survival situations. Prerequisite: CHIN 1020 or instructor permission. FA.

For students who have studied Mandarin Chinese for three semesters to continue to learn the four language skills (listening, speaking, reading, and writing) to improve linguistic competence in real world situations. Linguistic proficiency is acquired through a variety of class activities. Although pinyin will be continuously used as a tool to facilitate the speaking and writing skills, a certain accumulation of knowledge of Chinese reading and writing (characters) is a prerequisite. Students using 2020 as an entry level class may receive vertical credits for lower level classes upon passing 2020 with a C or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Handle successfully a variety of uncomplicated communicative tasks in straightforward survival situations. 2. Maintain a conversation limited to predictable and concrete exchanges. 3. Express personal meaning by creating with the language. Prerequisite: CHIN 1020 or instructor permission. SP.

CHIN 3060. Advanced Chinese. 3 Hours.
First course for students who have learned to speak but not write the language in a Chinese-speaking environment. Intensive study of writing system, grammar, and various writing styles. Students begin learning to comprehend simple written and spoken "Shumianyu" Chinese through authentic newspaper articles and video materials. Additional exposure to cultures and customs. Students who take this class will have had exposure to Mandarin Chinese through previous coursework or extended residency, such as missionary service, military service, etc. Students using 3060 as an entry level class may receive vertical credits for lower level courses upon passing 3060 with a C grade or higher. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. 2. Express themselves within the context in which the language was learned. 3. Recombine learned vocabulary and structures to create simple sentences on very familiar topics. FA.

CHIN 3116. Exploring China - Past, Present and You. 3 Hours.
This course explores Chinese history and traditional cultural values, and connects their influences on the modern Chinese-speaking world. Students will utilize knowledge and language skills learned from the class to understand and discuss both ancient and modern Chinese culture and society. The language proficiency goals for this course are: use interpretive communication skills (listening and reading) to discuss familiar topics as well as some concrete social, academic, and professional topics; speak and write with some detail and in an organized way about events and experiences; and share their points of view in discussions on some complex cultural and historical issues. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify, describe, and explain the traditional history, philosophies, values, and religions influencing culture in the modern Chinese-speaking world. 2. Summarize, compare and contrast traditional and modern values introduced in the course. 3. Narrate sequences of events in history and in students' own lives. 4. Describe similarities and differences between course content and students' home cultures. 5. Select a position, and argue and defend a position on traditional and modern cultural perspectives. Prerequisite: Students need to pass the AP exam.
CHIN 3990. Seminar in Chinese. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Meet practical writing needs. 2. Ask and respond to simple questions in writing. 3. Create with the language. 4. Communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. 5. Narrate and describe in different time frames when writing about everyday events and situations, but not consistently.

FREN 1010. Beginning French I. 4 Hours.
For beginning students interested in the French language. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Speaking, listening, reading, and writing activities are used to develop communicative skills. Cultural awareness is also a component of this class. A variety of teaching methods are employed, including drills, videos, and work in pairs. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 1020. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks in straightforward situations. 2. Express personal meaning by relying heavily on learned phrases or re combinations of these and what they hear from their interlocutor. Prerequisite: FREN 1010 or instructor permission. SP.

FREN 1020. Beginning French II (FL). 4 Hours.
For students interested in the French language who have completed FREN 1010 or who have equivalent experience (approximately two years of high school French). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasizes developing communicative competence, including speaking, listening, reading, and writing, as well as cultural awareness. Varied methods are used to teach the class, including videos and drilling concepts. Students using 1020 as an entry level class may receive vertical credits for FREN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 1040. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks in straightforward situations. 2. Express personal meaning by relying heavily on learned phrases or re combinations of these and what they hear from their interlocutor. Prerequisite: FREN 1010 or instructor permission. SP.

For intermediate-level students who have taken FREN 1040, or for students who have had equivalent experience (four or more years of high school French). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 2010. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks. 2. Create with the language. 3. Ask and answer simple questions in straightforward survival situations. Prerequisite: FREN 1020 or instructor permission. FA.

For intermediate-level students who have taken FREN 2010. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks in straightforward survival situations. 2. Maintain a conversation limited to predictable and concrete exchanges. 3. Express personal meaning by creatively using the language. Prerequisite: FREN 2010 or instructor permission. SP.

GLS 1010. Introduction to Global Studies. 3 Hours.
This course studies the interactions between states, societies, and cultures as they intensify their level of integration and cooperation in the building of global processes, institutions, markets, and culture. It achieves that objective by organizing course materials in a modular and interdisciplinary format, so that students receive a multi-disciplinary perspective of an issue of global relevance. The course will draw topics and content form varied disciplines, such as Political Science, History, Philosophy, Sociology, Humanities, Languages, and other relevant fields. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Apply interdisciplinary knowledge to understand and model responses to global issues. 2. Articulate connections of the local with the global. 3. Leverage discipline-specific knowledge with the study of cultures. 4. Analyze how local, notional, continental, and global forces shape economic growth, equality, use of natural resources, and national and local identities. SP.
GLS 2990. Seminar in Global Studies. 0.5-3 Hours.
A multi-disciplinary course that introduces students to bodies of knowledge, skills, and strategies that dissect the linkages between students' own lives with that of the people whose country is the focus of the course. Depending on credit hours attempted, the course will meet once a week, or more, during the semester. The participants will travel to a selected country for a full immersion experience. Students may engage in field observations, research, visits to culturally relevant sites, home stays, or service or service-learning activities. Pre-trip activities will include literary and academic readings in preparation for the field portion. Readings and lectures will aim to integrate on-site workshops, service, and cultural visits into a cohesive whole through active learning pedagogies. First, the Course must be pre-approved by the department chair; second, it must provide at least fifteen contact hours of lab, research, full immersion activities, or lecture per credit hour offered; and third, it must include an academic project as credit is not given for attendance alone. This course may include standard lectures, international travel, service or service learning projects, domestic field trips, guest speakers, laboratory exercises, simulations, observations, or other non-traditional instruction methods. For domestic travel, see instructor for additional travel costs that may apply. For international travel, see studyabroad.dixie.edu for additional travel costs that may apply. Repeatable up to 9 credits subject to graduation restrictions. Offered upon sufficient student enrollment. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify problems found in student's society of origin and/or host country following the Problem-Solving Analysis Protocol. 2. Collect and organize information via observation, literature review, or direct experience into a cohesive explanation of the current state of affairs in a particular issue observed while traveling abroad. 3. Compile information and experiences acquired during the field portion.

GLS 3000. Global Cultures Topics: [Topic]. 3 Hours.
Takes an in-depth theoretical and research-based approach to the study of a particular topic within Global Cultures. Topics vary. Repeatable, with different topics, with a maximum of 6 credits toward graduation. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe how the topic connects to various geographic, historical, or conceptual frameworks. 2. Investigate the course theme through careful analysis of cultural artifacts. 3. Compose a well-researched, well-articulated argument about the subject of their choosing. Prerequisites: ENGL 2010 (Grade C+ or higher).

GLS 3100. Global Political Topics: [Topic]. 3 Hours.
Takes an in-depth theoretical and research-based approach to the study of a particular topic within Global Politics. Topics vary. Repeatable up to 6 credits subject to graduation restrictions. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe how the topic connects to various geographic, historical, or conceptual frameworks. 2. Investigate the course theme through careful analysis of political viewpoints. 3. Compose a well-researched, well-articulated argument about the subject of their choosing.

GLS 4990. Seminar in Global Studies. 0.5-3 Hours.
A multi-disciplinary course that deepen students' understanding of the linkages between students' own lives with that of the people whose country is the focus of the course. Depending on credit hours attempted, the course will meet once a week, or more, during the semester; then participants will travel to a selected country for a full immersion experience. Students may engage in field observations, research, visits to culturally relevant sites, home stays, or service and service learning activities. Pre-trip activities will include literary and academic readings in preparation for the field portion. Readings and lectures will aim to integrate on-site workshops, service, and cultural visits into a cohesive whole through active learning pedagogies. First, the Course must be pre-approved by the department chair; second, it must provide at least fifteen contact hours of lab, research, full immersion activities, or lecture per credit-hour offered; and third, it must include an academic final project as credit is not given for attendance alone. This course may include standard lectures, international travel, service or service-learning projects, domestic field trips, guest speakers, laboratory exercises, simulations, observations, or other non-traditional instruction methods. For domestic travel, see instructor for additional travel costs that may apply. For international travel, see studyabroad.dixie.edu for additional travel costs that may apply. Repeatable up to 9 credits subject to graduation restrictions. Offered upon sufficient student enrollment. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Design solutions for problems found in students' society of origin and/or host country following the Problem-Solving Analysis Protocol. 2. Collect and organize information via observation, literature review, or direct experience into a cohesive explanation of the current state of affairs of a particular issue observed while traveling abroad. 3. Present conclusions of the analysis acquired during the field portion.

