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# BESTSEMESTER ACADEMIC CATALOG

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2018-2019





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# STUDENT PROGRAMS PROFILE

(FOR PROGRAM INFORMATION, PLEASE CONTACT THE BESTSEMESTER STAFF AT [INFO@BESTSEMESTER.COM](mailto:INFO@BESTSEMESTER.COM) OR 202-548-5201)

## AMERICAN STUDIES PROGRAM

Founded: 1976 |

E-mail: [asp@bestsemester.com](mailto:asp@bestsemester.com)

[www.bestsemester.com/asp](http://www.bestsemester.com/asp)

321 Eighth Street, NE | Washington, DC 20002

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ASP Student Advisor: Hannah Wasco  
[hwasco@cccu.org](mailto:hwasco@cccu.org) | Ph: 202-546-3086

## AUSTRALIA STUDIES CENTRE

Founded: 2004 |

E-mail: [asc@bestsemester.com](mailto:asc@bestsemester.com)

[www.bestsemester.com/asc](http://www.bestsemester.com/asc)

Australia Studies Centre/CCCU-Australia Pty. Ltd.  
c/o Christian Heritage College | PO Box 2084 | Mansfield BC, QLD 4122 | AUSTRALIA

Kimberly Spragg, ASC Director  
[Kimberly.Spragg@cccu-australia.org](mailto:Kimberly.Spragg@cccu-australia.org)

ASC Student Advisor: Jordan Smith  
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## CONTEMPORARY MUSIC CENTER

Founded: 2001 |

E-mail: [cmc@bestsemester.com](mailto:cmc@bestsemester.com)

[www.bestsemester.com/cmc](http://www.bestsemester.com/cmc)

559 Church Street East | Brentwood, TN 37027

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[jenny@cmcnashville.com](mailto:jenny@cmcnashville.com)  
Ph: 615-499-4378

## LATIN AMERICAN STUDIES PROGRAM

Founded: 1986 |

E-mail: [lasp@bestsemester.com](mailto:lasp@bestsemester.com)

[www.bestsemester.com/lasp](http://www.bestsemester.com/lasp)

Programa de Estudios Latinoamericanos | Apdo. 54-2070 | Sabanilla, San José, | COSTA RICA

Rick Ostrander, Interim Director  
[rostrander@cccu.org](mailto:rostrander@cccu.org) | Ph: 011-506-2285-3817

LASP Student Advisor: Britney Villhauer  
[britney@lasp.co.cr](mailto:britney@lasp.co.cr) | Ph: 011-506-2285-3817

## L.A. FILM STUDIES PROGRAM

Founded: 1991 |

E-mail: [lafsc@bestsemester.com](mailto:lafsc@bestsemester.com)

[www.bestsemester.com/lafsc](http://www.bestsemester.com/lafsc)

5455 Wilshire Blvd. | Suite 1615 | Los Angeles, CA 90036

John K. Bucher, Jeremy Casper, Christine Krebsbach, co-directors  
Ph: 323-965-2705

LAFSC Student Advisor: Chris Retts  
[chris@lafsc.com](mailto:chris@lafsc.com) | Ph: 323-617-4645



# STUDENT PROGRAMS PROFILE

(FOR PROGRAM INFORMATION, PLEASE CONTACT THE BESTSEMESTER STAFF AT [INFO@BESTSEMESTER.COM](mailto:INFO@BESTSEMESTER.COM) OR 202-548-5201)

## MIDDLE EAST STUDIES PROGRAM

[www.bestsemester.com/mesp](http://www.bestsemester.com/mesp)

Founded: 1993 | E-mail: [mesp@bestsemester.com](mailto:mesp@bestsemester.com)

P.O. Box 940529 | Shmeisani 11194 | Amman | JORDAN

Dr. Doug Magnuson, MESP Director  
[mesp.director@gmail.com](mailto:mesp.director@gmail.com)

MESP Student Advisor: Katie Heidengren  
[kheidengren@cccu.org](mailto:kheidengren@cccu.org) | Ph: 202-548-5201

## NORTHERN IRELAND SEMESTER

[www.bestsemester.com/nis](http://www.bestsemester.com/nis)

Founded: 2017 | E-mail: [nis@bestsemester.com](mailto:nis@bestsemester.com)

Lakeside Manor | 157 Finaghy Road South | Belfast, Northern Ireland, UK

Mr. Jon Lenschow, NIS Director  
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NIS Student Advisor: Jordan Smith  
[jsmith@cccu.org](mailto:jsmith@cccu.org) | Ph: 202-548-5201

## OXFORD SUMMER PROGRAMME

[www.bestsemester.com/osp](http://www.bestsemester.com/osp)

Founded: 1991 | E-mail: [osp@bestsemester.com](mailto:osp@bestsemester.com)

8 Norham Gardens | Oxford, OX2 6QB | UNITED KINGDOM

Dr. Stan Rosenberg, SCIO Director  
[stan.rosenberg@scio-uk.org](mailto:stan.rosenberg@scio-uk.org)  
Ph: 011-44-1865-355620

OSP Student Advisor: Jackie Seal  
[jseal@cccu.org](mailto:jseal@cccu.org) | Ph: 202-548-5201

## SCHOLARS' SEMESTER IN OXFORD

[www.bestsemester.com/sso](http://www.bestsemester.com/sso)

Founded: 1998 | E-mail: [sso@bestsemester.com](mailto:sso@bestsemester.com)

8 Norham Gardens | Oxford, OX2 6QB | UNITED KINGDOM

Dr. Stan Rosenberg, SCIO Director  
[stan.rosenberg@scio-uk.org](mailto:stan.rosenberg@scio-uk.org)  
Ph: 011-44-1865-355620

SSO Student Advisor: Jackie Seal  
[jseal@cccu.org](mailto:jseal@cccu.org) | Ph: 202-548-5201

## UGANDA STUDIES PROGRAM

[www.bestsemester.com/usp](http://www.bestsemester.com/usp)

Founded: 2004 | E-mail: [usp@bestsemester.com](mailto:usp@bestsemester.com)

c/o Uganda Christian University | PO Box 4 | Mukono | UGANDA

Rachel Robinson, USP Director  
[rachelrobinson1@mac.com](mailto:rachelrobinson1@mac.com)  
Ph: 011-256-78-784-7963

USP Student Advisor: Katie Heidengren  
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# BESTSEMESTER STUDENT PROGRAM ADMINISTRATORS

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# STUDENT ACADEMIC PROGRAMS COMMISSION [SAPC]

## INTRODUCTION AND BACKGROUND

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The Council's Standing Board Policies require the president to appoint a Student Academic Programs Commission (SAPC) to serve as a source of review, advice and accountability for student programs. SAPC, in essence, serves as a liaison body with the Council membership, and guarantor of the quality of CCCU student programs.

## AUTHORITY

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SAPC makes recommendations for administrative action to the vice president for academic affairs and, as appropriate, for referral by the vice president to the president and board of directors. Dr. Rick Ostrander, Vice President for Academic Affairs & Professional Programs, is primary staff liaison.

## MEMBERSHIP

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SAPC has six members appointed for two or three-year staggered terms. The Commission recommends new members to the president annually. Members serve until their replacements are appointed and any member can be reappointed up to a maximum of six consecutive years. The Commission normally has at least two chief academic officers and one chief student development officer serving at all times.

## GENERAL STUDENT PROGRAMS MANAGEMENT

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The president has delegated to the vice president overall management responsibility for student programs, including curriculum, finances, and personnel. Each program director has responsibility for helping to shape and implement CCCU policies and Commission recommendations for the day-to-day direction of the programs. Reports and recommendations from the program directors are directed through the vice president to SAPC.

## FUNCTIONS OF THE COMMISSION

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SAPC meets twice yearly and provides oversight of the general academic and student life aspects of all CCCU-managed student programs. Through written reports, review of published information, major on-site visits of student programs, etc., the full Commission reviews and recommends in writing, policies and procedures applicable to any or all of the programs. The Commission also provides counsel to the vice president.

## REPORTS OF ON-SITE REVIEWS

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Each program is visited by the Commission for an extensive on-site review on a periodic basis. Copies of the written reports are sent to the chief academic officers of CCCU member colleges and universities. They are also sent to accreditation agencies upon request. They are available at: [www.bestsemester.com/about/program-reviews](http://www.bestsemester.com/about/program-reviews)

# RECOMMENDED PROGRAM DESCRIPTIONS FOR COLLEGE & UNIVERSITY CATALOGS

The Council for Christian Colleges & Universities (CCCU) is a higher education association of 180 Christian institutions around the world. The 120 member campuses in North America are all fully accredited, comprehensive colleges and universities with curricula rooted in the arts and sciences. In addition, 63 affiliate campuses from 20 countries are part of the CCCU. BestSemester offers semester and summer programs for students of the Council's member institutions to make the world their classroom. These interdisciplinary learning opportunities are available to juniors and seniors, while some programs also accept second-semester sophomores. For further information, contact either your global/off-campus study office or BestSemester.

*\*Note: When the possibility of 18 credit hours is indicated, enrollment requires prior approval of the program and the home campus.*

## AMERICAN STUDIES PROGRAM (ASP)

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Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. Nearly 500 of ASP's 3,000+ alumni have returned to work in the DC metro area in a variety of professional fields—private and public, for-profit and non-profit.

In addition to an internship and a Professional Development Practicum course, students apply to either the Public Policy track or the Strategic Communication track. The Public Policy track equips and supports students in their analysis of a pressing public policy issue; each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national and global factors that influence policy-making in Washington, D.C. The Strategic Communication track engages Washington, D.C.-based organizations and communication professionals to explore the role of strategic communication in achieving organizational goals; field-work activities explore current best practices in communicating critical organizational messages to key internal and external constituents and stakeholders. *ASP students earn 16 semester hours of credit.*

## AUSTRALIA STUDIES CENTRE (ASC)

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The Australia Studies Centre (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and Indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business, Ministries, Liberal Arts, Social Sciences, and Education and Humanities. Every student is required to take "The View from Australia: Issues in Religion, Politics, Economics & Cultural Values" and required to select either "Australian Aboriginal Cultures" or "Indigenous Cultures in Australia & Aotearoa (New Zealand)." Additionally, students choose an internship/practicum or take two units from CHC's offerings in Christian Studies, Business, Ministries, Social Sciences, Liberal Arts, or Education and Humanities. Students live with Australian families and volunteer with local community service providers. Trips vary by semester but may include excursions to the Australian Outback, Aboriginal Communities and New Zealand. *ASC students earn 16 semester hours of credit.*

## CONTEMPORARY MUSIC CENTER (CMC)

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The Contemporary Music Center provides students with the opportunity to live and work in Christian community while being equipped to integrate music, faith and business. The CMC offers three tracks: Artist, Business and Technical. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Business Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience, and a uniquely Christ-centered perspective on the music industry while working together to plan and execute a week-long tour at the end of the semester. Each track includes coursework, labs, directed study, and a practicum. *CMC students earn up to 16 hours of credit.*

## LATIN AMERICAN STUDIES PROGRAM (LASP)

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Based in San José, Costa Rica, the Latin American Studies Program explores Christian social justice in the Latin American context. It introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Through living with local families, students become a part of the day-to-day lives of Latin Americans. Students also take part in a field experience/practicum and travel to another nearby Central American nation. Students participate in one of three concentrations: Latin American Studies, Advanced Spanish Language and Literature, or Business for Sustainability. *LASP students earn 16-18 semester credits.*