HIST 1100. Western Civilization: From Pre-History to 1715 (SS, GC). 3 Hours.
Fulfills a General Education Social & Behavioral Sciences requirement, and is an approved Global and Cultural Perspectives course. Explores the intellectual, social, ethical, religious, and aesthetic processes, institutions and ideas of Western Civilization from pre-history to 1715. Emphasizes reading, discussing, and writing about important texts and art forms of various periods. Successful completers will have developed an understanding of the general intellectual trends and historical contexts of western civilization through the Age of Reason. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain the broad intellectual, social, economic, political, scientific, and aesthetic development of Western civilization from prehistory through the Renaissance. 2. Distinguish the Greek, Roman, medieval, and Renaissance incarnations of a variety of historical elements throughout the development of western civilization. 3. Define and discuss Western versions of such terms as humanness, family, city, state, civilization, science, technology, philosophy, reason, religion, art, literature, architecture, war, and work. 4. Analyze texts and materials in classroom discussions and on test essays. 5. Compare the past and present and evaluate the direct impact history has on their lives. FA.
HIST 1110. Western Civilization: From 1715 to Present (SS, GC). 3 Hours.
Fulfills a General Education Social & Behavioral Sciences requirement and is an approved Global and Cultural Perspectives course. Explores the intellectual, social, ethical, religious, and aesthetic processes, institutions and ideas of Western Civilization from 1715 to the present. Emphasizes reading, discussing, and writing about important texts and art forms of various periods. Successful completers will have developed an understanding of the general intellectual trends and historical contexts of western civilization after the Age of Reason. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain the broad intellectual, social, economic, political, scientific, and aesthetic development of Western civilization from the Restoration to the present. 2. Define and discuss Western versions of such terms as humanness, family, city, state, civilization, science, technology, philosophy, reason, religion, art, literature, architecture, war, and work. 3. Analyze texts and materials in classroom discussions and on test essays. 4. Compare the past and present and evaluate the direct impact history has on their lives. SP.

HIST 1500. World History to 1500 (SS, GC). 3 Hours.
Fulfills General Education Social & Behavioral Sciences requirement and is an approved Global and Cultural Perspectives course. Spans human origins and early civilizations to the emergence of European Empires and the early explorations of the Americas up to 1500 C.E. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Analyze the political, economic, cultural and social developments in world history from the establishments of early civilizations to 1500 C.E. 2. Explain long-term and large-scale historical change. 3. Compare and contrast the interaction among salient civilizations. 4. Evaluate the causes and effects of particular historical events. 5. Improve their written and oral communication skills through an article report and class discussions. 6. Read and analyze primary and secondary sources. FA.

HIST 1510. World History Since 1500 (SS, GC). 3 Hours.
Fulfills General Education Social & Behavioral Sciences requirement and is an approved Global and Cultural Perspectives course. Themes in the historical development of the world’s peoples and cultures since 1500, tracing the decline of Asiatic Empires and the rise of European Empires. Students will study the diversity of global experiences and the emergence of the modern globalized economy. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall significant events and aspects regarding the development of world civilizations from approximately 1500 to present, examining the creation of "modern" cultures, societies, political systems, and economies. 2. Explain how and why peoples of the world existed, acted, and thought in the context of historical convergences, divergences, and interrelations among civilizations. 3. Construct analytical and cogent interpretations of global historical issues based on evidence which fosters critical thinking skills and works toward developing an understanding of how history has been recorded and continues to be interpreted. SP.

HIST 1700. American Civilization (AI). 3 Hours.
Fulfills the General Education American Institutions (Utah State Code R470) requirement. Surveys the historical, constitutional, and economic growth of the United States from colonial times to the present. Employs lectures, discussion, audio-visual materials, and various other instructional methods. Successful students will demonstrate a reasonable understanding of the history, principles, form of government, economic system of the United States, and the responsibilities of American citizens. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and understand the major chronological and topical divisions in U.S. history. 2. Demonstrate substantive knowledge of the social, cultural, economic, and political history of the United States. 3. Develop historical thinking skills and use them to analyze major historical themes and arguments found in primary and secondary source materials. 4. Argue and write analytically, cogently, and comparatively about significant issues in U.S. history. Prerequisite: Writing placement score of 17 or higher; or ENGL 1010, ENGL 1010D. FA, SP, SU.

HIST 1700S. American Civilization (AI). 3 Hours.
Fulfills the General Education American Institutions (Utah State Code R470) requirement. Surveys the historical, constitutional, and economic growth of the United States from colonial times to the present. Employs lectures, discussion, audio-visual materials, and various other instructional methods. Successful students will demonstrate a reasonable understanding of the history, principles, form of government, economic system of the United States, and the responsibilities of American citizens. This course was selected to participate in Dixie State University's Supplemental Instruction (SI) Program. This course adds one weekly class SI session but does not increase credit hours. SI is a series of weekly review sessions, led by peer SI leaders and designed to help students succeed in their academic pursuits. SI is provided for students who want to improve their understanding of course material and improve their grades. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and understand the major chronological and topical divisions in U.S. history. 2. Demonstrate substantive knowledge of the social, cultural, economic, and political history of the United States. 3. Develop historical thinking skills and use them to analyze major historical themes and arguments found in primary and secondary source materials. 4. Argue and write analytically, cogently, and comparatively about significant issues in U.S. history. Prerequisites: Writing placement score of 17 or higher; or ENGL 1010, ENGL 1010D. FA, SP.

HIST 2500. Latin American Civilization. 3 Hours.
This course introduces the major themes of Latin American history covering the social, cultural, political, and economic developments from the pre-Columbian civilizations through the 20th Century. Focusing on the interactions and adaptations of the people that have shaped the history of Latin America and coalesced to distinguish this region as important part of the Non-Western World. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall significant events and aspects regarding the periodization of Latin American history. From the emergence of pre-Columbian civilizations, to the course of the Spanish conquests and impact of colonialism, the struggle for independence, and the major political, economic, and social changes that took place in the countries of Latin America during the 19th and 20th centuries. 2. Explain how and why Latin Americans have existed, acted, and thought in the context of the pre-Columbian through the modern era. 3. Produce analytical research, based on primary and secondary sources, which engages in historical argumentation of a theme relevant to Latin American history in an appropriate and valid fashion. FA.
HIST 2600. Survey of Eastern Civilization. 3 Hours.
This course surveys the social, cultural, political, and economic developments in Eastern Civilization from ancient times through the nineteenth century. Focusing on historical significance, this course examines what distinguishes Eastern Civilization from Western Civilization. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the historical significance of the Eastern Civilization under examination and how its society and culture were shaped into the nineteenth century. 2. Understand the major geographic features that affected the development of the region. 3. Explain the philosophies and belief systems that originated in the region, such as Buddhism, Confucianism, and Daoism. 4. Examine the significant cross-cultural exchanges across Eurasia that took place before 1800. 5. Recognize major events that distinguish Eastern Civilization from other parts of the world. SP.

HIST 2700. U.S. History to 1877. 3 Hours.
If both HIST 2700 and HIST 2710 are successfully completed, fulfills the General Education American Institutions (Utah State Code R470) requirement. If course is not used for American Institutions requirement, it can be used to fulfill the General Education Social & Behavioral Sciences requirement. Chronological survey of the first half of the American experience, beginning with the Paleo-Indian cultures and emphasizing American Independence, development of the Constitution, the emergence of Jacksonian democracy, and the causes of the Civil War, through post-Civil War Reconstruction. Includes social, political, economic, cultural, and diplomatic developments throughout this period. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and understand the major chronological and topical divisions in U.S. history from the colonial era through the Civil War and Reconstruction. 2. Demonstrate substantive knowledge of the social, cultural, economic, political, and military history of the U.S. during this specific period. 3. Develop historical thinking skills and employ them to analyze key historical themes and arguments found in primary and secondary source materials. 4. Argue and write analytically, cogently, and comparatively about significant issues in the era through written exams and a brief research project. Prerequisite: Writing placement score 17 or higher; or ENGL 1010 or ENGL 1010D. FA.

HIST 2710. U.S. History Since 1877. 3 Hours.
If both HIST 2700 and HIST 2710 are successfully completed, fulfills the General Education American Institutions (Utah State Code R470) requirement. If course is not used for American Institutions requirement, it can be used to fulfill the General Education Social & Behavioral Sciences requirement. Chronological survey of the second half of the American experience, beginning with the collapse of post-Civil War Reconstruction and emphasizing the growth of the U.S., emergence as a world power, and domestic reform of the twentieth century, through contemporary issues. Includes the social, political, economic, cultural, and diplomatic developments throughout this period. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how American history since 1877 has shaped modern American society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a short research paper. Prerequisite: Writing placement score 17 or higher; or ENGL 1010, ENGL 1010D. SP.

HIST 3000. Historical Research Methodologies. 3 Hours.
A research intensive survey of the tools and techniques that historians use to study the past. Emphasis will be placed on historical theory, the process of historical inquiry, research methodologies, and the variety of physical and electronic resources available for historical research. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Become proficient in fundamental historical research methodologies and understanding the nature of scholarly historical inquiry, argumentation, and interpretation. 2. Produce an acceptable written proposal for an extended research project. 3. Demonstrate understanding of the nature and importance of historiography to historians by discussing key historiographical debates both orally and in writing. 4. Achieve proficiency in basic primary source research by working with a variety of primary sources in order to understand the proper utilization of those sources and the ways in which evidence determines arguments, interpretations, and conclusions at which historians arrive about the past. Prerequisites: HIST 2700 or HIST 2710, and ENGL 2010 (Grade C or higher). FA.

HIST 3010R. Special Topics in History. 3 Hours.
Specialty subjects in which topics/themes will be developed based upon the research specialties of department faculty. Repeatable for 15 credits as long as the topic varies and subject to graduation restrictions. Offered upon sufficient student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of the historical time period, geographic location, or topic under discussion have shaped modern society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisites: HIST 2700 or HIST 2710, and ENGL 2010 (Grade C or higher). FA.