## LOS ANGELES FILM STUDIES CENTER (LAFSC)

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Founded in 1991, the Los Angeles Film Studies Center equips students to serve in various aspects of the film industry with professional skill and Christian integrity. Each semester, students live, learn and work in one of the primary film and television production centers in Los Angeles. LAFSC seeks to prepare students for placement in the mainstream Hollywood film industry, ideally in decision-making positions, with a Christ-centered vision to dynamically influence film content, production processes, and interpersonal relationships. In addition, LAFSC aims to develop advocates to advance an informed and discerning approach to understanding the media and an appreciation and support for the work of peers in Hollywood. *LAFSC students earn up to 16 hours of credit.*

## MIDDLE EAST STUDIES PROGRAM (MESP)

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Based in Amman, Jordan, MESP offers students the unique opportunity to become immersed in the complex, modern Middle East. Under the guidance of a staff with over 30 years of experience living in the region, students live together in a close-knit community and explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. Students also earn up to six credits of Arabic language and serve at local organizations with the opportunity to earn intercultural internship/practicum credit throughout the semester. During the program's substantial travel components (recently including Israel/Palestine, Islamic Spain, Morocco, and Turkey), students participate in homestays and discover the diversity and dynamism of Middle Eastern cultures by experiencing their foods, customs, schools, neighborhoods, and places of worship. At a time of change in the Middle East, MESP empowers and equips students to relate to Muslim, Eastern Christian, and Jewish peoples in a guided and Christ-centered approach. *MESP students earn 15-18 semester hours of credit.*

## NORTHERN IRELAND SEMESTER (NIS)

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The Northern Ireland Semester is a spring-only program based in Belfast, Northern Ireland that exposes students to the rich history and culture of the United Kingdom. Northern Ireland is rich in natural beauty, history, culture, and Christian heritage. But the beauty of the landscape and richness of its culture belies a tragic history of religious and political conflict. As such, it affords an opportunity for students to experience in deep ways both the beauty of God's creation and human cultural achievements as well as the brokenness of the world. The program begins with a three-week intensive course called Peacemaking, Reconciliation, and Conflict Transformation in Northern Ireland, which is taken by all students. Student then choose additional courses in history, theology, literature, art, and communication. Providing a variety of general studies credits, NIS is open to students in any major from their sophomore year and beyond. *NIS students earn 15-16 hours of credit.*

## OXFORD SUMMER PROGRAMME (OSP)

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The Oxford Summer Programme pairs students with Oxford University professors to do intensive scholarship in the oldest university in the English-speaking world. During the four-week programme, students hone their research and writing skills and delve into their chosen disciplines, occasionally traveling the United Kingdom to explore the relationship between Christianity and the development of the British Isles. Seminars and tutorials (one-on-one mentorships sessions with expert Oxford scholars) feature specialized topics in the areas of English language and literature, history, art, science, philosophy, and theology. The programme is structured for rising college sophomores, juniors, and seniors, as well as graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. *OSP students earn up to 6 hours of credit.*

## SCHOLARS' SEMESTER IN OXFORD (SSO)

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The Scholars' Semester in Oxford is specifically designed for students seeking a rigorous and robust academic experience. As official Registered Visiting Students of Oxford University, students study within Oxford's acclaimed tutorial system to receive weekly, one-on-one instruction from a faculty comprised of widely-published authors, historians, former international ambassadors, and other celebrated scholars. Students choose from hundreds of subjects within the disciplines of Classics, English Language and Literature, History, History of Art, Modern Languages (French, German, Italian, Portuguese, and Russian), Musicology, Philosophy, Psychology, or Theology, and earn access to Oxford's 119 libraries featuring 11 million books and outstanding electronic resources. SSO also offers 18 thematic or integrative concentrations including Gender Studies, Film Studies, Philosophy of Science, and more. If choosing to return for a second term, students write a substantial thesis on a topic of their choice. Applicants are generally honors students and must have at minimum a 3.7 GPA to be considered for the programme. *SSO students earn 17 semester hours of credit for a semester and may complete two semesters of the programme.*

## UGANDA STUDIES PROGRAM (USP)

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The Uganda Studies Program immerses students in local communities, Ugandan campus life, and a broad range of cultures and places within Uganda and Rwanda. Students choose to live either with a host family for the semester or on campus at Uganda Christian University (UCU), an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. Students forge meaningful relationships with their Ugandan peers, faculty members, and host families while exploring issues such as poverty, cultural expressions of Christianity and missions, and the reconciliation between the realities of East Africa and their Christian faith.

Students enroll in one of three tracks: Social Work Emphases (SWE), Global Health Emphasis (GHE), or General Studies Emphasis (GSE). Students in the Social Work Emphasis participate in an MSW-guided Junior-level or Senior-level Social Work Practicum (up to 400 practicum hours) and Seminar. A wide variety of practicum sites are offered, including Compassion International Child Development Centers and locally-founded service organizations, all with seasoned, Ugandan social work supervisors and within the framework of CSWE accreditation standards.

Global Health Emphasis students take advanced global health courses and participate in the Cross Cultural Practicum at a health-related organization to engage broader issues of international aid, development, and public health. General Studies Emphasis students select from a variety of UCU electives including languages, health, religions, literature, and politics, and may also choose to receive practicum credit through service at Cross-Cultural Practicum sites in a variety of fields. *USP students earn 13-21 hours of credit.*



# ANSWERS TO STUDENTS' —AND CAMPUSES'— IMPORTANT QUESTIONS

## Who can apply for a BestSemester program?

BestSemester programs are “extension campuses” for any student enrolled at a college or university that is willing to grant credit for the off-campus experience. Therefore, any student may apply. However, students enrolled in Council for Christian Colleges & Universities (CCCU) member campuses have priority acceptance for BestSemester programs. Students must be enrolled full-time on a home campus during participation on a BestSemester program. A home campus certification is required for every application.

## Who on campus can help prepare me to study off-campus with BestSemester?

Each CCCU college/university designates a main contact person on their campus. Every year Best-Semester materials and updates are mailed to these appointed persons or to the campus' chief academic officer. In addition, faculty, administrators and staff who request materials receive information on selected BestSemester programs. To find out who is the main campus contact at your school, go to [www.BestSemester.com/campuscontactlist](http://www.BestSemester.com/campuscontactlist).

## How is credit granted?

BestSemester programs are considered “extension campuses” of your college or university. The hours and academic credit for each BestSemester course are recommended by the CCCU to the home institution. Your home college or university grants the credit. Grade reports are sent to the registrar's office at the end of each semester.

Students on the following programs receive transcripts from the host institution: Australia Studies Centre (Christian Heritage College), Scholars' Semester in Oxford (Wycliffe Hall, University of Oxford), and Uganda Studies Program (Uganda Christian University).

Credit can be applied in a variety of ways—usually a combination of major/minor, general education and elective credit. CCCU recommendations are provided on program web sites. Students are advised in advance of program participation to follow their home campus policies and procedures for determining applicability of program credit (usually this is with their academic advisors and/or registrar). Most course syllabi are published in each program's Academic section of [BestSemester.com](http://BestSemester.com) and are useful in determining the applicability of credit.

## What is the cost?

Each campus determines their student's final billing for off-campus study. BestSemester fees, as they are billed to the home campus, are published online at [www.BestSemester.com/fees](http://www.BestSemester.com/fees). Each program has a Costs page that outlines BestSemester fees as well as additional anticipated expenses.

If you have questions about final fees, please talk with appropriate personnel on your campus. A good place to start is your campus contact ([www.BestSemester.com/campuscontactlist](http://www.BestSemester.com/campuscontactlist)). If you have questions about BestSemester fees or additional anticipated expenses, please contact the BestSemester at 202-548-5201 or at [info@BestSemester.com](mailto:info@BestSemester.com). Remember, BestSemester will refer any questions of final/total fees to the home campus.

### How are students billed?

About six weeks prior to the beginning of each semester, the CCCU sends an invoice to each sending institution via a designated invoice receiver for BestSemester programs. It is requested that this bill be paid within 45 days. Payment plans can be established on an individual basis. Each campus is then responsible for billing their participating students per their campus policy, including applicability of financial aid.

### How does financial aid work?

Since BestSemester programs serve as extension campuses of CCCU member institutions and are, in effect, under contractual arrangement, most CCCU institutions allow applicable financial aid to continue during the semester of participation on BestSemester programs. This includes federal and state aid, private grants and/or scholarships, and institutional scholarships and grants. Several colleges cover the difference in price if their tuition, room and board is lower than that of the program. Others designate a certain amount of institutional aid to be made available for students studying off-campus. Some do not allow institutional financial aid for off-campus study. Each campus determines its own financial aid policy. Students are strongly encouraged to investigate their school's financial aid policy prior to applying.

### How and when do students apply?

Students apply to BestSemester programs via an online application ([www.bestsemester.com/apply](http://www.bestsemester.com/apply)). Each application requires student information, application questions, references, transcript(s) and home campus certification form. Applications will be reviewed on a rolling basis until all spots are filled. For spring semesters, spots tend to fill in October or November, and for fall semesters, in May or June. Students are notified of an admissions decision via email approximately 2-3 weeks after their application is complete and submitted.



# AMERICAN STUDIES PROGRAM [ASP]

## RECOMMENDED CREDITS

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### PRACTICUM COURSES

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Internship (20–30 hrs/wk)	9
Professional Development Practicum	1

### PROJECT TRACK COURSES

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#### PUBLIC POLICY INITIATIVES

The Politics of Public Policy	3
Christian Political Engagement	3

#### STRATEGIC COMMUNICATION (Spring only)

Case Studies in Strategic Communication	3
Christian Public Engagement for Communicators	3

TOTAL CREDITS	16
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Each student enrolls in the program's Internship and Practicum courses. Students also apply to either the Public Policy track or the Strategic Communication (spring only) track.

## PUBLIC POLICY INITIATIVES TRACK

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(Academic Application: political theory, public policy, political science, pre-law, history, international relations, public relations)

### The Politics of Public Policy [3 credits]

In this course, students directly engage Washington, DC-based policy experts and organizations—governmental and non-governmental, national and international—to deepen their understanding of the roles and influence of various political actors and institutions during the formulation stage of policymaking. The course first introduces students to models of policymaking and the tools of policy analysis. Next, students will learn to apply these concepts to the study of both a foreign and domestic policy issue through desk and field research. By studying foreign and domestic policy simultaneously, students will be able to identify and explain the differences between them in political environment, policy participants, and public discourse. The course emphasizes written and oral communication through the development of professional memo-writing and presentation skills.

### Christian Political Engagement: Contemporary Perspectives and Practices [3 credits]

This course provides students with an opportunity to learn how political theology is applied in the political environment of Washington, DC. The first course module focuses on key questions found in the discipline of political theology, such as, the relationship between theology and politics, the relationship between church and state, the role of religion in public life, and to what extent religious belief ought to shape our public discourse. The second module investigates how key features of modern and post-modern cultures—the context in which the faithful practice of politics takes place—influence mainstream political perspectives on identity, authority, justice, and community. The final module engages a variety of Washington, DC-based Christian political groups and professionals to better understand why different political identities and priorities exist within Christianity and the difficulties and concerns Christians share when putting political theology into practice. Classroom conversations incorporate reflections on internship and policy fieldwork experiences to deepen understanding of the real-world relevance of political theology and Christians' own political responsibilities.