HIST 3040. Early Modern Britain (1485-1716). 3 Hours.
A study of England, Scotland, and Ireland with the emphasis on the social, cultural, political, religious and economic development from 1485 to 1715. This course will cover the Reformation, the civil war, and a monarchial and parliamentary revolution among other subjects. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explore the history, culture, politics, religion and economy of England, Scotland, and Ireland between 1485 and 1714. 2. Explore, analyze, and discuss the historical backgrounds of the famous social, political, and religious leaders of those countries. 3. Think critically about history and today’s events in the light of the past. 4. Engage in class discussions and conduct independent research projects that will clearly articulate historical interpretations and use professional methodologies. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). FA (odd).
HIST 3150. Russian History from 1860-1924. 3 Hours.
Surveys Russian history for the second half of the nineteenth century from the abolition of serfdom through Lenin. Discusses the fall of the Russian Empire, post-1917 Russia, the role of revolutionary ideology, industrialization of agrarian society, the emergence of Soviet institutions and culture. Emphasizes new definitions of gender, national and class identity, and the interaction between the intellectual elite and the working people. Also discusses major imperial expansion, internal diversity, and various 19th century challenges to empire, including parallels to and clashes with other expanding societies such as the United States. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify, explore, discuss, and analyze the main events of Russian history from 1860 to 1924, covering the abolition of serfdom, WWI, Lenin's rise to power, the fall of the Russian Empire, the October Revolution, and the formation of the Soviet Union. 2. Investigate new definitions of gender, national and class identity, and the interaction between the intellectual elite and the working people. Explain the significance of the major events discussed to the development of the Soviet Union and the world around it and think critically about history and today's events. 3. Engage in class discussions and conduct independent research projects that will clearly articulate historical interpretations and use professional methodologies. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). FA (even).

HIST 3160. Russian History 1924-Present. 3 Hours.
Highlights the formation, development and collapse of the Soviet Union, Russia's participation in the industrial revolution, two world wars and other critical moments in modern history. Starts with Joseph Stalin's rise to power and finishes with the analysis of the Cold War and the role of the new Russia in the 21st century. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify, explore, discuss, and analyze the main events of Russian history from 1924 to the present, covering WWII and the industrial revolution, Stalin's rise to power, the development and collapse of the Soviet Empire, the Cold War, and the new Russia's position in the modern world. 2. Identify and analyze the historical backgrounds of the famous cultural, social, and political leaders of the times. 3. Explain the significance and contributions of the major events and figures discussed to the modern world and think critically about history and today's events. 4. Engage in class discussions and conduct independent research projects that will clearly articulate historical interpretations and use professional methodologies. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). SP (odd).

HIST 3180. Nineteenth Century Europe. 3 Hours.
Analyzes transformations in political, economic, and social ideologies of Europe from 1815 to 1914, using primary documents on a variety of ideologies. Includes active class participation and discussion, and much writing in areas agreed upon between instructor and student. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of European history from 1815-1914 have shaped modern European society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). FA (odd).

HIST 3190. Twentieth Century Europe. 3 Hours.
Surveys major forces, events and experiences that shaped Europe from 1914 to 2000 and defined its place in the contemporary world. Examines industrialization, nationalism, colonial empires, world wars, Cold War polarization, and the European Union. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of European history since 1914 have shaped modern European society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). FA (odd).

HIST 3230. American Foreign Relations. 3 Hours.
Upper-level elective intended for history majors, social science composite majors, history minors, and interested DSU students. Explores the history of United States diplomatic and foreign relations from the era of colonization to the present. Covers the rise of the United States as a world power, the impact of cultural and economic developments on foreign relations, and evolving conceptions of sovereignty, nationality, and citizenship. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of American foreign relations have shaped modern American and global society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). SP (even).

HIST 3240. British History (1714-Present). 3 Hours.
Survey of British history from 1714 to the present, with special emphasis given to Britain's cultural, political, economic, and social development during the Industrial Revolution, the Victorian era, and the twentieth century. Also explores the relationship between the bodies of different types of citizens and the British state, the decline of Victorian values and the rise of New Labour, and Britain's relationship with and its place within the European Union. In addition, tracks the rise and fall of the British Empire and Britain's overall foreign and colonial policies, plus her role in the Napoleonic Wars, WWI and WWII. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe and analyze Britain's cultural, political, economic, and social development during the Enlightenment, the Industrial Revolution, the Victorian era, and the twentieth century. 2. Explore, evaluate, and reflect upon the relationship between the bodies of different types of citizens and the British state, the decline of Victorian values and the rise of New Labour, and Britain's relationship with and its place within the European Union. 3. Not only identify key historical events that took place between 1714 and present day, but also explain their significance to the development of Britain and the world. They should also be able to think critically about history and today's events. 4. Engage in class discussions and conduct independent research projects that will clearly articulate historical interpretations and use professional methodologies. Prerequisite: ENGL 2010 (Grade C or higher). SP (even).
HIST 3250. World War II. 3 Hours.
Upper-level elective intended for history majors, social science composite majors, history minors, and interested DSU students. Examines the causes, history, and impact of the Second World War in both a European and a global context; special attention will be paid both to military events and to how the war influenced the cultural, social, political, and economic destinies of the many people who experienced it. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, cultural, and military developments of World War II have shaped modern society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 (Grade C or higher). FA (odd).

HIST 3460. Comparative Asian History. 3 Hours.
Surveys history of Asian continent, analyzing common patterns in the cultures of South, Southeast, and East Asia. Will be taught every three years in Spring beginning 2017 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Compare the major historical developments of Asian countries that shaped their society and culture from the pre-modern to modern periods. 2. Explain how the philosophies and religions influenced the social, cultural, political, and economic developments of Asia. 3. Demonstrate the ability to compare literature and analyze primary and secondary sources. 4. Demonstrate the ability to critically analyze sources and place them in a historiographical context. 5. Improve their writing skills by literature reviews, essay exams, and a research paper, and their oral skills by in-class discussions and a research presentation. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3480. East Asia to 1800. 3 Hours.
Explores the intellectual, social, political, cultural, and religious traditions of China, Japan, and Korea from antiquity to 1800. Each "country" will be addressed in a chronological framework. Analyzes the values and institutions underlying the East Asian world order, compares and contrasts the distinctive characteristics of each country, and explores the impact of East Asia's interdependence and early interaction with the West. Will be taught in two year consecutive cycles in the Fall beginning 2017 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain how the Chinese model of civilization spread to Korea and Japan before 1800. 2. Understand major geographic features in East Asia and discuss how these features affected the cultural development of China, Korea, and Japan. 3. Demonstrate their ability to compare literature and analyze primary and secondary sources. 4. Display their ability to critically analyze sources and place them in a historiographical context. 5. Improve their writing skills by literature reviews, essay exams, and a research paper, and their oral skills by in-class discussions and a research presentation. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3490. East Asia Since 1800. 3 Hours.
Examines the intertwined histories of China, Japan, and Korea, focusing especially on the forces that brought to the formation of modern East Asian nations in the late nineteenth and early twentieth centuries: wars, colonialism, imperialism, Cold War geopolitics, nationalism, and socialism. Aims at understanding the historical origins of problems that continue to impact East Asia today and at placing the national history of China, Japan, and Korea within a wider East Asian regional framework. Will be taught in a two year consecutive cycle beginning Spring 2015 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain how the Chinese model of civilization spread to Korea and Japan before 1800. 2. Compare and contrast China, Korea, and Japan's responses to Western imperialism and the process of modernization. 3. Demonstrate their ability to compare literature and analyze primary and secondary sources. 4. Display their ability to critically analyze sources and place them in a historiographical context. 5. Improve their writing skills by literature reviews, essay exams, and a research paper, and their oral skills by in-class discussions and a research presentation. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3550. Culture of East Asia. 3 Hours.
Explores the culture of three East Asian countries: China, Japan and Korea. Students gain sincere view and understanding of these East Asian cultures through readings, hands-on cultural activities, writing, and discussions on major historical and social events. Will be taught every three years in Fall beginning 2016 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain the unique concepts and cultural values of East Asia, specifically Japan, Korea, and China. 2. Understand how Confucianism, Daoism, and Buddhism shaped the East Asian cultural identity in the early modern period. 3. Demonstrate their ability to compare literature and analyze primary and secondary sources. 4. Display their ability to critically analyze sources and place them in a historiographical context. 5. Improve their writing skills by literature reviews, essay exams, and a research paper, and their oral skills by in-class discussions and a research presentation. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3620. Hist of Colonial Latin Amer. 3 Hours.
A topical study of Latin American history from the conquests of the Aztec and Inca in the sixteenth century until the wars of independence in the nineteenth century. This course assesses the impact of Spanish colonialism (as well as that of the Portuguese) on Native Americans and outlines the evolving institutional bases of life in colonial Latin America, including: colonial politics, society, economies, and culture as well as patterns of resistance and accommodation. Will be taught in a two year consecutive cycle beginning Fall 2016 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall significant events and aspects regarding the development of Pre-Columbian civilizations in Latin America, the Spanish conquests of the Aztec, Inca, and Maya empires, and the impact of European colonialism on Native Americans and other immigrants to the region culminating in the wars for independence during the nineteenth century. 2. Explain how and why Latin Americans have existed, acted, and thought in the context of the Pre-Columbian and colonial eras. 3. Produce analytical research, with an emphasis on primary sources, which engages in historical argumentation of a major theme of Latin America during the colonial (or Pre-Columbian) period in an appropriate and valid fashion. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).
HIST 3630. History of Modern Latin America. 3 Hours.
A topical study of Latin American history since the wars of independence in the nineteenth century up to the present. This course assesses the major political, social, and economic changes that took place throughout Latin America during this momentous period of nation-state formation and engagement with the rest of the world. Will be taught in a two year consecutive cycle beginning Spring 2017 based upon student demand.

**COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall significant events and aspects regarding: the struggle for independence of early Latin American republics; the major political, economic, and social changes that took place in these countries during the nineteenth and twentieth centuries; and the region’s interaction with the rest of the world. 2. Explain how and why Latin Americans have existed, acted, and thought in the context of the modern period. 3. Produce analytical research, with an emphasis on primary sources, which engages in historical argumentation of a theme relevant to Latin America during the modern period in an appropriate and valid fashion. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3640. History of Latin American Revolutions. 3 Hours.
Examines the major revolutionary movements in modern Latin America, particularly during the twentieth century. Including, but not limited to, those movements that developed in Mexico, Cuba, Chile, and Nicaragua. Students will analyze the political, economic, social, and cultural elements at work domestically and internationally that compelled people in these countries to rebel against their government and the status quo. Will be taught every three years in Spring beginning 2016 based upon student demand.

**COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall significant events and aspects regarding Latin America’s major revolutionary (and counter-revolutionary) movements during the twentieth century. 2. Apply a theoretical framework for understanding these revolutions that take into consideration local, national, and international contexts. 3. Produce analytical research, with an emphasis on primary sources, which engages in historical argumentation of a theme relevant to Latin American Revolutions in an appropriate and valid fashion. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3660. History of Mexico. 3 Hours.
Surveys the history of Mexico from the earliest human inhabitation to the present by presenting different interpretations of the major themes and developments in Mexican social, economic, political, and cultural history, including: the reign of the Aztec Empire, Spanish conquest and colonialism, the Porfiriato, and the Mexican Revolution. The goal of this course is to foster a deeper understanding of and appreciation for Mexico’s past. Will be taught every three years in Fall beginning 2015 based upon student demand.

**COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall significant events and aspects regarding: pre-Columbian civilizations, Spanish colonialism, the independence era, the Reform and Porfiriato, as well as the Mexican Revolution and its impact. 2. Explain how and why Mexicans have existed, acted, and thought in the context of the modern period. 3. Produce analytical research, with an emphasis on primary sources, which engages in historical argumentation of a theme relevant to Mexico in an appropriate and valid fashion. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).

HIST 3670. Slavery & the American Republic. 3 Hours.
Explores the creation of slavery in North America from European settlement until 1865, and emphasizes the trans-Atlantic slave trade, the creation of hereditary chattel slavery in America, the government and legal mechanisms that allowed this, slave life and culture, and the efforts to abolish the institution before the Civil War. Will be taught every three years in Spring beginning 2018 based upon student demand.

**COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate a substantive knowledge of the creation, growth, and development of slavery in the U.S. 2. Develop knowledge of the questions about and interpretations of slave life by reading and discussing important parts of the secondary scholarship about slavery. 3. Undertake a research project pertinent to American slavery requiring them to argue and write clearly, cogently, and analytically regarding an important issue, problem, or phenomenon. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 3720. Colonial America (1607-1763). 3 Hours.
An in-depth exploration of the economic, political, social, and military growth and development of British North America from its founding in 1607 until the Revolutionary War experience of the 1770s. Will be taught every three years in Spring beginning 2016 based upon student demand.

**COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate a substantive knowledge of the social, cultural, economic, political, and military developments in British North America from the founding of Virginia to the beginning of the political difficulties between colonists and the English government. 2. Argue and write analytically, clearly, cogently, and comparatively about an important issue, problem, or phenomenon in colonial America through various vehicles including research essays, historiographical essays, and book reviews. 3. Develop and hone argumentation and discussion skills by contributing to in-class dialogues pertinent to historical ideas, arguments, and interpretations. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 3730. The American Civil War and Reconstruction (1848-1876). 3 Hours.
Examines America’s greatest crisis from the Mexican War (1846-48) through the abandonment of Reconstruction in 1877, exploring the political, social, economic, and military aspects of the nation’s march to war, the conflagration that preserved the Union and ended slavery, and the efforts to reconstruct a shattered South. The course also investigates how Americans remember the Civil War and Reconstruction. Will be taught every three years in Spring beginning 2018 based upon student demand.

**COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and understand the key elements and forces generally thought to have led to the American Civil War and subsequent Reconstruction experience. 2. Argue and write analytically, clearly, cogently, and comparatively about the historiographical debates crucial to understanding the causal and correlative factors that led to the Civil War and influenced its prosecution accomplished through various approaches including research projects, book reviews, and historiographical essays. 3. Develop and hone argumentation and discussion skills by contributing to class discussions based on readings in the scholarly literature about the Civil War and Reconstruction. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher).
HIST 3740. Emergence of Modern America (1876 - 1945). 3 Hours.
A concentrated survey that explores U.S. history from the Gilded Age in the late nineteenth century through the Progressive Era of reform, WWI, the 1920s, the Great Depression and the New Deal, ending with the conclusion of WWII. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of American history from 1876-1945 have shaped modern American society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 (Grade C or higher). FA (even).

HIST 3750. Contemporary America (1945-Present). 3 Hours.
Covers recent United States history, including domestic and foreign policy since World War II. Emphasizes Cold War, Civil Rights, and the political and social developments of contemporary America. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of American history since 1945 have shaped modern American society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 (Grade C or higher). SP (odd).

HIST 3870. History of Utah. 3 Hours.
Examines the history of Utah from the earliest human inhabitants, through the settlement by European/Americans in the so-called pioneer period, and on to Statehood. The relationship of Utah's Dixie to Utah's history is a subtopic throughout the course. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and understand the major chronological and topical divisions in Utah history. 2. Develop historical thinking skills and employ them to analyze key historical themes and arguments found in primary and secondary source materials pertinent to Utah history. 3. Argue and write analytically, cogently, and comparatively about significant social, cultural, economic, political, and economic issues in Utah history through written exams and a research project. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). SP.

HIST 4310. History of Nationalism. 3 Hours.
Examines development of nationalism. Addresses different theories of nationalism, and then tests these theories with various case studies. Emphasizes research and writing. Offered in rotation; consult class schedule. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of nationalism have shaped modern society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 4370. History of Social Movements in Modern America. 3 Hours.
Examines the causes, the organizational methods, the goals, the results, and the historical significance of movements that served to expand social, economic, and political rights in twentieth century America. Offered in rotation; consult class schedule. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how American social movements from the late 1800s to the present have shaped modern American society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 4400. Introduction to Islam. 3 Hours.
Introduces students to the history, politics, and culture of Islam in order to increase the understanding of the contemporary dimension of this world religion. Dual listed with POLS 4400 (students may take only one course for credit). **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and understand the major chronological and topical divisions in the history of Islam. 2. Develop historical thinking skills and employ them to analyze key historical themes and arguments found in primary and secondary source materials pertinent to Islamic history. 3. Argue and write analytically, cogently, and comparatively about significant social, cultural, and political issues in the history of Islam through written exams and a research project. Prerequisite: ENGL 2010 (Grade C or higher). SP (odd).

HIST 4490. Nazi Germany and the Holocaust. 3 Hours.
Examines the events and ideas in Germany and elsewhere that produced the Nazi state, the Second World War, and the Holocaust. Special attention will be given to the political, cultural and economic events that led to the rise of Hitler and to the reasons for racism, bigotry and intolerance, including the controversial issues of Nazi terror, the ‘blame’ for these years of murder and war, and the link between the WWII and the Holocaust. Offered in rotation; consult class schedule. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Evaluate how the political, social, and cultural developments of Nazi Germany and the Holocaust have shaped modern society and culture. 2. Analyze a wide variety of historical sources using historical thinking techniques developed in the course. 3. Communicate historical knowledge, arguments, and interpretations both orally and in writing, including through the creation of a major research paper. Prerequisite: ENGL 2010 (Grade C or higher).
HIST 4700. African-American History 1619-Present. 3 Hours.
Surveys major aspects of African Americans' experience and includes their West African background, enslavement, emancipation during the Civil War and Reconstruction, segregation and marginalization, civil rights struggles for equality and inclusion, and the achievements and challenges posed in the late twentieth century and the modern era. Will be taught every three years in Fall beginning 2017 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and describe the most significant social, cultural, economic, political, and military aspects of the African American experience. 2. Argue and write analytically, clearly, cogently, and comparatively regarding African Americans' experience in slavery, strivings for freedom and inclusion in American society, and the evolution and contours of their freedom into the twenty-first century in the form of research projects, historiographical essays, and book reviews. 3. Develop and improve argumentation and oral discussion skills by contributing to class discussions based on readings in the scholarly literature of the African American experience. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 4710. The American Revolution. 3 Hours.
Examines the social, political, economic, and military contours of the American experience from the French and Indian War through George Washington's first presidential administration, with the major focus placed on the origins, process, and effects of the Revolutionary War. Will be taught every three years in Fall beginning 2016 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate substantive knowledge of the social, cultural, economic, political, and military components of the American Revolution. 2. Argue and write analytically, clearly, cogently, and comparatively concerning the background, prosecution, and outcome of the Revolutionary War experience through research essays, historiographic compositions, and book reviews of monographs offering important interpretations of this era. 3. Develop and improve argumentation and oral discussion skills by contributing to class discussions based on readings in the scholarly literature about the American Revolution. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 4720. The New Nation (1789-1848). 3 Hours.
Explores the major social, political, economic, and military contours of the United States from the establishment of the republic's new government under the Constitution through the Mexican-American War, 1846-1848. Will be taught every three years in Spring beginning 2017 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate substantive knowledge of important social, cultural, economic, political, and military developments in this crucial era of the republic before the Civil War. 2. Argue and write analytically, clearly, cogently, and comparatively regarding important aspects of the tests and challenges facing the early American republic through exams, research essays, book reviews, and historiographical compositions. 3. Develop and improve argumentation and oral discussion skills by contributing to class discussions rooted in readings in the scholarly literature concerning this era. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 4730. Society and Culture in the United States (1780-1860). 3 Hours.
A topical examination of American cultural and social history between the Revolution and the Civil War, focusing on the growth and development of the nation's market economy, slavery and abolition, changes in family life, evolving understandings of democracy and republicanism, and the rise of popular literature, amusements, and religion. Will be taught every three years in Fall beginning 2015 based upon student demand. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate substantive knowledge of important cultural developments unfolding in America in the era designated. 2. Argue and write analytically, clearly, cogently, and comparatively regarding various aspects of American cultural life during this period, the vehicles for doing so being a mix of exams, research projects, book reviews, and historiographical essays. 3. Develop and improve argumentation and oral discussion skills by contributing to class discussions based on readings in the academic literature relevant to this era of cultural development in America. Prerequisite: ENGL 2010 (Grade C or higher).