## STRATEGIC COMMUNICATION TRACK

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### Case Studies in Strategic Communication [3 credits]

This course provides an opportunity to directly engage Washington, DC-based communication professionals working in a variety of organizational contexts (for-profit, governmental, and non-profit) to learn the different ways in which communicators apply the concepts and skills of strategic planning in their work. The course first introduces students to a strategic planning framework for public relations. Next, students will learn how to apply these concepts to the practice of communications by engaging professionals through a series of site visits. The course will also engage communication professionals in order to highlight best practices in development and fundraising. The course emphasizes written

and oral communication through the development of professional memo-writing and presentation skills. **Christian Public Engagement for Communicators: Contemporary Perspectives and Practices** [3 credits]

This course provides an opportunity to learn how the issues and ideas presented in the study of communication ethics manifest themselves in the professional environment of Washington, DC. The first course module focuses on key questions found in the discipline of public theology, such as the relationship between church and other societal institutions (e.g. the state), the role of religion in public life, and to what extent religious belief ought to shape our public discourse. The second module investigates how key features of modern and post-modern cultures—the context in which the faithful practice of communication takes place—influence mainstream perspectives on identity, authority, justice, and community. The final module engages a variety of Washington, DC-based Christian organizations and communication professionals to deepen one's understanding of the ethical challenges Christian communication professionals encounter and what they are learning from experience about how to engage them. Classroom conversations incorporate reflections on internship and fieldwork experiences to enable students to explain with more clarity your own sense of responsibility to Christ and neighbor in their work as communication professionals.

## PRACTICUM COURSES

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### Internship [9 credits]

(Academic Application: Internships are typically related to the student's major field of study)

This course provides an opportunity to gain work experience in a professional setting related to one's academic studies and career interests. The internship enables students to learn more about how professional organizations actually operate, including how ideas and theories learned on campus are applied in real time. Reflective journaling requirements are designed to help students make connections between what they are learning in the classroom and on the job, identify the specific analytical and interpersonal skill sets being developed, and seek a clearer understanding of how identity and callings in Christ shape work. During the 12-week course, interns usually work seven-hour days on Mondays—Thursdays, for an average of 28 hours per week and 336 work hours total.

### Professional Development Practicum [1 credit]

(Academic Application: leadership or student's major field of study)

This course complements the Internship course activities by introducing students to career-building professional development practices. The course provides personality and talent assessments, workshops on cover letter and resume writing, LinkedIn profile management advice, and coaching on networking practices in large-group and one-on-one settings. Importantly, the course's focus on concrete professional development practices is designed to take place in the context of a larger conversation on real-world applications of the theological idea of vocation. Course activities turn to authors and Washington, DC-based Christian professionals to consider what it looks like to live and lead when Christ and his kingdom define one's identity and images of success at work.

## WASHINGTON, D.C. NEIGHBORHOOD ENGAGEMENT

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ASP's neighborhood engagement program ensures that each ASP student gains a comparable amount of exposure to the peoples and cultures of both federal Washington and the local neighborhoods of D.C. It includes organized city excursions and work with local social service organizations. Students initiate conversations with local residents of different neighborhoods during these exercises to learn more about the various ways in which power and poverty reside side-by-side in the city and what this means for our understanding of leadership and vocation.



# AUSTRALIA STUDIES CENTRE [ASC]

## RECOMMENDED CREDITS

### CORE UNITS (CULTURE EMPHASIS) - REQUIRED

The View from Australia 4

Australian Aboriginal Cultures 4

### ELECTIVE UNITS (Discipline emphasis)

(Select two units from any of the following: School of Christian Studies, School of Business, School of Education & Humanities, School of Liberal Arts, School of Ministries, and School of Social Sciences)

Christian Heritage College Unit #1 4

Christian Heritage College Unit #2 4

OR

### INTERNSHIP (Practicum)

(Select one practicum from the list of Social Science Ministry, or Business internships. Social Science must also enroll in a co-requisite unit to complete the internship.)

Internship 4

Internship Co-requisite unit (Social Science only)

or

Christian Heritage College unit (Ministries & Business only) 4

### TOTAL CREDITS

The program recommends to home institutions that students be granted the equivalent of 16 semester hours of credit. Students are required to enroll in at least 16 credits while attending the ASC. Due to the rigorous nature of the program, students are typically not permitted to enroll in more than 16 hours.

The Australia Studies Centre is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and Indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business, Ministries, Liberal Arts, Social Sciences, and Education and Humanities.

The program is comprised of two culture classes designed especially for ASC students. Students also select two discipline units from Christian Heritage College's list of classes OR an internship.

## CORE UNITS - CULTURE EMPHASIS

The View from Australia: Issues in Religion, Politics, Economics & Cultural Values [4 credits]

This unit will introduce students to the multiple historical and cultural narratives that influence contemporary Australian culture and identity. Through active service learning and examination of Australians' reactions to and handling of historical and current local, regional, and world issues, students will develop a basic understanding of Australian cultures and worldviews and be able to articulate and analyze connections between cultural beliefs, practices, and location. This unit will also help ASC students emphasize and critique their role as experiential and mobile learners in a world where consumerism, tourism, and global nomadism are commonplace. Through reflective processes, students will consider their own cultural beliefs and practices and begin to distinguish these from Biblical truth. This unit includes a 35-hour service placement as well as regional experiences. While specific travel is not guaranteed, past experiences have included Outback Australia and Sydney.

(Academic Application: General Studies, History, Political Science, Sociology, Religion/Theology, Cross-Cultural Studies)

Australian Aboriginal Cultures [4 credits]

A person who holds a Bible-based, Christ-centered worldview endeavors to be thorough in the application of that worldview to all of life. This unit will introduce some of the ways in which Aboriginal peoples view the world around them as well as provide insights into Aboriginal spirituality. The intersection of Aboriginal thought and the revelation of

God in Christ found in Scripture will be examined to bring greater understanding of Aboriginal worldviews. This unit will also examine some of the core elements of Aboriginal worldviews in order to develop meaningful dialogue that may lead to the transformation of the Australian national life story. As part of this unit, students will engage in two “in-country” experiences with Aboriginal communities.

(Academic Application: Anthropology, Sociology, History, Cross-Cultural Studies, Mission Studies)

## Elective Units – Discipline Emphasis

(Select two units from an of the following: School of Christian Studies, School of Business, School of Ministries, School of Social Sciences, School of Education & Humanities)

Sample Courses Include (all units are 4 credits):

### CHRISTIAN STUDIES UNITS

Christian Discipleship  
Contours of a Biblical Christian Worldview  
World Religions  
Christianity and Worldviews

### LIBERAL ARTS UNITS

Foundations of Faith, Learning and Vocation  
Grammar and Rhetoric  
Latin  
Geometry  
Music  
Logic  
Ancient Philosophy  
Medieval Philosophy  
Social and Political Ethics  
Science and Astronomy  
Narrating Western Civilization - Ancient Greece and Rome  
Narrating Western Civilization - Middle Ages and Renaissance  
Theology of the Trinity  
Embodying Trinitarian Love  
Enlightenment and Modern Philosophy  
Interpreting and Engaging Culture  
Narrating Western Civilization - Enlightenment and Modernity

### MINISTRY UNITS

Biblical Interpretation and Application  
Biblical Studies in the Old Testament  
Biblical Studies in the New Testament  
History of Christian Thought and Its Practice  
Spiritual Transformation  
Theology of Ministry  
A Biblical Understanding of the Church  
Christian Ethics  
Reflections in Theology  
Understanding Social Justice Within Mission  
Jesus - His Life and Ministry  
Paul - His Life and Theology  
Communication in Ministry  
Leadership for Life and Ministry  
The Holy Spirit in Ministry  
Engaging in Discipleship  
Contemporary Preaching  
Social Justice and the Local Church  
Building Community  
Evangelism and Ministry  
Effective Teams

Engaging in Pastoral Care  
Ministry and Organisational Management

### BUSINESS UNITS

Introduction to Business and Management  
Business Communication  
Accounting Principles  
Introduction to Marketing  
Economics  
Data Analysis  
Financial Management  
Financial Accounting  
Management Accounting  
Company Accounting  
International Business  
Human Behaviour in Organisations  
Leadership in Organisations  
Consumer Behaviour  
Marketing Communication  
Creativity in Entrepreneurship  
Christian Philosophy of Business  
Business Planning  
Tax Law and Practice  
Auditing  
Law of Corporations  
Change Management in Organisations  
Human Resource Management  
Strategic Management and Planning  
Event Management  
Strategic Marketing

### SOCIAL SCIENCE UNITS

Community Aid and Development  
Community Development Skills  
Urban Community Development  
Christian Community Practitioners: Frameworks of Practice  
Chaplaincy: Theoretical Perspectives  
Chaplaincy: Skills and Strategies  
Chaplaincy: Contexts and Issues  
Counselling Approaches  
Introduction to Mental Health  
Development Through the Lifespan  
The Human Narrative and Change  
Ethics in Counselling  
Compulsive Behaviours  
Mediation and Conflict Resolution  
Child and Adolescent Issues  
Family Relationship Issues  
Expressive Therapies  
Grief and Loss  
Trauma Counselling  
Sexuality, Spirituality and Counselling  
Disability and Aged Care: Theoretical Perspectives  
Disability and Aged Care: Skills and Practices  
Disability and Aged Care: Current and Emerging Issues  
Family Support and Child Protection: Theoretical Perspectives  
Family Support and Child Protection: Skills and Processes  
Family Support and Child Protection: Current and Emerging Issues  
Social Psychology  
Contemporary Technology and Human Behaviour  
Neuroscience and Human Behaviour  
Theoretical Approaches to Community Mental Health Care  
Skills and Practices for Community Mental Health Care  
Current and Emerging Issues in Community Mental Health Care  
Introduction to Applied Social Theories  
Introduction to Human Behaviour  
Foundational Interpersonal Skills

Introduction to Applied Social Science Contexts  
Research Methods  
Ethics, Policy and Professional Issues in the Social Sciences  
Relationships and Families in Sociological Perspective  
Foundations of Community Engagement  
Foundations of Community Engagement  
Transformational Theology for Applied Social Science Practices  
Management in Applied Social Sciences Contexts  
Reconciliation in Contemporary Contexts  
Reflective Practice  
Youth Work: Theoretical Perspectives  
Youth Work: Skills and Strategies  
Youth Work: Current and Emerging Issues

#### EDUCATION UNITS

Introduction to Cross-Curricular Literacies  
Introduction to Language, Literature and Literacy  
Introduction to Mathematics and Numeracy  
Introduction to Science and Technologies  
Introduction to History Civics and Citizenship  
Introduction to Geography, Economics and Business  
Content and Pedagogy: The Arts  
Curriculum and Pedagogy: English and Literacy  
Content and Pedagogy: Health and Physical Education  
Curriculum and Pedagogy: Mathematics and Numeracy  
Physical and Chemical Sciences for Primary Years  
Curriculum and Pedagogy: Mathematics and Numeracy  
Curriculum and Pedagogy: Humanities in Primary Contexts  
Educational Psychology: Learning and Development (P-6)  
Educational Psychology: Learning and Development (7-12)  
Introduction to Teaching and Learning (P-7)  
Introduction to Teaching and Learning (7-12)  
Educational Contexts and Philosophies (P-6)  
Educational Contexts and Philosophies (7-12)  
Curriculum, Assessment and Reporting (P-6)  
Curriculum, Assessment and Reporting (7-12)  
Learning Communities: Schools, Students and Families (P-6)  
Learning Communities: Schools, Students and Families (7-12)  
Studies in Inclusive Philosophy and Practice  
The Professional Teacher  
Worldview and Sociology for Teachers

#### HISTORY UNITS

A Map of Time: An Introduction to History  
The West: Culture and Ideas  
The Americas: Discovery and Conquest  
Renaissance and Reformation  
War and Peace: 1914 – Present  
Survey of Ancient Civilisations  
Holocaust: History and Memory  
Australia and the World: An International History  
Local and Public History  
Philosophies of History

#### LITERATURE UNITS

The Western Literary Tradition  
Great Books of the Western World I  
Great Books of the Western World II  
Creative Writing  
The Works of Shakespeare  
Australian Literature  
Modern Literature  
Children's and Adolescent Literature  
Women Writers  
Writing for Contemporary Contexts

#### DRAMA UNITS

The Elements of Drama  
The History of Drama  
A Theology of the Arts

#### INTERNSHIP [4 credits]

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The ASC offers internships in Business, Social Sciences and Ministries. For the internship, each student completes 100 hours of placement, receives a professional mentor and submits reports, presentations and assignments. While ASC and CHC staff will do their best to find internships, placements are not guaranteed.

**School of Business Internships** are available in the following fields and can be either a placement or a project:

- Accounting
- Management
- Marketing
- Business & Administration

**The School of Ministry** has two types of Internships available:

- Ministry Internship (100 hours of placement)
- Applied Ministry Practice (39 hours of placement plus weekly classes in leadership and communication)

**Social Sciences Internships** are available in the following fields:

- Chaplaincy
- Community Aid and Development
- Community Mental Health
- Youth Work
- Human Behaviour
- Disability and Aged Care

Students in Social Science Internships must also enroll in a co-requisite unit based on the internship.



# CONTEMPORARY MUSIC CENTER [CMC]

## RECOMMENDED CREDITS

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In addition to the core courses (7 credits), each student participates in three courses (9 credits) from a chosen track: Artist, Business or Technical.

## CORE COURSES

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Faith, Music and Culture	3
Inside the Music Industry	3
Practicum: "CMC Tour"	1

## ARTIST TRACK

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Essentials of Songwriting	3
Studio Recording	3
Performance	3

## BUSINESS TRACK

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Strategic Management	3
Music Business Survey	3
Advanced Media Marketing	3

## TECHNICAL TRACK

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Advanced Studio Recording	3
Audio Engineering	3
Concert Production	3

TOTAL CREDITS	16
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The program recommends that students be granted the equivalent of 16 semester hours of credit.

## CORE COURSES

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### Faith, Music and Culture [3 credits]

The purpose of this course is to help students develop a Christian approach to the creation, marketing and consumption of contemporary music. While engaging in studies of theory, history and criticism, students will explore the concept of culture and the nature of popular culture and examine popular art and music in contemporary aesthetic, social, cultural and industrial contexts. Additional topics include the study of the role of popular music in cultural communication, the development of a Christian critical method and an examination of different Christian approaches to popular art and culture.

(Academic Application: Religion/Theology, Music, General Studies)

### Inside the Music Industry [3 credits]

Through readings, lectures and seminars, the course will give up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and the gifts and skills required to succeed in each of the major areas, including work as a performer, songwriter, record producer and engineer, artist manager, booking agent, concert promoter, record retailer, entertainment attorney, A&R executive, marketing executive, sales executive and music journalist. Students will gain an understanding of the structure and methodologies of a typical U.S. record company, including A&R, marketing, radio promotion, public relations, sales and distribution, product development, art, manufacturing and business affairs.

(Academic Application: Business Administration, Music)

### Practicum: "CMC Tour" [1 credit]

The CMC Tour is the capstone experience of the semester. Students and faculty embark on a 6-day tour of college campuses and other venues, mounting a show each night with full production— lights, sound, staging and video. Every student is involved in the process either as a performer, part of the technical staff, or as a producer. The Business Track students are also required to keep the tour on budget by tracking costs and providing daily analysis of the budget.

## ARTIST TRACK

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### Essentials of Songwriting [3 credits]

Artists receive classroom instruction, participate in directed study with staff, and work in collaboration with other students to develop their use of form, melody, harmony, rhythm and lyric. Emphasis is placed on the song as the vehicle for the artist's creative exploration and public communication.

(Academic Application: Creative Writing, Music)

### Studio Recording [3 credits]

Artists, in both the classroom and lab, work with faculty, other students, and visiting experts to learn how to produce, record, mix and edit recordings in a professional digital recording studio.

(Academic Application: Music, Individual Studies, Recording Techniques, Electronic Music, MIDI)

### Performance [3 credits]

In consultation with staff and Executive Track students, artists develop a live concert presentation that best utilizes their gifts as musicians, entertainers and communicators. Both on-campus showcases and public performances are presented throughout the semester.

(Academic Application: Music, Individual Studies, Recital, Large and Small Ensemble, Major Practical Studies)

## BUSINESS TRACK

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### Music Business Survey [3 credits]

Through lecture, text, and visiting music industry experts, Business Track students will gain a broad understanding of key aspects of the music business including: booking, artist management, touring, road management, production, marketing and promotion, copyright and legal issues, publishing, and licensing. This course will outline economic, creative and spiritual elements critical to a career in contemporary music and guide students in assessing their own strengths, weaknesses and interests. The focus for this course is hands-on application through work with contracts, live show production, and career planning.

(Academic Application: Business Administration, Management, Marketing, Communications and/or Media)

### Strategic Management [3 credits]

Business Track students will assemble a successful artist roster and participate in the following activities on their artist's behalf: scheduling, creating a business plan, analyzing and forecasting trends in popular music, and advising and developing the artists with regard to their live show and recordings.

(Academic Application: Business Administration, Management, Marketing, Communications and/or Media)

### Advanced Media Marketing [3 credits]

Through classroom instruction and presentations by visiting industry experts, Business Track students will become familiar with traditional and progressive marketing strategies. Key areas including publicity, advertising, radio and video promotion, internet marketing, and tour support will be addressed. Students will develop a comprehensive marketing plan for each Artist and will also create and implement the marketing plan for the CMC Tour.

(Academic Application: Business Administration, Management, Marketing, Communications and/or Media)

## TECHNICAL TRACK

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### Audio Engineering [3 credits]

This course focuses on concepts and common practices in professional audio. Instruction and practical experience will focus on sound reinforcement for concerts as well as recording studio techniques, since both disciplines employ the same concepts. The information learned in this course will be put into practice in both the Concert Production and Studio Production courses.

(Academic Application: Sound Reinforcement, Chapel Sound, Audio Visual, elective)

### Advanced Studio Recording [3 credits]

This course focuses on professional audio recording and production. The concepts and practices learned in this course will be used by the students to engineer and mix three songs per student in the Artist Track. The goal is for students to leave the CMC prepared for an entry level position in any area of studio recording.

(Academic Application: Recording, Electronic Music, Keyboard Techniques, MIDI Sequencing, elective)

### Concert Production [3 credits]

This course focuses on sound reinforcement, stage lighting and design, stage management, and concert production management. The concepts and practices learned in this course will be used by the students to produce the weekly CMC Live show in support of the Artist Track student performances, as well as the week-long tour of CCCU college campuses. The goal is for students to leave the CMC prepared for an entry level position in any area of concert production.

(Academic Application: Theatrical lighting design, chapel/ concert lighting, Audio Visual, elective)



# LATIN AMERICAN STUDIES PROGRAM [LASP]

## RECOMMENDED CREDITS

Students choose one of three concentrations: Latin American Studies, Advanced Language and Literature, or Business for Sustainability.

Spanish Language	6
Perspectives in Latin America	3
Concentration course (and related community immersion field experience)	6
Regional Study Travel	1-3
<b>TOTAL CREDITS</b>	<b>16-18</b>

The program recommends that students be granted the equivalent of 16-18 semester hours of credit. Credit distributed is specific to each concentration.

## Perspectives on Latin American History and Contemporary Issues [3 credits]

This seminar introduces the social, historical, political, economic and theological currents that constitute Latin American society and culture. The course includes discussions with Latin American experts and field trips to various sites. This seminar introduces students to:

- The historical development of Latin America, including selected case studies;
- A variety of analytical perspectives from which the Latin American reality is explained and understood;
- The character, past and present, of U.S. policy in the region;
- The nature and influence of the economic reality in the region.

*This course may be taken for Spanish credit, for students whose reading level in Spanish is sufficiently advanced.*

(Academic Application: History, General Studies, Cross-Cultural Studies, Spanish)

## Regional Study Travel [1-3 credits]

The LASP cohort typically visits the country of Nicaragua during the semester as well as another region of Costa Rica. This travel practicum component is not a sight-seeing trip; it is an integral part of the learning process. Students will be required to attend conferences, complete selected readings, and maintain a journal of ideas and perceptions developed throughout the trips. Students also visit various Christian worship services to experience the breadth of faith present in Central America.

## CORE COURSES

Spanish Language study, Perspectives in Latin America, and the Regional Study Travel form LASP's experiential and academic core required for all students.

## Spanish Language Study [6 credits]

Students come to Costa Rica with varying degrees of fluency in Spanish, so LASP places them in the Spanish class that corresponds to each participant's level of oral proficiency as determined by a placement exam and interview during orientation. Students study grammar, conversation, phonetics and/or literature based on the results of their tests. Classes are taught by Latin Americans in order to allow participants to hear and learn the language in the way it is spoken in Latin America. This is reinforced during everyday interaction with Spanish-speaking host families

(Academic Application: Spanish Language)

## CONCENTRATIONS

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Each applicant selects one of the following concentrations: Latin American Studies; Advanced Language and Literature; or Business for Sustainability. Concentration courses take place during weeks 10-15 of the semester and consist of both the seminar and field work done during the community immersion.

### LATIN AMERICAN STUDIES CONCENTRATION

Prerequisite: equivalent of one year of college Spanish.

Responses to Third World Reality [3 credits]

Community Immersion/Field Experience [3 credits]

This concentration is interdisciplinary by design. Here, students are challenged in a seminar that includes diverse perspectives, broad readings, and hands-on experience in a community immersion setting. Course content is adapted to changes in Latin American society.

Participants will develop the ability to:

- Demonstrate a critical understanding of how Latin Americans have chosen to respond to their realities;
- Re-examine their worldviews by exploring the beliefs of those they meet during the Practicum Experience;
- Articulate faith-informed positions on the appropriateness of North Americans serving in Latin America, the relationship between humans and creation, and the use of violence in response to conflict;
- Demonstrate progress in reading, writing, speaking, and listening to Spanish.

Field experience/community immersions include living and learning with a family, typically in a rural area outside of San José.

*This course may be taken for Spanish credit.*

(Academic Application: History, Cross-Cultural Studies, Religion/ Theology/Missions, Sociology, Spanish)

### ADVANCED LANGUAGE AND LITERATURE CONCENTRATION

This concentration is designed for Spanish-language majors with a minimum Intermediate Mid Spanish proficiency using the ACTFL scale. It explores the social, cultural, political, economic and religious issues of Latin America in the target language. All course delivery and activities are in Spanish. When possible, students meet and interact with prominent literary figures in the region and attend local theatrical and film productions.

Language & Literature Seminar [3 credits]

This course focuses on 20<sup>th</sup> century Central American literature. Participants will:

- Become familiar with the diversity of voices in Central American literature;

- Identify the most significant characteristics of Central American literature
- Recognize the relationship between literature and society by identifying themes presented in the texts;
- Compare different treatment of recurring themes by the author's country of origin;
- Demonstrate progress in reading, writing, speaking, and listening to Spanish toward the ACTFL Advanced level.

Community Immersion/Field Experience [3 credits]

The Advanced Language Community Immersion focuses on cross-cultural interactions. During this period, students will:

- Learn about Central American cultures by living with a family, listening to, observing, and reflecting on their forms of communication.
- Examine one theoretical framework of cultural difference and use it as a tool for analysis.
- Write at length about topics of significance to Latin Americans, based on their experiences throughout the semester, with particular attention to themes discussed in the literature course.
- Demonstrate their ability to narrate in Spanish in the past and present tenses, and to take and support a position; to discuss both abstract and concrete topics in written form.
- Express in written Spanish their tentative vocational plans and Christian worldview as a result of their experiential and traditional learning this semester.