HIST 4800R. Independent Study. 1-3 Hours.
Designed to meet the individual needs of advanced students in the History Department who wish to pursue a specific focus of special interest not available in the existing course offerings. Students work under close supervision by appropriate faculty in the design and successful completion of the course. Structured by a formal contractual arrangement with the faculty member that is submitted at the beginning of the semester in which that course work is undertaken. Students are expected to meet with the faculty mentor each week and to provide the faculty member with progress reports and assignment development for feedback and grading purposes on an ongoing basis. Repeatable up to 6 credits subject to graduation restrictions. Offered by arrangement. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain how major political, social, and cultural developments have shaped their historical or methodological topic. 2. Develop and utilize the analytical skills necessary for understanding a variety of primary and secondary historical sources and relevant methodological techniques. 3. Improve their written and oral communication skills through course assignments, including a final paper. Prerequisite: Instructor permission.

HIST 4890. Senior Capstone. 3 Hours.
Senior history seminar emphasizing historiographical literacy, research, and writing skills in relation to a specific historical topic. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Produce a substantive written research project based on a clearly articulated, open-ended, researchable historical question yielding a well-argued and debatable conclusion rooted in their examination and interpretation of the primary and secondary source materials used to conduct their research. Students must share their work with others in the class by offering an oral presentation of their projects supported by any ancillary aids and enhancements they select. Prerequisite: HIST 3000 (Grade C or higher). SP;
HUM 1010. Humanities Through the Arts (HU, GC). 3 Hours.
Fulfills a Literature/Humanities General Education requirement and is an approved Global and Cultural Perspectives course. For students in all disciplines with an interest in exploring the interrelationship of art, literature, music, philosophy, architecture, sculpture, and other art forms. Enhances appreciation and understanding of all forms of creative human expression. Includes readings, films, group discussions, lectures, and written responses to the humanities through papers and exams. Successful students will demonstrate skill on exams and in discussing, reading and writing about the humanities. Inclusive Access Course Material (electronic book) fees may apply, see Fees tab under each course section for details. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the characteristics of a variety of Western cultures and value systems in foundational texts and creative expressions. 2. Effectively describe the historical development of central themes in the humanities. 3. Formulate relationships between art works in different genres, time periods and cultural contexts. 4. Analyze artworks in an academic manner, in both verbal and written form. FA, SP, SU.

HUM 1040. Non-Western Humanities through the Arts (HU, GC). 3 Hours.
Fulfills a Literature/Humanities General Education requirement and is an approved Global and Cultural Perspectives course. For students in all disciplines with an interest in exploring the interrelationship of non-western art, literature, music, philosophy, architecture, sculpture, and other art forms. Studies the major arts of Eastern cultures in their historical, religious and philosophical settings. Enhances appreciation and understanding of all forms of creative human expression in non-western contexts. Includes readings, films, group discussions, lectures, and written responses to the humanities through papers and exams. Successful students will demonstrate skill on exams and in discussing, reading and writing about the humanities, or as interest demands. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the characteristics of a variety of Non-Western cultures and value systems in foundational texts and creative expressions. 2. Effectively describe the historical development of central themes in the humanities. 3. Formulate relationships between art works in different genres, time periods and cultural contexts. 4. Analyze artworks in an academic manner, in both verbal and written form. FA, SP, SU.

HUM 3000. Period Studies in Humanities: [Time Period]. 3 Hours.
Takes an introductory, but analytically in-depth approach to the study of a particular period within the humanities (such as the medieval world, Romanticism, or Modernism). Involves study of more than one art form (e.g., music, art, and literature) or discipline (such as literature and philosophy) from the chosen period. Topics vary. Repeatable, with different topics, with a maximum of 6 credits toward graduation. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe the concerns, trends, and philosophical perspectives of a single time period. 2. Investigate connections between artworks of the time period and their historical context. 3. Compose a well-researched, well-articulated argument about the subject of their choosing. Prerequisite: ENGL 2010 (Grade C or higher).

HUM 3100. Area Studies in Humanities: [Area]. 3 Hours.
Takes an introductory, but analytically in-depth approach to the study of the humanities produced within a particular geographical area (such as the Soviet Union or Britain). Involves study of more than one art form (e.g., music, art, and literature) or discipline (such as literature and philosophy) from the chosen location. Topics vary. Repeatable, with different topics, with a maximum of 6 credits toward graduation. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe the concerns, trends, and philosophical perspectives of a single geographical area. 2. Investigate connections between artworks of the geographical area and their cultural context. 3. Compose a well-researched, well-articulated argument about the subject of their choosing. Prerequisite: ENGL 2010 (Grade C or higher).

HUM 3500. Topics in Humanities: [Topic]. 3 Hours.
Takes an in-depth theoretical and research-based approach to the study of a particular topic within the humanities. Involves study of more than one art form (e.g., music, art, and literature) or discipline (such as literature and philosophy) as related to the chosen topic. Topics vary. Repeatable, with different topics, with a maximum of 6 credits toward graduation. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe how the topic connects to various geographic, historical, or conceptual frameworks. 2. Investigate the course theme through careful analysis of artworks in different genres, time periods, or cultural contexts. 3. Compose a well-researched, well-articulated argument about the subject of their choosing. Prerequisite: ENGL 2010 (Grade C or higher) or ENGL 2010A (Grade C or higher).

HUM 4800R. Independent Study. 1-3 Hours.
Designed to meet the individual needs of advanced students in the Humanities/Philosophy Program who wish to pursue a specific focus of special interest not available in the existing scheduled offerings. Students work under close supervision by appropriate faculty in the design and successful completion of the course. Students are expected to meet with the faculty mentor each week and to provide the faculty member with progress reports and assignment development for feedback and grading purposes on an ongoing basis. Repeatable up to 6 credits subject to graduation restrictions. Offered by arrangement. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate an in-depth understanding of the art, music, literature, and philosophy related to a particular topic. 2. Demonstrate an understanding of the theoretical underpinnings of the topic under discussion and the ability to apply that theory to the art covered in the course. 3. Think critically about the interrelatedness of art, philosophy, and history. 4. Demonstrate knowledge of research trends in the field and an ability to utilize research in critical analyses of art. Prerequisite: Instructor permission.
JAPN 1010. Beginning Japanese I. 4 Hours.
For beginning students interested in the Japanese language. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Discussion of Japanese culture is also a component of the course. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take JAPN 1020. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Communicate minimally by answering direct questions with only 2 or 3 words or giving an occasional stock answer. 2. Supply limited information and other basic biographical information. FA.

JAPN 1020. Beginning Japanese II (FL). 4 Hours.
For beginning students interested in the Japanese language who have completed JAPN 1010 or who have equivalent experience (approximately two years of high school Japanese). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Continued emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. Students using 1020 as an entry level class may receive vertical credits for JAPN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take JAPN 2010. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a limited number of uncomplicated communicative tasks. 2. Create with the language. 3. Ask and answer simple questions in straightforward survival situations. Prerequisite: JAPN 1010 or instructor permission. SP.

For intermediate-level students who have taken JAPN 1020, or for students who have had equivalent experience (four or more years of high school Japanese). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take JAPN 2020. Placement in foreign language classes is at the discretion of the Department Chair based on sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Handle successfully a limited number of uncomplicated communicative tasks. 2. Create with the language. 3. Ask and answer simple questions in straightforward survival situations. Prerequisite: JAPN 1020 or instructor permission. FA.

For intermediate-level students who have taken JAPN 2010. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2020 as an entry level class may receive vertical credits for lower level classes upon passing 2020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Placement in foreign language classes is at the discretion of the Department Chair based on sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Handle successfully a variety of uncomplicated communicative tasks in straightforward survival situations. 2. Maintain a conversation limited to predictable and concrete exchanges. 3. Express personal meaning by creating with the language. Prerequisite: JAPN 2010 or instructor permission. SP.

JAPN 3060. Intermediate Japanese Conversation and Language. 2 Hours.
Focus on the development of all language skills and improvement of pronunciation along with emphasis on grammar review, reading and writing. For non-native Japanese speakers who have a good command of basic Japanese obtained through previous coursework or extended exposure to the Japanese language through military or mission service, etc. Students using JAPN 3060 as an entry level class may receive vertical credits for lower level courses upon passing JAPN 3060 with a C grade or higher. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Handle successfully uncomplicated tasks and social situations requiring an exchange of basic information. 2. Narrate and describe in all major time frames, but not all the time. FA.

JAPN 3070. Japanese History and Culture. 2 Hours.
Focuses on readings in Japanese history and literature with essential characters (hiragana, katakana, and kanji) and vocabulary, and grammatical points. Students using JAPN 3070 as an entry level class may receive vertical credits for lower level courses upon passing JAPN 3070 with a C grade or higher. Students who register for this class will have had extended exposure to the Japanese language through previous coursework or military or mission service, etc. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss Japanese history and culture. 2. Produce writing reports on Japanese history and culture. 3. Communicate orally on specific Japanese history and culture. 4. Compare and contrast elements of Japanese culture with the student’s own culture. SP.
JAPN 3990. Seminar in Japanese. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Handle a variety of communicative tasks. 2. Participate in most informal and some formal conversations on topics of their interests and some matters of public and community interest. 3. Narrate and describe in all time frames in paragraph-length discourse. 4. Handle appropriately linguistic challenges presented by a complication or unexpected turn of events.

SPAN 1001. FYE: Spanish. 1 Hour.
Strongly recommended for entering freshmen and transfer students with 0-24 credits. Designed to help students adapt to college life and become integrated into DSU. Students will refine academic skills, create and foster social networks, learn about college resources, and explore different fields of study, degree options, and career opportunities. Multiple listed with all other sections of FYE (all 1001 courses and ENGR 1000). Students may only take one FYE course for credit. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Know their way around Dixie State University. 2. Know some strategies for dealing with the challenges of college life. 3. Know how to succeed academically. 4. Describe their major or area of study. FA.

SPAN 1010. Beginning Spanish I. 4 Hours.
Beginning course for students with little or no Spanish language experience. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasizes conversation, vocabulary building, and basic grammar. A variety of teaching methods will be employed, including drills, videos, etc. Some discussion of culture is included. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take SPAN 1020. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Communicate minimally by answering direct questions with only two or three words or giving an occasional stock answer. 2. Search for simple vocabulary or recycle their own and their interlocutor's words. 3. Reproduce from memory a modest number of words and phrases in context. 4. Supply limited information and other basic biographical information. 5. Identify cultural differences between their own and that of the people whose language they are learning. FA, SP, SU.

SPAN 1020. Beginning Spanish II (FL). 4 Hours.
For students who have completed SPAN 1010 or who have equivalent experience (approximately two years of high school Spanish). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Speaking, listening, reading, and writing, as well as cultural awareness will be emphasized. Varied methods are used to teach the class, including videos and drilling. Students using 1020 as an entry level class may receive vertical credits for SPAN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take SPAN 1010. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks in straightforward situation. 2. Express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. 3. Describe cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 1010 or instructor permission. FA, SP, SU.

SPAN 2010. Intermediate Spanish I. 4 Hours.
For Intermediate level students who have taken Spanish 1020, or equivalent experience (four or more years of high school Spanish). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Second-year course that emphasizes grammar review, composition, reading and conversation, and cultural awareness. Students using 2010 as an entry level class may receive vertical credits for lower level courses upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers will be prepared to take Spanish 2020. Not for students with extended Spanish language experience abroad. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Create with the language when talking about familiar topics related to their daily life. 2. Recombine learned material in order to express personal meaning. Ask simple questions and can handle straightforward survival situation. 3. Produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. 4. Create statements and formulate questions based on familiar material. 5. Communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. 6. Describe cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 1020 or instructor permission. FA.
SPAN 2990. Seminar in Spanish. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Instructor permission will be optional at the request of the instructor. For international travel, see studyabroad.dixie.edu for additional travel costs that may apply. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Investigate about the Spanish language and culture depending on their own interests or context. 2. Solve real life problems due to the use of Spanish as a foreign language. 3. Combine all their knowledge of the Spanish language and culture to survive in a foreign context.

SPAN 3010. Spanish for Heritage Speakers. 3 Hours.
Entry level course designed for students whose home language is Spanish but whose education has been in English. Grammar will be reviewed while emphasizing the mechanics of written Spanish, including syntax, spelling, and the use of accents. Culture and traditions will also be taught. Strongly recommended for heritage Spanish students prior to taking more advanced Spanish courses. Students using 3010 as an entry level class may receive vertical credits for lower level courses upon passing with a C grade or higher. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Generate syntactically varied sentences observing correct punctuation, and accentuation with at least 80 percent accuracy when edition is allowed. 2. Compose narrations of events and descriptions of people, places, and objects in past, present and future planes with a 70% accuracy in aspectual elements of the past tense narrations in impromptu exercises. 3. Differentiate the structure of descriptive, narrative, and expository paragraphs; and know how to apply it to obtain cohesive descriptive, narrative, and expository paragraphs. FA.

SPAN 3020. Intermediate Spanish II. 4 Hours.
Emphasis on oral production through discussion of topics drawn from texts and other media addressing current events. Additionally, the course addresses intermediate grammar topics through reading and listening exercises. Native speakers or those who have acquired intermediate proficiency through extended residence (e.g. native speakers, military service, extended family visits, church missions) are not eligible to take this class. With the exception of students who obtained their high school diplomas in Spanish speaking countries, students using 3040 as an entry level class may receive vertical credits for lower level courses upon passing 3040 with a C grade or higher. Equivalent experience may substitute for prerequisite. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Create with the language when talking about familiar topics related to their daily life. 2. Recombine learned material in order to express personal meaning. 3. Ask simple questions and handle a straightforward survival situation. 4. Narrate and describe a straightforward survival situation. 5. Outline cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 2010 or instructor permission. SP.

SPAN 3040. Intermediate Grammar and Oral Proficiency. 4 Hours.
Emphasis on oral production through discussion of topics drawn from texts and other media addressing current events. Additionally, the course addresses intermediate grammar topics through reading and listening exercises. Native speakers or those who have acquired intermediate proficiency through extended residence (e.g. native speakers, military service, extended family visits, church missions) are not eligible to take this class. With the exception of students who obtained their high school diplomas in Spanish speaking countries, students using 3040 as an entry level class may receive vertical credits for lower level courses upon passing 3040 with a C grade or higher. Equivalent experience may substitute for prerequisite. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Create with the language when talking about familiar topics related to their daily life. 2. Recombine learned material in order to express personal meaning. 3. Ask simple questions and handle a straightforward survival situation. 4. Narrate and describe in the major times frames of past, present, and future, with at least 80 percent accuracy when edition is allowed. 5. Outline cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 2010, or instructor permission. SP.

SPAN 3060. Advanced Grammar, Culture and Composition I. 3 Hours.
Special attention is given to advanced areas of Spanish grammar appropriate for oral argumentation and expository writing and also to distinctions between formal and informal usage. Continued development of conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries, emphasizing the richness of the different cultures as well as dialectal uses of grammar. Critical and creative writing with emphasis on summaries, narratives, and descriptions of a factual nature, and supported opinion. Authentic materials promote the understanding of Hispanic cultures. With the exception of students who obtained their high school diplomas in Spanish speaking countries, students using 3060 as an entry level class may receive vertical credits for lower level courses upon passing 3060 with a C grade or higher. Equivalent experience may substitute for prerequisite. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Show competence in writing narrations and critical essays in Spanish. 2. Use correct grammar structures, spelling and punctuation in Spanish. 3. Develop conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries. 4. Show awareness of the richness of the different cultures as well as dialectal uses of grammar. FA, SP.
SPAN 3070. Advanced Grammar, Culture and Composition II. 3 Hours.
Continuation of SPAN 3060. Emphasizes advanced grammar with focus on developing research skills. Attention is paid to Spanish/English contrasts, pronoun, tense, aspect, and mood selection; as well as reflexive and passive usage. Grammar skills are developed in conversation, reading and writing. Students are also introduced to linguistic concepts that will help them make their own judgments about grammar and pronunciation. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Create competently in writing in Spanish. 2. Produce correct grammar structures, spelling and punctuation in Spanish. 3. Produce conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries. 4. Research the richness of the different cultures as well as dialectical uses of grammar. 5. Solve the basic challenges inherit in translation through vocabulary, syntax, and grammar. Prerequisite: SPAN 3060.

SPAN 3075. Intro to Spanish Linguistics. 3 Hours.
An introductory course in Spanish Linguistics for advanced students in Spanish. Students will be introduced to the scientific study of languages and to the study of Spanish. Through a theoretical and practical approach, students will discover different branches of study, phonetics, syntax, morphology, geographical variations and the evolution of the language. This course helps students understand the language and will introduce them to linguistics. Students preparing to become teachers will benefit from this course. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Define what linguistics is. 2. Explain different branches of linguistics. 3. Compare Spanish and English phonetic, semantic, morphological, and syntactic systems. 4. Synthesize linguistic variation present in the Spanish-speaking world. 5. Deduct Spanish language evolution. Prerequisite: SPAN 3060. FA.