(Academic Application: Spanish Language, Linguistics, Literature)

### BUSINESS FOR SUSTAINABILITY CONCENTRATION

Prerequisite: course background should include macro/microeconomics and introductory-level management. Basic marketing and international relations or cross-cultural studies are also recommended. All Business Seminar work is in English; Community Immersion placement and activities will vary according to student's Spanish proficiency. Prior Spanish study is strongly encouraged.

Business Seminar [3 credits]

Community Immersion/Field Exp. [3 credits]

Business for sustainability students explore the field as afforded by Cosa Rica's unique geographic location and market niche. Students are exposed firsthand to the political, social, and economic realities of Latin America and must constantly answer the question: "What should the role of a Christian person be in the face of these realities?" Throughout this concentration, students will:

- Meet Latin American business and government leaders;
- Explore themes of sustainability, foreign investment, and international development.
- Visit a variety of local businesses of interest;
- Participate in a hands-on practicum/field experience project. Activities will vary according to the student's Spanish proficiency. (Academic Application: Business Administration)



# L.A. FILM STUDIES CENTER [LAFSC]

## RECOMMENDED CREDITS

Hollywood Production Workshop	4
Faith & Artistic Development in Film	3
Internship: Inside Hollywood	6

## ELECTIVE COURSES (CHOOSE ONE)

Narrative Storytelling	3
Professional Screenwriting	3
Professional Acting for the Camera	3
Independent Study	3
<b>TOTAL CREDITS</b>	<b>16</b>

The program recommends that students be granted the equivalent of 16 semester hours of credit.

## CORE COURSES

### Internship: Inside Hollywood [6 credits]

Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are non-paying positions primarily in office settings such as development companies, agencies, management companies, post-production facilities, etc. Students work 20 to 24 hours a week, concentrated in a three-day schedule. Orientation to the internship includes an overview of the creative and operational aspects of the Hollywood entertainment business, including the Christian's role in working therein.

The internships do not include positions on actual filmmaking locations. Instead, students work in offices as support personnel to producers, writers, directors, agents, post-production personnel, and others involved in the total process of producing and distributing a major motion picture. The LAFSC provides interns to many of the major companies within Hollywood, including 20th Century Fox, Focus Features, Jerry Bruckheimer Films, Lightstorm Entertainment, Silver Pictures, and more.

(Academic Application: Communication, Art, Business, English/Writing, Elective)

### Hollywood Production Workshop [4 credits]

The course involves two tracks: a professional track and an exploratory track. In the professional track, students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. The track offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. In the exploratory track, students will have the opportunity to explore various aspects of the film discipline. Students will work in groups on projects determined by the class. Topics may include documentary filmmaking, After Effects, music videos, church media production and other relevant areas of study.

Students in both tracks will participate in a competitive vetting process of projects. This course compliments the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the industry.

(Academic Application: Communication, Art, Business, English/Writing, Elective)

### Faith and Artistic Development in Film [3 credits]

Exploring the connection between the eye, the hand and the heart, this course focuses on the integration of faith and learning and on the development of skills necessary to analyze the culture of Hollywood. Four weeks of the class emphasize the eye: analyzing one's own identity, film's historical and spiritual impact, audience trends, the auteur movement, and vision in film. Four weeks of the course emphasize the hand: roles and aspects of production, the production process, relationships on set, and communication; and ten short films are created in teams during this section of the class. Four weeks of the course emphasize the heart: ethics, relationships and communication, passion, and art. All students participate in a team-taught lecture seminar led by the faculty of The Los Angeles Film Studies Center.

(Academic Application: Biblical Studies/Theology, Ethics, Sociology, Communication)

## ELECTIVE COURSES

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### Narrative Storytelling [3 credits]

This survey course on the art form of narrative storytelling places special emphasis on the visual aspect of the discipline. Instruction ranges from the history of story in culture and film to the mechanics of story creation. Students will have the opportunity to hone their story skills, participate in workshop-style labs, and create projects including short films.

(Academic Application: Communication, Art, Elective)

### Professional Screenwriting [3 credits]

This course in contemporary screenwriting includes an analysis of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Whether novice or advanced, students are expected to develop and improve their skills with emphasis given to the role of Christian faith and values as they relate to script content. The course is taught by a working, credited Christian screenwriter.

(Academic Application: Communication, English/Writing, Elective)

### Professional Acting for the Camera [3 credits]

This advanced workshop in the practice and process of acting for the camera is aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera-acting techniques and thorough discussion of the art of acting. The class primarily consists of acting scene work with all scenes being filmed and critiqued on the big screen. Students will also be required to pursue roles in student and independent films. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career.

(Academic Application: Communication, Theater, Cinema, Elective)

### Independent Study [3 credits]

This course may be set up by special request and arrangement. In order to be considered, students must submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project.

*Note: The Independent study option is not guaranteed and is intended for students with experience in a specific area of cinema or those needing to complete a senior project for graduation. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor, and approval from your school's film/communications department head.*



# MIDDLE EAST STUDIES PROGRAM [MESP]

## RECOMMENDED CREDITS

Arabic Language	4-6
Islamic Thought and Practice	4
Conflict & Change in the Middle East	4
Peoples & Cultures of the Middle East	4
<i>Intercultural Practicum/Internship*</i>	3-4
<b>TOTAL CREDITS</b>	<b>15-18</b>

The program recommends to home institutions that students be granted the equivalent of 15-18 semester hours of credit. Credits for each course will be adjusted accordingly.

\*Qualified students may enroll in a 3- to 4-credit intercultural practicum/internship. Practicums are designed and arranged in consultation with a student's home-campus advisors in order to meet major requirements.

## CORE COURSES

**Introduction to Arabic Language** [4 credits, can be taken for 6 by those whose schools require 6 language credits.]

This course, which partners with local language centers, aims to teach students basic skills in colloquial Arabic. Tutors emphasize the practical use of the language and encourage interaction with locals in everyday life, on the streets, in taxis, during home stays, and at service projects. Students will have class three to four days per week, learning everyday vocabulary and colloquial grammar; those seeking to earn further, more advanced Arabic may enroll in up to 3 additional credit hours.

(Academic Application: Language, Cross-Cultural Studies)

**Islamic Thought and Practice** [4 credits]

This course examines the many dimensions of Islamic faith—historical, legal, doctrinal, popular and behavioral— from ancient times to the present. Emphasis is on contemporary and “popular” Islam (the beliefs and practices of modern Muslims), including issues such as colonialism, gender equality, modernization, development and democracy. Students are encouraged to consider relevant similarities and differences between themselves and Muslim peoples around the world.

This course features a strong experiential component, as students are encouraged to learn about Islam by developing relationships with local Muslims. The course frequently employs resident scholars and experts, religious figures, and other locals in order to diversify students' encounters with the religion and its history.

(Academic Application: History, Religion)

**Conflict and Change in the Middle East** [4 credits]

This course examines the Israeli-Palestinian conflict, which many scholars now call ‘the 100 Years War.’ Beginning with the collapse of the Ottoman Empire, this course traces the origin of the conflict from the early encounters between Arabs and Jews in Palestine to the contemporary struggle to achieve a final status agreement between Israelis and Palestinians.

The course begins in Amman with readings, documentaries, lectures, and interactions with local Palestinians regarding their experiences and perspectives. The course then continues during a travel component to Israel/ Palestine, where students participate in homestays with both Jewish and Palestinian families and hear from a variety of speakers including academic experts and local professionals working towards a reconciliatory solution.

(Academic Application: Political Science, Peace and Conflict Resolution, History)

## Peoples and Cultures of the Middle East [4 credits]

This course examines the diverse mosaic of the Middle East peoples and cultures through the prism of various societies encountered along the students' travels. Jordan will provide the primary context for this course, but recent semesters have also included immersive experiences in Israel/Palestine, Morocco, and Turkey. This course seeks to introduce students to patterns of thought and behavior that characterize the region in general without losing sight of important national and religious differences. The Middle East is a multiethnic, multi-confessional region, and regional travel allows students to observe and study a great variety of social, religious and political groups. In addition, students learn about pressing issues related to gender, conflict, economic development and cultural identity that currently animate the many religious and political communities they visit. Due to regional change, please note that all travel is subject to change based upon safety considerations.

(Academic Application: Sociology, Anthropology)

## ADDITIONAL LEARNING RESOURCES

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### Homestays

As part of the cultural component of the program, students participate in weeklong homestays with local families. Each family has an English-speaking contact person of the same gender, allowing students to communicate more easily. The homestay is a positive and necessary part of appreciating the culture and people of the Middle East.

### Service Opportunities

Students participate in service projects every Tuesday for nine weeks. Opportunities include serving local non-profits, hospice centers, orphanages, organizations for the elderly or handicapped, and language schools, among other options. Staff will attempt to take into account students' particular skills and interests when matching them to service projects.

### Intercultural Practicums/Internships

MESP can coordinate for-credit Intercultural Practicums/ Internships, in communication with home-campus advisors, to meet major requirements for qualified students.

## Travel

MESP travels throughout Jordan, visiting such sites as Petra, Wadi Rum, the Jordan River, Jerash, Mount Nebo, and various other sites of historical, natural, or cultural significance. In communication with home campuses as well as embassies and advisors, MESP also may travel to Spain, Israel/Palestine, Lebanon, Tunisia, Morocco, or Turkey.

## Cultural Exchange Programs

Students will interact with local students and peers through various intercultural and interreligious organizations focused on encouraging conversations between Christians and Muslims in Jordan. MESP students will also be given opportunities to participate in cultural experiences including Jordanian cooking, dancing, music, weddings, Bedouin customs, and more.



# NORTHERN IRELAND SEMESTER [NIS]

## RECOMMENDED CREDITS

Peacemaking, Reconciliation, and Conflict Transformation in Northern Ireland	3
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## ELECTIVE COURSES (CHOOSE FOUR)

Irish Art and Culture	3
Irish Literature	3
Christian Faith and Practice	3
Ireland and Western Civilization	3
Intercultural Communication	3
Service Learning Option	1
<b>TOTAL CREDITS</b>	<b>15-16</b>

All students take Peacemaking, Reconciliation, and Conflict Transformation in Northern Ireland, four additional courses, and optional service learning project.

## CORE COURSES

### Peacemaking, Reconciliation, and Conflict Transformation in Northern Ireland [3 credits]

An introduction to the basic principles and strategies of conflict transformation through a 'place as text' study of the conflict in Ireland, Northern Ireland and the greater United Kingdom. Students visit sites of conflict as they explore the historical development of the conflict in Ireland known as "The Troubles." Students also discuss contested artifacts and interpretations as they personally interact with politicians, prisoners, victims and others involved in the conflict. Students are challenged to apply their understanding of the conflict in Ireland to peace and reconciliation efforts in other parts of the world, including their own communities.

(Academic Application: Christian Ministry, Sociology, Peace Studies)

## ELECTIVE COURSES

### Irish Art and Culture [3 credits]

A study of Irish art forms such as painting, sculpture, architecture, and film in the cultural context of Irish politics, economics, and religion. Provides a general introduction to the theory and practice of formal art and design principles. The course combines academic course work with visits to important cultural sites in Ireland and Northern Ireland as well as guest lecturers from contemporary artists.