SPAN 3080. Spanish Phonetics & Pronunciation. 3 Hours.
Introduction to phonetics and phonology for advanced students of Spanish. Includes both theoretical and practical approaches to studying the Spanish sound system, including comparisons to English. Helps students improve their own or others' pronunciation in Spanish. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Explain what phonology and phonetics are and their relationship to each other. 2. Improve their pronunciation, intonation, and spelling of Spanish. 3. Demonstrate mastery of phonetic transcription. 4. Show understanding of the differences between sound systems of Spanish and American English. 5. Learn to recognize phonetic challenges to second language learners of Spanish and ways to help students improve their pronunciation. Prerequisite: SPAN 3060. SP.

SPAN 3090. Spanish for the Professions. 3 Hours.
Offers a rotation of topics such as Medical Spanish, Spanish for Law Enforcement, or Spanish for Social Services according to student demand. Focuses on the practical needs of students who seek careers in applicable areas. Addresses the specialized vocabulary and communicative ability necessary for a professional in a bilingual English-Spanish or monolingual Spanish environment. Introduces interpretation in professional situations. May be repeated for a maximum of six credits as topic varies. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify and categorize specific terminology in Spanish. 2. Demonstrate academic oral and written language. 3. Compare and contrast Hispanic cultural aspects and the learner's own culture. 4. Research diverse topics through authentic academic articles in different fields written by researchers from Spanish-speaking countries. Prerequisite: SPAN 3060 (Grade C or higher). FA.

SPAN 3116. Pop Culture: Film, Media and Entertainment. 3 Hours.
Considers the role that current film, media, and entertainment play in the Spanish-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. Proficiency goals: By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. They will be able to talk in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify, describe, and explain the historical, political, social, and artistic significance of popular cultural products, practices, and perspectives of the Spanish-speaking world. 2. Compare and contrast cultural similarities and differences of the Spanish-speaking pop-culture and the learners' own culture. 3. Argue and defend their position on pop-culture using multiple perspectives. 4. Evaluate a variety of culturally authentic sources--audio, written and audiovisual--about a diverse array of pop culture topics from the Spanish-speaking world. Prerequisite: Spanish AP Exam (score 3 or higher).

SPAN 3117. Breaking Down Walls, Building Identities. 3 Hours.
This course considers how critical moments of change in the Spanish-speaking world have shaped the present by building new identities. Proficiency Goals: By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. Students will utilize interpretive communication skills (listening and reading) in order to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify, describe, and explain key critical moments of change in the Spanish-speaking world. 2. Compare and contrast perspectives on historical moments of change using a variety of authentic sources (e.g. literature, song, articles, news, film, art). 3. Make connections between historical, political or social contexts and students’ own reality. 4. Analyze authentic sources to argue and defend multiple perspectives on social, political and historical issues. Prerequisite: Spanish AP Exam (Score 3 or higher).
SPAN 3118. Literature and Film: Contemporary Issues. 3 Hours.
In this course, students will critically analyze and interpret works of literature and film in Spanish to explore contemporary societal issues. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Describe and analyze key elements of literary genres, including poetry, fictional narrative, expository writing, theater, and film through thematic units of study exploring contemporary issues in society. 2. Apply fundamental tools of literary interpretation to texts from the Spanish-speaking world using interpretive reading and listening, presentational speaking and writing, and interpersonal modes of communication. 3. Make connections between contemporary political or social themes with students' own perspectives. 4. Demonstrate academic oral and written language development at targeted proficiency levels. Prerequisites: Spanish AP Exam (Score 3 or higher).

SPAN 3390. Intro to Spanish Literature. 3 Hours.
Readings in modern Hispanic literature (either Spanish peninsular or Latin American), focusing on formal literary analysis. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Debate major Spanish works orally and in writing in the target language. 2. Make use of the literary terminology and vocabulary proper for this introduction to literature course. 3. Successfully differentiate between genres, movements and periods of literature. 4. Critique the rhetorical figures fulfilling their first approach to a literary text written not only in Spanish but in any other language that they may be able to read. Prerequisite: SPAN 3060. FA, SP.

SPAN 3400. Magical Realism. 3 Hours.
Magical Realism explores a body of literature that blends reality with its “alterations” (magic) to create a modern Latin American cultural perspective. The course maps the evolution of Magical Realism, its assimilation into Latin American literature, and its encounters with competing vernacular categories such as the Marvelous-Real and Neo-Baroque. The course objective is to unveil discursive mechanisms by which Latin Americans decolonize their literature, self-image, and worldviews. Readings include short stories and novels by Jorge Luis Borges, Julio Cortazar, Gabriel Garcia Marquez, Alejo Carpentier, Carlos Fuentes, and Miguel Angel Asturias. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Appraise the mechanisms by which Magical Realism reframes Latin American cultural identities in response to current globalizing trends. 2. Analyze and discuss literary texts. 3. Create short stories using the toolbox employed by Magical Realist authors. 4. Contrast writing strategies utilized in the presentation of foundational myths in US, Mayan, and Early Spanish-American popular literatures. Prerequisites: Span 3390 (Grade C+ or higher).

SPAN 3570. Contemporary Spanish Culture and Society Through Film. 3 Hours.
Critical approaches to Spanish culture and society from the early 20th century to the present as portrayed in Spanish film. An introduction to filmic textual analysis and discussion of topics such as avant-garde, social art, revolutionary movements, civil war, exile, Francoism, democratic transition, peripheral nationalisms, immigration, cultural diversity, postmodernity, globalization. Offered based on sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Critique film in its cultural context. 2. Report their interpretation of film as an art form in relation to Spanish culture. 3. Assess movies by interpreting, evaluating and comparing the students' own culture perspectives to the culture of the studied movies. Prerequisite: SPAN 3060.

SPAN 3580. Contemporary Issues. 3 Hours.
Introduction to contemporary and historical, political, economic, and cultural issues affecting one or more of the countries of Spain and/or Spanish America. Repeatable for credit as topic varies for a total of 9 credits, subject to graduation restrictions. Offered based upon sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Report on contemporary and historical, political, economic, and/or cultural issues affecting Spanish speaking countries. 2. Analyze contemporary issues in Spanish speaking countries. 3. Criticize historical issues from a contemporary perspective. Prerequisite: SPAN 3060.

SPAN 3950. Hispanics in US Service Learn. 3 Hours.
Service Learning advanced Spanish course looking at a wide variety of issues that affect the lives of Hispanics living in the United States: immigration law, ESL, education, health issues, discrimination, employment, religion, etc. Students will become familiar first hand with these issues working on volunteer projects in a variety of settings such as public schools, hospitals and health clinics, legal service offices, and minority civic centers. Students will do work on a volunteer basis (not for pay) in an area that will be linguistically challenging and therefore will show a gain in Spanish language skills in order to increase cultural awareness and heightened sensitivity for immigrant issues. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Build conversational skills toward the Advanced-Low level, and writing proficiency towards the Advanced-Mid level, as defined by the ACTFL standards. 2. Acquire a specialized vocabulary in their respective areas of service, i.e., health, education, church settings, public assistance, etc. 3. Generate an informed appreciation of students' culture of origin and that of others through the application of concepts such as "transculturization" and cultural identity. 4. Appraise the importance of the act of service as a learning tool of personal and community betterment. 5. Examine issues relevant to the Latino Community of Saint George, such as ESL education, immigration laws, civic engagement of the Latino community, health care, entrepreneurial opportunities, etc. 6. Investigate the history, geographic distribution, and demographic characteristics of Hispanics living in the USA. Prerequisite: SPAN 3060. SP.
SPAN 3990. Seminar in Spanish. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. This course is repeatable up to 12 credits as long as the topic of the course is different each time. Offered based on sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Investigate about the Spanish language and culture depending on their own interests or context. 2. Solve real life problems due to the use of Spanish as a foreign language. 3. Combine all their knowledge of the Spanish language and culture to survive in a foreign context. Prerequisite: Instructor permission.

SPAN 4000. Foundations of Dual Language Immersion Education. 3 Hours.
For those seeking Dual Immersion Education endorsement. Emphasizes the theoretical and practical background about Dual Immersion Education. Overview of Dual Language Immersion Education, program models, teaching and learning issues in Dual Language Immersion Programs, and challenges of Dual Language Immersion Programs will be addressed to assist the success of prospective immersion teachers in the classroom. Eligible languages include Spanish, French, Mandarin Chinese, German, and Portuguese. Dual listed with HUM 4000 and EDUC 4700 (students may only take one course for credit). **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss theoretical principles and research findings that underlie dual language and immersion education. 2. Explain differences and similarities between one-way, two-way, developmental bilingual, and indigenous language immersion programs. 3. Summarize key principles of first and second language learning in dual language and immersion classrooms. 4. Discuss the social and political contexts for dual language education and their implications for classrooms and programs. 5. Synthesize lessons that can be learned from dual language and immersion programs around the world and based on class observation in the DLI schools in the state. Prerequisites: Must be admitted to DSU teacher preparation program or have a Utah teaching license; Instructor permission required. FA.

SPAN 4100. Introduction to Translation. 3 Hours.
This course explores the theory and practice of Spanish to English and English to Spanish translation. Emphasis will be placed on application of theory as well as problem solving and techniques for overcoming linguistic and cultural challenges. Glossary building and research methods will be included. A variety of texts will be employed which may include, but are not limited to: literature, newspapers, advertisements, medical texts, legal documents, governmental documents, and general informational texts. **COURSE LEARNING OUTCOMES: At the successful conclusion of this course, students will be able to: 1. Solve simple translation tasks. 2. Apply methods for successfully translating between Spanish and English and vice-versa. 3. Assess the best solution to solve translation challenges. 4. Apply the research skills needed to translate texts. Prerequisite: SPAN 3060 (Grade B or higher). FA.

SPAN 4200. Introduction to Interpretation. 3 Hours.
This course is meant to be taken in sequence after SPAN 4100. This course explores the techniques and practice of Spanish to English and English to Spanish interpretation. Emphasis will be placed on the role of the interpreter including ethics, decision-making, and strategies. Sight translation, consecutive, simultaneous, escort/travel, and other methods of interpretation will be explored in a variety of possible settings. **COURSE LEARNING OUTCOMES: At the successful conclusion of this course, students will be able to: 1. Use terminology specific to the interpreting field. 2. Analyze challenging real-life scenarios from interpreting. 3. Develop a cognitive-interpreting process and the skills associated with each stage. 4. Make a decision based on the ethical principles for interpreters in a given situation. Prerequisite: SPAN 4100 (Grade C or higher). SP.

SPAN 4300. Spanish Internship. 3 Hours.
For students who are granted and accept and internship language advising by a public school in cooperation with DSU history, humanities and modern languages department. Mentor teachers and university faculty support interns as language advisors in the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Facilitate communication in Spanish between teachers and students in the Dual Language Immersion program setting. 2. Arbitrate miscommunication in Spanish between teachers and students in the Dual Language Immersion program setting. 3. Develop a lesson plan to help teachers and students in the Dual Language Immersion program setting. 4. Assess their performance as language facilitators in the Dual Language Immersion program setting. Prerequisites: Advanced standing and instruction permission.

SPAN 4550. Culture and Civilization of Spain. 3 Hours.
Covers the cultural history of Spain from the Middle Ages to the present, including history, architecture, art, literature music and film, to determine if there is a uniquely Spanish manner of seeing and understanding the world— one which emerges as clearly distinct from the culture of America and other Western European nations. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recognize and describe the historical, social, economic, and political forces that shape society in current Spain from the beginning of its existence. 2. Label the geography and demographic data of current Spain. 3. Make connections between historical events in Spain and current consequences. 4. Design oral and written presentations of current events in the target language. 5. Criticize past and current social and cultural events in Spain through investigation of news sources and media. Prerequisite: SPAN 3060. FA (odd).
SPAN 4560. Culture/Customs of Spanish America. 3 Hours.
A study of the historical, cultural, and social influences that created the modern Latin American Society, including differentiating indigenous empires and identifying the legacy of those ancient civilizations; analyzing the complex conquest by Spain and examining the linguistic, social, political, and cultural aspects of Hispanic heritage; reviewing the different quests for independence in the 1800s; distinguishing the social and political aspects of the evolution of modern Latin American political systems; and examining examples of representative artistic and literary production. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Compare the aesthetic principles that guide the following literary movements: Modernism, Postmodernism, “Indigenist Movement”, Magical Realism, Afro-Caribbean Baroque, and testimonial literature. 2. Hypothesize how the literary movements of this period, i.e., Modernism, Postmodernism, “Indigenist Movement”, Magical Realism, Afro-Caribbean, and testimonial literature, espoused a particular Latin American identity. 3. Critique the literary innovations Latin American authors made to Spanish literature after the 1800s. Prerequisite: SPAN 3060. FA (even).

SPAN 4610. Spanish Peninsular Literature to 1800. 3 Hours.
Survey of selected periods and themes in Spanish literature of the Iberian Peninsula. Students will examine the most important literary texts, trends, genres, and literary, cultural, and philosophical theories from the Middle Ages to 18th Century through class discussions and lectures, analysis of readings, online databases, and videos. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Sort and differentiate literary movements in Spain from the birth of Spanish language until 1800. 2. Critique and analyze major works written in Spain before 1800. 3. Justify narrative, drama, and poetry delivery of major issues in the Humanities published in Spain before 1800. 4. Appraise a wide array of cultural, and historical events which appeared in major works in Spain before 1800, both in written and orally. Prerequisite: SPAN 3390. FA (odd).

SPAN 4620. Spanish Peninsular Literature From 1800. 3 Hours.
Survey of selected periods and themes in Spanish literature of the Iberian Peninsula. Readings of masterpieces by great writers chosen from the 18th Century to the present will be examined through lectures, oral discussions, and written reports in Spanish. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Sort and differentiate literary movements in Spain after 1800 (evaluate and analyze domains. 2. Critique and analyze major works written in Spain after 1800. 3. Justify narrative, drama, and poetry delivery of major issues in the Humanities published in Spain after 1800. 4. Appraise a wide array of cultural, and historical events which appeared in major works in Spain after 1800, both in written and orally. Prerequisite: SPAN 3390. SP (even).

SPAN 4625. Generation of ’98. 3 Hours.
Examines the historical and social background of major authors and its works around the so called “disaster of 1898”. Class discussion will focus on novels, poetry, and essays of this famous group of writers (Miguel de Unamuno, Pío Baroja, Antonio Machado, Ramon del Valle Inclan, and others). Offered based on sufficient student need. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Examine in-depth knowledge of “La generacion del 98.” 2. Investigate the cultural context surround this generation's literary production. 3. Build additional vocabulary of literary terms. 4. Critique specific literary texts through written and oral responses. 5. Recognize the most relevant aspects of a literary text. 6. Discuss and answer focus questions related to a literary text. 7. Compose quality scholarly writing synthesizing student's research and their own original ideas. Prerequisites: SPAN 3390 (Grade C or higher), or instructor permission.

SPAN 4630. Spanish American Lit to 1880. 3 Hours.
Survey of selected periods and themes in Spanish American literature, covering texts from the pre-Hispanic, European exploration, and colonization of the Americas (1492-1826) periods in order to study a topic of interest in Spanish American literature and culture through reading and thinking critically about a wide variety of literary and cultural texts, including letters, chronicles, essays, poetry, and fiction. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate a basic understanding of the evolution of Spanish American literature from its inception (1492) to 1880 (general years of independence from Spain). 2. Assess the literature read by writing critical essays in Spanish using correct grammar structures, spelling and punctuation in Spanish. 3. Demonstrate basic knowledge of the representative authors covered and their contributions to the Latin American literature canon. 4. Examine the inherent flaws, biases, and influences of historic literature from this era. Prerequisite: SPAN 3390. FA (even).

SPAN 4640. Spanish American Lit From 1880. 3 Hours.
Survey of selected periods and themes in Spanish American literature, covering texts from independence to the present in order to study a topic of interest in Spanish American literature and culture through reading and thinking critically about a wide variety of literary and cultural texts, including romantic allegories of the nation, modernism and postmodernism, avant-garde poetry, regionalism versus cosmopolitanism, indigenous and indigenist literature, magical realism and literature of the boom, Afro-Hispanic literature, and testimonial narrative. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Differentiate the contributions of Indigenous, European, African, and Asian cultures to the creation of modern Latin American culture. 2. Construct a time line of historical events that have shaped Latin American life from colonial times to the present. 3. Critique the content of lyrics of selected corridos, bachatas, tangos, salsas, ballenatos, chamames, and cuecas, and assess their contributions to shape a Latin American identity. 4. Hypothesize how altitude, latitude, and geographical features have influenced population distribution or have suggested ways of articulating everyday life in selected regions of Latin America. 5. Compare Latin American cultural practices to cultural practices of students' culture of origin. 6. Formulate hypothesis connecting social functions with cultural practices of students' culture of origin. 7. Analyze texts and objects representing popular culture. Prerequisite: SPAN 3390. SP (odd).
SPAN 4700. Teaching Modern Languages. 3 Hours.
Designed for students intending to teach foreign/modern languages in primary or secondary schools. Teaching methods course that includes a wide variety of approaches to and methods of teaching language, including alternative methods and traditional dichotomies such as explicit versus implicit language instruction, grammar versus communication, and foreign language versus mother tongue. Examines concepts of language awareness, language learning reflection, and learner autonomy as indicators of a shift in language teaching towards learner-centered approaches. Discusses the implications of concerns about standards, assessment, and continuing professional development. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Comprehend how to write objectives for a foreign language course by submitting original language objectives individually. 2. Rank the different methods for teaching foreign languages by criticizing these methods in groups. 3. Propose a lesson plan by explaining each step in a lesson individually. 4. Combine different methods for teaching foreign languages by preparing a lesson individually. 5. Blend all the knowledge of activities for a L2 classroom by building a portfolio individually. Prerequisite: Instructor permission. FA.

SPAN 4800. Spanish Senior Capstone. 3 Hours.
Fulfills Spanish capstone requirement. This course is designed to be a culminating experience in which the student will demonstrate skills and knowledge garnered from his/her experience within the Spanish program. The Spanish major will research, write and revise an extensive research paper under the supervision of a Spanish faculty member. The capstone topic selected will directly relate to the language, literature, culture, history and/or civilization of the Spanish-speaking peoples of the world. The student will present the results of his/her research in a public forum at the end of the semester. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate further development of his/her linguistic, cultural and/or literary understanding. 2. Demonstrate a capacity for in-depth research. 3. Demonstrate correct usage of MLA style. 4. Demonstrate appropriate mastery of the target language in written form. 5. Demonstrate the ability to present research findings orally in a public forum. Prerequisites: Senior status, Spanish major, and instructor permission. SP.