(Academic Application: Core art requirements, Art, Art History, Film)

### Irish Literature [3 credits]

A reading-intensive overview of the literary history of Ireland through examination of selected works of poetry, prose, and drama in English by some of Ireland's most significant writers. Readings include works by William Butler Yeats, Oscar Wilde, James Joyce, C. S. Lewis, Seamus Heaney, Michael Longley, and others. Among eras to be considered are the Celtic Renaissance and "The Troubles" as literary subject and inspiration.

(Academic Application: Core literature requirement, English Literature)

### Christian Faith and Practice [3 credits]

This course combines the study of Christian theology with the application of theology to all areas of life. It focuses on essential doctrines of the Christian faith, including Scripture, the Trinity, salvation, and the Church. The unity of divine revelation and the contemporary applicability of the Scriptures are emphasized. Additionally, this class will challenge students to consider the transforming presence of Christ in every aspect of life. Habits and disciplines practiced by Christians within different historical traditions of the Church will be explored, with particular attention to the history and practice of Celtic Christianity. Through readings, reflections, and the practice spiritual disciplines, students will develop an informed theology and practice of the Christian life.

(Academic Application: Core religion requirement, Christian Ministry, Religious Studies, Theology)

### Ireland and Western Civilization [3 credits]

An exploration of the history of Ireland as a window into the general historical development of Western Europe. Far from being on the fringe of Western culture, Ireland has always been very much involved in the intellectual, spiritual, political, economic and artistic life of the West. Special emphasis will be given to the ways in which Ireland influenced the development of European culture, or was representative of the challenges it faced. Particular attention will be given to the Ireland's role in the formation of medieval Europe, the Protestant

Reformation and religious wars, colonialism, the Industrial Revolution, and Ireland's role in World War I and II. The course concludes with a study of modern Ireland as a significant arena for political conflict as well as global capitalism.

(Academic Application: Core history requirement, History)

### Intercultural Communications [3 credits]

A study of the process of interpersonal communication in one's own culture and the principles of effective communication within another cultural context. Attention is given to values, ethnocentricity, nonverbal communication, and cultural change.

(Academic Application: Core communication elective, Communications, Cross-cultural Studies)

### Service Learning Option [1 credit]

Students may participate in a weekly service learning activity involving a local ministry, school, or other non-profit organization based in Belfast. Documentation of student learning will take place in the form of reflection papers and group discussions.



# OXFORD SUMMER PROGRAMME [OSP]

## RECOMMENDED CREDITS

Seminar and Tutorial A	3
Seminar and Tutorial B	3
<b>TOTAL CREDITS</b>	<b>6</b>

The program recommends to the home institution that the student receive the equivalent of 6 semester hours of credit.

### The Christian Tradition in the British Isles

All students are required to participate in this course lecture programme. The Christian Tradition in the British Isles examines the development of Christianity in the Isles from the Celtic peoples of Britain under the Roman Empire to the Anglo-Saxons, the medieval church, the emergence of a variety of traditions in the reformation, and the contribution of Christianity to social reform in the nineteenth, twentieth and twenty-first centuries. Through studying the Christian tradition, central to British culture until the last few decades, participants also get a glimpse into the development of British culture as a whole. This course includes lectures as well as field trips to sites of major interest, and provides the historical context for work undertaken in the seminars.

### Seminars

All students participate in two different seminars. Students are evaluated by the seminar leaders on the basis of written work. Students submit two essays for each seminar. Seminars can be taken for undergraduate or graduate credit.

Previous seminar topics include:

C.S. Lewis and the Classics

Creative writing

Intellect and imagination: the rational religion and theological stories of C.S. Lewis

Jane Austen in context

Philosophy of religion during the Enlightenment

Prohibition and transgression: the eighteenth- and nineteenth-century gothic novel

Psychology and literature: from Margery Kemp to Sylvia Plath

Reformation England: the formation of a culture in sixteenth- and seventeenth-century England

Science and the Christian tradition

Refer to [www.bestsemester.com/ospseminars](http://www.bestsemester.com/ospseminars) for current offerings.

### Tutorials

As part of each seminar, students participate in two individual tutorials in which they explore—through detailed reading, the writing of an essay, and conversation—some themes within the seminar rubric. Tutorials are given on materials related to the students' seminar and focus on the tutorial essay.



# SCHOLARS' SEMESTER IN OXFORD [SSO]

## RECOMMENDED CREDITS

Primary Tutorial	6
Secondary Tutorial	3
Undergraduate Research Seminar	4
Selected Topics in British Culture	4
TOTAL CREDITS	17

## SECOND SEMESTER COURSES

Primary Tutorial	6
Secondary Tutorial	3
Thesis	4
EITHER	
Selected Topics in British Culture II	
OR Undergraduate Research Seminar	4
TOTAL CREDITS	17

The programme recommends to the home institution that the student receive the equivalent of 17 semester hours of credit.

SSO students enroll in a primary and secondary tutorial, an independent undergraduate research seminar, and a British core course featuring frequent travel around the British Isles.

Second-semester students have a free choice between either Selected Topics in British Culture II or an Undergraduate Research Seminar but are advised that many students have found it hard to complete the writing requirements for the thesis and seminar simultaneously.

## FIRST SEMESTER COURSES

The first semester introduces students to advanced scholarship, the tutorial (which is the most distinctive element of Oxford's teaching), and Oxford's 119 libraries featuring 11 million items and the portals to expansive electronic resources.

Tutorials are equivalent to upper-division courses for which students need adequate preparation. Students wanting to study British history, for example, need to have studied some history, though not necessarily British history. Similarly, students requesting tutorials in Latin may never have studied Latin specifically, but will need an aptitude for languages and experience of literary studies.

### Primary Tutorial [6 credits]

The tutorial is the heart of teaching at Oxford. Each week during the University term, the student prepares an essay in answer to an assigned question, and this forms the basis for an hour-long conversation between the tutor and the student. Tutorials are chosen from a range of topics within the disciplines of classics, economics, English language and literature, history, history of art, international relations, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, psychology, sociology, theology, and more. In addition, tutorial requests in biology, chemistry, physics, statistics, math, computer science, history/philosophy of science and related sub-fields are welcome. Tutorials not requiring lab work are available by special arrangement and upon request. Students attend University lectures in conjunction with their primary tutorial.

### Secondary Tutorial [3 credits]

Students have their secondary tutorial every second week during the University term, and they choose a different subject from that studied for the primary tutorial. In all other respects secondary tutorials have the same characteristics as primary.

### Undergraduate Research Seminar [4 credits]

Seminars are offered in Classics, English language and literature, History, History of Art, Philosophy, Psychology, Science and Religion, and Theology. Students normally attend a seminar in the same discipline as that of their primary tutorial. Seminar discussion classes and a term paper enable the student to integrate matter covered in tutorials and in University of Oxford lectures. Students reflect on key methodological issues within their discipline and the links between vocation and scholarship.

### Selected Topics in British Culture [4 credits]

This course examines selective themes from the British past and the traces they have left in present day Britain. Students explore how past events, people, and ideas are remembered, forgotten, and misremembered in literature, politics, philosophy, religion, art and architecture, and the material landscape, and investigate the meaning, use, and abuse of the past. Students attend lectures, field trips, and a tutorial but spend most of their time doing independent study to produce detailed, scholarly essays.

The wide variety of lectures, field trips, and case studies (writing assignments) allows students to receive credit for this course in a variety of ways to suit all students' needs. Students may elect to have a free choice of case studies, in which case credit will be offered as: Selected topics in British culture. Alternatively, students may choose cohesive case studies, for which credit may be allocated in one of seven disciplines:

- Selected topics in British culture: history of art
- Selected topics in British culture: classics
- Selected topics in British culture: English language and literature
- Selected topics in British culture: gender studies
- Selected topics in British culture: history
- Selected topics in British culture: history of science
- Selected topics in British culture: musicology
- Selected topics in British culture: the natural world
- Selected topics in British culture: psychology
- Selected topics in British culture: political science
- Selected topics in British culture: Scottish studies
- Selected topics in British culture: theology

### SECOND SEMESTER COURSES

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SSO staff welcomes students who want to spend a second semester in Oxford to build on the skills learned in their first term. The second semester (normally but not necessarily the spring semester following the first semester) keeps tutorials at the heart of the programme while also allowing students to deepen their understanding of British culture and to pursue independent research. Students are welcome to submit one application for two semesters, or to apply for their second semester while they are in Oxford for their first semester. (Please note that, in either case, a student visa is required for the two-term programme and is more difficult to obtain if applied for after arrival.)

#### Primary Tutorial [6 credits]

Students choose a primary tutorial from the same list of subjects as in their first term, but may not duplicate their choice except in language tutorials.

#### Secondary tutorial [3 credits]

Students choose a secondary tutorial from the same list as their first term, but may not duplicate their choice except in language tutorials.

### Thesis [4 credits]

Students develop their ability to write independently by writing a thesis, with specialist guidance, on a topic of their choice. This topic would normally fall within the same discipline as their seminar from the first term and must be covered by SSO's tutorial lists.

### Selected Topics in British Culture II [4 credits]

Students further develop the studies begun in their first term, attending lectures and field trips and undertaking written work to broaden and deepen their understanding of British culture.

### Undergraduate Research Seminar [4 credits]

Seminars are offered in the disciplines as in the first semester. Students normally attend a seminar in the same discipline as that of their primary tutorial. Seminar discussion classes and a term paper enable the student to integrate matter covered in tutorials and in University of Oxford lectures. Students reflect on key methodological issues within their discipline and the links between vocation and scholarship.

## TUTORIALS

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The Scholars' Semester in Oxford (SSO) offers a wide range of tutorials—the one-to-one mentorships which form the heart of learning at the University of Oxford. In addition to topics within the disciplines of classics, economics, English language and literature, history, history of art, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, politics, psychology, sociology, and theology, qualified students may request tutorials in international relations, life sciences, math, and natural sciences. The SSO website details the tutorials listed below: ([www.bestsemester.com/sso/academics/page/tutorials](http://www.bestsemester.com/sso/academics/page/tutorials)). More tutorial options will be released in subsequent semesters and will be posted on the website.

### Classics

#### Greek and Roman Literature

- Cicero
- Classical literature
- Comedy
- Conversion of Augustine
- Early Greek Hexameter Poetry
- Greek literature of the 5th Century BC
- Greek Tragedy
- Hellenistic Poetry
- Historiography (Greek and Roman Authors)
- Latin Didactic poetry
- Latin Literature of the 1st Century BC
- Lyric Poetry
- Medieval and Renaissance Latin Hexameter Poetry

Neronian Literature

Ovid

### **Greek and Roman History**

Alexander the Great and his Early Successors, 336–302 BC

Art under the Roman Empire, AD 14–337

Athenian Democracy in the Classical Age Cicero: Politics and Thought in the Late Republic Greek Art and

Archaeology, c.500–300 BC Politics, Society, and Culture from Nero to Hadrian Polybius, Rome and the

Mediterranean, 241–146 BC Religions in the Greek and Roman World, c.31 BC–AD 312 Republic in Crisis, 146–46

BC

Roman Archaeology: Cities and Settlement in the Roman Empire

Rome, Italy and Empire under Caesar, the Triumvirate, and Early Principate, from 46 BC to AD 54

Sexuality and Gender in Greece and Rome

The Early Greek World and Herodotus' Histories, 650–479 BC

The End of the Peloponnesian War to the Death of Philip II of Macedon, 403–336 BC

The Greeks and the Mediterranean World, c.950–500 BC The

Hellenistic World: societies and cultures, c.300–100 BC

Thucydides and the Greek World, 479–403

### **Greek and Roman Language**

Greek Grammar

Greek Reading

Latin Grammar

Latin Reading

## English

Beowulf and its Cultural Background

Chaucer, Langland, and Gower

Creative Writing (secondary tutorial only)

CS Lewis in Context

English Literature, 1100–1509

English Literature, 1509–1642

English Literature, 1642–1740

English Literature, 1740–1832

Linguistic Theory

Literature in English, 600–1100

Literature in English, 1100–1530

Modern Literature (1900 to the present day)

Old English Literature

Old Norse

Shakespeare

Special Authors (Please specify when applying)

Textual Criticism

The Archaeology of Anglo-Saxon England

The History, Use, and Theory of the English Language

Victorian Literature (1832–1900)

## History

### **Early Medieval History (until 1000)**

History of the British Isles I: c.370–1087

General History I (285–476) General

History II (476–750)

General History III (700–900)

Anglo-Saxon Archaeology of the Early Christian Period, 600–c.750

The Age of Bede c.660–c.740

The Carolingian Renaissance

The Near East in the Age of Justinian and Muhammad, 527–c.700

### **Medieval History (1000–1500)**

History of the British Isles II: 1042–1330

History of the British Isles III: 1330–1550

General History IV (900–1122)

General History V (1122–1273)

General History VI (1273–1409)

General History VII (1409–1525)

Conquest and Frontiers: England and the Celtic Peoples, 1150–1220

Crime and Punishment in England c.1280–c.1450

Culture and Society in Early Renaissance Italy, 1290–1348

Early Gothic France c.1100–c.1150

English Chivalry and the French War, c.1330 – c.1400

Flanders and Italy in the Quattrocento, 1420–80

Scholastic and Humanist Political Thought

The Crusades

The Wars of the Roses, 1450–1500

### **Early Modern European History (1500–1789)**

History of the British Isles IV: 1500–1700

History of the British Isles V: 1685–1830

General History VIII (1500–1618)

General History IX (1600–1715)

General History X (1715–1799)

Court Culture and Art in Early Modern Europe

Literature and Politics in Early Modern England

Making England Protestant, 1558–1642 Medicine,

Empire, and Improvement, 1720–1820 Nature and

Art in the Renaissance Representing the City of

London, 1558–1640 The Metropolitan Crucible,

London 1685–1815

The Military and Society in Britain and France, c.1650–1815

The Science of Society, 1650–1800 Witch-Craft and Witch-

Hunting in Early Modern Europe

Women, Gender and Print Culture in Reformation England, c.1530–1640

### **Modern European History (since 1789)**

History of the British Isles VI: 1815–1924

History of the British Isles VII: Since 1900

General History XI (1789–1871) General

History XII (1856–1914)

General History XIII (1914–1945)

General History XIV (1941–1973)

A Comparative History of the First World War, 1914–20

Britain at the Movies: Film and National Identity since 1914

British Economic History since 1870

Culture and Society in France from Voltaire to Balzac Culture,

Politics and Identity in Cold War Europe, 1945–68 Intellect

and Culture in Victorian Britain

Nationalism in Western Europe, 1799–1890 Nationalism,

Politics and Culture in Ireland, c.1870–1921 Political

Theory and Social Science, c.1780–1920 Radicalism in

Britain 1965–75

Revolution and Empire in France, 1789–1815

The Authority of Nature: Race, Heredity and Crime, 1800–1940

The First Industrial Revolution, 1700–1870

The Rise and Crises of European Socialisms: 1881–1921

The Soviet Union, 1924–41

Women, Gender and the Nation: Britain, 1789–1825

### **American History**

General History XV (Britain's North American Colonies from Settlement to Independence, 1600–1812)

General History XVI (From Colonies to Nation: the History of the United States, 1776–1877)

General History XVII (The History of the United States since 1863)

Conquest and colonization: Spain and America in the sixteenth century

The Age of Jefferson, 1774–1826

The American Empire, 1823–1904

### **Modern Imperial History**

General History XVIII (Imperial and Global History, 1750–1914)

Imperialism and Nationalism, 1830–1980

### **History of Political Thought**

Theories of the State: Aristotle, Hobbes, Rousseau, Marx

### **Historical Methods**

Approaches to History

Historiography: Tacitus to Weber

### **History of Art**

Anglo-Saxon Archaeology of the Early Christian Period, 600–c.750

Approaches to the History of Art

Art in China since 1911

Art under the Roman Empire

Byzantine Art: the Transition from Antiquity to the Middle Ages, 500–1100

Court Culture and Art, 1580–1700

Culture and Society in Early Renaissance Italy, 1290–1348

Egyptian Art and Architecture

European Cinema

Flanders and Italy in the Quattrocento, 1420–80 German

Expressionism in Literature and the Visual Arts Gothic Art through Medieval Eyes

Greek Art and Archaeology, c.500–300 BC

Intellect and Culture in Victorian Britain

Literature and the Visual Arts in France

Material Culture Studies

Modernism and After (20th-Century Art in Europe and North America)

Northern European Portraiture, 1400–1800 The Carolingian Renaissance

The Experience of Modernity: Visual Culture, 1880–1925

The formation of the Islamic world, 550–900

### **French**

Early French Texts Prescribed for Study as Examples of Literature

French Literature to 1530

French Literature, 1530–800

French Literature from 1715 to the Present

French Narrative Fiction

Introduction to French Film Studies

Introduction to French Literary Theory

Key Texts in French Thought

Late-Medieval Responses to Le Roman de la rose

Linguistic Studies I: The History of the French Language up to the Mid-Twentieth Century

Linguistic Studies II: Modern French

Modern Prescribed French Authors I

Modern Prescribed French Authors II

Short Texts in French

Translation from Modern French and Translation into Modern French: Advanced Level

Translation from pre-modern French: Advanced Level

Written French: Advanced Level

### **German**

Descriptive Analysis of German as Spoken and Written at the Present Day: Advanced Level

Early Modern German Culture, 1450–1730: Texts, Contexts and Issues

Early Modern Literary Texts

Early Texts Prescribed for Study as Examples of Literature

German Film Studies

Goethe

Key Texts in German Thought

Linguistic Studies I: the Development of the German Language, from 1170 to the Present

Linguistic Studies II: Old High German

Medieval German Culture to 1450: Texts, Contexts and Issues

Modern German Literature, from 1730 to the Present: Texts, Contexts and Issues

Modern Prescribed Authors

Translation from Modern German: Advanced Level

Translation from Pre-Modern German: Advanced Level

Translation into German and Essay in German: Advanced Level

### **Italian**

Dante's Commedia

Early Prescribed Italian Authors

Essay in Italian

Italian Translation and Prose

Linguistic Studies I: History of the Italian Language from the Earliest Times to the Twentieth Century

Linguistic Studies II: Modern Italian

Medieval Italian Literature, 1220–1430

Modern Italian Literature (from 1750 to the Present) and Cinema

Modern Prescribed Italian Authors

Renaissance Italian Literature, 1430–1635

Translation from Pre-Modern Italian

### **Portuguese**

Brazilian Cinema

Contemporary Brazilian Literature Latin-American

Fiction in Portuguese from 1940

Linguistic Studies I: The History and Structure of the Portuguese Language

Modern literature in Portugal and Brazil

Portuguese Drama in the Sixteenth Century

Portuguese Literature to 1540 Portuguese

Literature, 1500–1697 Portuguese Medieval

Prescribed Texts Portuguese Modern

Prescribed Authors Portuguese Renaissance

Prescribed Authors The Development of the

Auto

The Galician-Portuguese Cancioneiros

The Literature of Portuguese-Speaking Africa

The Portuguese Expansion in Asia

Translation from Portuguese (European and Brazilian)

Translation into Portuguese and Essay Twentieth-Century Fiction

Twentieth-century Portuguese and Brazilian Women Writers

Varieties of Portuguese

## Russian

Advanced Russian Language Paper I: Translation into Russian and Short Essay in Russian

Advanced Russian Language Paper II: Translation from Russian

Advanced Russian Language Paper III: Translation from Pre-modern Russian

Early Russian Texts Prescribed for Study as Examples of Literature

Modern Prescribed Authors I: Pushkin, Gogol, Mandel'shtam, Mayakovsky, Bulgakov

Modern Prescribed Authors II: Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn

Russian Drama of the Nineteenth and Twentieth Centuries Russian

Linguistic Studies I: The History of the Russian Language Russian

Linguistic Studies II

Russian Literature from 1953 to the Present Day

Russian Literature to 1660

Russian Literature, 1660–1830

Russian Literature, 1820–1953

Russian Women's Writing

## Musicology

Musical Analysis and Criticism

Musical Thought and Scholarship

Techniques of composition

Topics in Music History Before 1750

Topics in Music History After 1750

## Philosophy

Aesthetics

Aristotle, Nicomachean Ethics

Augustine, Early Christianity, and Late Antique Philosophy

Continental Philosophy from Descartes to Leibniz Ethics

Formal Logic

Frege, Russell, and Wittgenstein

History of Philosophy from Descartes to Kant

Intermediate Philosophy of Physics Introduction

to Logic

Knowledge and Reality

Medieval Philosophy: Aquinas

Medieval Philosophy: Duns Scotus and Ockham

Philosophical Theology

Philosophy of Mathematics

Philosophy of Mind

Philosophy of Religion

Philosophy of Science

Philosophy of Science and Philosophy of Psychology and Neuroscience

Philosophy of Science and Social Science

Plato, Republic

Post-Kantian Philosophy

The Later Philosophy of Wittgenstein

The Philosophy of Kant

The Philosophy of Logic and Language

Theory of Politics

## Psychology

Behavioural Neuroscience

Cognitive Neuroscience

Developmental Psychology

Developmental Questions in Science and Religion

Individual Differences

Language and Cognition

Perception

Memory, Attention, and Information Processing

Philosophy of Science and Philosophy of Psychology and Neuroscience

Psychological Approaches to Literature

Psychological Disorders

Psychology of Religion

Social Psychology

## Theology

Archaeology in relation to the Old Testament

Augustine: Life and Thought

Bhakti, Vernaculars (Hinduism II)

Biblical Hebrew

Brahmanism (Hinduism I)

Buddhism in History and Society

Christian Life and Thought in Europe and the English-Speaking World, 1789–1921

Christian Liturgy

Christian Moral Reasoning

Christian Spirituality

Early Buddhist Doctrine and Practice

Early Syriac Christianity

English Church and Mission, 597–754

Further Studies in History and Doctrine

God and Israel in the Old Testament

God, Christ, and Salvation

Hebrews to Revelation

History and Theology in Western Christianity, 1500–1619

History and Theology of the Church in the Byzantine Empire, 1000–1453

Islam I: The Classical Period of Islam

Islam II: Islam in the Modern World

Issues in Theology, 1789–1921

Judaism I: The Formation of Rabbinic Judaism

Judaism II: Judaism in History and Society

Luke–Acts

New Testament Greek

Pauline Literature

Philosophical Theology

Philosophy of Religion

Psychology of Religion

Religions and Mythology of the Ancient Near East

Science and Religion

Selected Topics (Old Testament)

The Beginnings of the Church and its Institutions to AD 170

The Bible: Its Use and Influence

The Development of Doctrine in the Early Church to 451

The Gospels and Jesus

The Hebrew of the Old Testament

The History and Theology of Western Christianity 1050–1350

The Nature of Religion

The Sociology of Religion

Varieties of Judaism 100 BC–AD 100



# UGANDA STUDIES PROGRAM [USP]

## RECOMMENDED CREDITS

### GENERAL STUDIES EMPHASIS

Faith & Action in the Ugandan Context	4
African Context Courses	3-12
UCU Elective Courses	3-12
<b>TOTAL CREDITS</b>	<b>13-16</b>

### GLOBAL HEALTH EMPHASIS

Faith & Action in the Ugandan Context	4
August or May Modular Course (recommended)	3
Cross Cultural Practicum/GH Seminar	4
Infectious Diseases and Global Health	3
African Context Course, Microbiology, UCU Elective, or Language	3-6
Infectious Disease and Global Health	3
<b>TOTAL CREDITS</b>	<b>17-20</b>

### SOCIAL WORK EMPHASIS

#### Junior Level

Faith & Action in the Ugandan Context	4
Social Work Practicum	6
Social Work Seminar for the Ugandan Context	2
African Context Courses	3
UCU Elective Course (optional)	0-3
<b>TOTAL CREDITS</b>	<b>15-18</b>

#### Senior Level

Faith & Action in the Ugandan Context	4
Social Work Practicum for Senior Level	10
Social Work Seminar for the Ugandan Context	2
<b>TOTAL CREDITS</b>	<b>16</b>

*Note: Participation in the Social Work Emphasis is open only to declared Social Work majors and requires communication between the USP Social Work Coordinator and the Social Work department at the student's home institution. Minor adjustments in credits and hours can be made in communication with USP.*

All Uganda Studies Program students take the Faith & Action course plus a combination of core courses on the African Context, Practicum courses, and Elective courses for a recommended total of 13-21 credit hours.

### GENERAL STUDIES EMPHASIS

The General Studies Emphasis allows students from any academic background or discipline to take courses and complete internships that meet their interests and requirements while studying in Uganda. All GSE students take USP's core course, Faith & Action in the Ugandan Context and participate in the 10-day trip to Rwanda learning about its unique history, culture and development from site visits and guest speakers. General Studies students apply to live either with a host family for the full semester, or on campus, in the dorms with fellow UCU and USP roommates. On-campus students also participate in two-week urban homestays while in Mukono, and all USP students spend one week during the semester on rural homestays, living and learning with a family in a rural Ugandan village.

GSE students can also elect to take the Cross-Cultural Practicum course which allows them to do a 40+ hour internship at a local organization in Uganda. An identified field supervisor at each site oversees the day-to-day activities and ensures that the specific, agreed-upon learning goals are being accomplished throughout the semester. Partner organizations include children's homes, schools, student ministries, child-sponsorship programs, community-based organizations, programs serving people with disabilities, and more.

GSE students take Faith & Action in the Ugandan Context, and beyond that take one or more African Context Courses, one or more UCU electives including Luganda or Kiswahili. GSE students can also take the Cross-Cultural Practicum if they wish to participate in a cross-cultural internship while in Uganda.

### SOCIAL WORK EMPHASIS

The Social Work Emphasis (SWE) is designed for social work majors who are interested in conducting their junior or senior level field placement in an immersive, cross-cultural context. SWE students live on campus at Uganda Christian University and take part in other valuable components of USP, including urban and rural homestays with Ugandan families, a 10-day trip to Rwanda, and the USP core course, [Faith & Action in the Ugandan Context](#). The social work field experience and accompanying seminar discussions shed light on the rewarding and challenging nature of international social work, while simultaneously helping students to translate and apply their professional growth to a Western context. Students are supervised by both the USP Social Work Coordinator (MSW) and a Ugandan social work professional at a local organization that works in partnership with USP. The Social Work Emphasis is guided by an advisory committee made up of CCCU partner school social work faculty and framed and guided by CSWE accreditation standards.

Junior-level SWE students take Faith & Action in the Ugandan Context, Social Work Practicum for Junior Level, Junior Social Work Seminar for the Ugandan Context, and at least one African Context course. If needed, they can complete up to 18 credits with an additional Elective course or African Context course.

Senior-level SWE students take Faith & Action in the Ugandan Context and Social Work Practicum for Senior Level for a total of 16 credits.

#### Social Work Seminar & Practicum for Junior Level [8 credits]

The Junior Level Field Experience provides students with opportunities to integrate social work theory and practice in a cross-cultural setting. Students will complete a minimum of 150 hours of practice at a partner organization. Each student will be onsite 2-3 days per week under the supervision of her/his field supervisor and the USP Social Work Coordinator (MSW). This course will include discussion of field practice in both seminar settings and one-on-one meetings with the field supervisor and the USP Social Work Coordinator.

#### Social Work Practicum for Senior Level [12 credits]

The Senior Level Field Experience provides the same learning opportunities as the Junior Level Field Experience (see above) but with greater intensity and corresponding supervision and debriefing. It requires more proficient social work skills and develops increased cultural competence. Students will complete a minimum of 400 hours of practice at a Ugandan partner organization. Each student will be under the supervision of his/her field supervisor and the USP Social Work Coordinator (MSW). This course will include discussion of field practice in both seminar settings and one-on-one meetings with the field supervisor and the USP Social Work Coordinator.

This course requires direct communication and coordination between the USP Social Work Coordinator and the student's social work department.

## GLOBAL HEALTH EMPHASIS

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The Global Health Emphasis (GHE) is for undergraduate students with majors or minors in any of the biomedical sciences (Biology, Chemistry, Exercise Science, Kinesiology, Nursing, Physics, Pre-Med, Psychology or Public Health). Compelling pre- or post-semester module courses, together with international field placements at local organizations in Uganda, provide students with unique opportunities to learn and explore critical issues in global health. Throughout the semester, the proper scope of undergraduate learning practice and ethical standards of cross-cultural learning are taught and practiced as students learn from their supervisors, clinicians, and patients in their respective contexts.

USP provides an immersive, cross-cultural experience in both academic and homestay contexts to depend student understanding, learning, and growth within a different culture. Within this framework, Global Health students will conduct an internship with one of USP's partner organizations, supervised on site by a Ugandan clinician or health educator, as well as by USUP's Global Health Emphasis Coordinator. Learning and observing Ugandan professionals in various health-related fields is a unique opportunity through which students will grow in their understanding as well as engage broader issues of international aid, development, public health, malnutrition, and more. Internship sites include: a mental health hospital, the regional orthopedic and plastic surgery referral center, a malnutrition referral center, a private Christian hospital, non-governmental clinics, and village community health education initiatives with the Ugandan Ministry of Health. Students will gain valuable insight into the growing field of global health while gaining cross-cultural awareness and skills to help them work effectively with diverse populations.

Global Health students are encouraged to participate in the August or May modular course. In addition, they take the following courses: Faith & Action in the Ugandan Context, Cross Cultural Practicum/Global Health Seminar, Infectious Diseases and at least one African Context Course.

### Global Health Modules (August or May)

Students participating in the GHE may complete the August module prior to the Fall semester or the May module immediately following the Spring semester. Both modules allow GHE students to complete accelerated coursework in Human Nutrition and Community Health (with options for other courses) and gain unique healthcare exposure and learning as a global health cohort. The August module is designed as an intensive, pre-semester course that lays the groundwork for the rest of the semester. The May module, immediately following the semester is designed as a capstone experience in which students synthesize their semester learning through coursework and field experience in a rural Ugandan Ministry of Health hospital.

#### August Module [2 or 3 credit options]

Prior to the start of the fall semester, GHE students may complete a 2-3 credit health-related course (see 'Potential August Modular Courses' below), while gaining an experiential orientation to the diversity of health care needs and practices in Uganda. The August module course is taught by a visiting Westmont College professor in a 3-week intensive format each morning. Afternoons are dedicated to site visits allowing students to meet program directors and clinicians at each of the GHE practicum sites prior to starting their Global Health Internships. Additional guest lectures from Ugandan doctors, nurses, herbalists, and academics are scheduled throughout the three weeks.

Potential August Modular Courses:  
Human Nutrition and Global Health  
Advanced Issues in Nutrition: Malnutrition and Community Health  
Statistics of Public Health  
Food Systems and Global Health  
Community Health and Special Populations  
Environmental Physiology  
HIV/AIDS and Infectious Disease

#### May Module [2 or 3 credit options]

Immediately following the spring semester, GHE students will participate in a three-week capstone module in Northern Uganda at the therapeutic feeding center and the malnutrition ward of a district hospital. They will gain exposure and have guided learning opportunities with nurses, doctors, and USP faculty. During this time, students will complete a course in Human Nutrition in Global Health (2 or 3 credits) and participate in rural health education. The May module is designed for the synthesis and reflection of four months of global health learning while on USP, with a unique capstone-type module.

#### GHE semester courses

##### Cross Cultural Practicum & Global Health Seminar [4-5 credits]

The Cross Cultural Practicum & Global Health Seminar provides the academic framework for mentorship and oversight of health related internships and global health community engagement in Uganda. Direct clinical or public health training is not part of this class; however, academic learning and mentorship in cross cultural competence for the public and global health setting is the central student learning outcome of this course. Through internship experiences, relevant readings, and seminar course discussions students will seek to understand and develop fundamental cross cultural competencies of: openness, flexibility, engagement, self-awareness, cultural humility, adaptability/resilience, and integration. Students will also gain deeper understanding of medical and public health practices throughout the semester.

Students are expected to complete a minimum of 150 hours at an approved USP global health practicum site, engage in their respective living context communities (Uganda Christian University for on-campus students and local neighborhoods for homestay students), and intentionally interact with guest speakers, site visits, and program travel in Uganda. In addition to oversight and assessment from practicum site supervisors, weekly written reflections and a final academic research paper and presentation are the primary course assessment tools. This course seeks to expose students to a wide variety of perspectives and practices in cross-cultural engagement in Uganda, as each student seeks to understand his/her own unique vocation in a global context.

##### Infectious Diseases and Epidemiology [3 credits]

This course will bring students of multiple pre-health and public health degree backgrounds to the essential understandings of infectious diseases and epidemiology in global health. This course will provide undergraduate scientific understanding for internships, practicum experiences, and field placements within a didactic and

discussion-based classroom experience. This course introduces the basic methods for infectious disease epidemiology and public health case studies of important disease syndromes effecting Uganda and East Africa. Methods include epidemiology definitions and nomenclature, basic disease pathology, symptom presentation, laboratory findings, and the physiologic treatment of morbidity and mortality in East Africa. This course focuses on epidemiology and public health learning at the individual, community and systems levels. This course includes case studies of: viral infections (Dengue fever, HIV/AIDS, WNV, Zika, etc), bacterial infections (Tuberculosis, Typhoid, and Diarrheal infections), and parasitic infections (Schistosomiasis, Trypanosomiasis, and Helminths).

##### Faith & Action [4 credits]

Faith & Action in the Ugandan Context combines a traditional classroom component (e.g. readings, discussion, small group processing, lecture) with a broad spectrum of experiential learning (e.g. living and studying with Ugandan students, home stays with Ugandan families, travel to various regions of Uganda & Rwanda, and exposure to both missionaries and Ugandans involved in various social services). The course begins in orientation and continues through the debrief retreat. Evaluation methods may include written assignments, verbal presentations, class participation, informal and formal debrief sessions, creative projects, journal entries, and one-on-one discussions.

Topics covered in Faith & Action reflect the students' experience in Uganda. By learning from cross-cultural experiences, students explore how exposure to traditional African beliefs challenges their own faiths. The course then looks at issues related to the way Christians respond to poverty and suffering. Throughout the semester, students are encouraged to integrate the academic material with their experience of life in Uganda. From this academic and experiential foundation, students examine their own North American Christianity with particular emphasis on personal conviction and response.

#### AFRICAN CONTEXT CORE COURSES

*Students choose at least one of the following:*

##### African Literature [3 credits]

This course examines the literature of sub-Saharan Africa. Students will become familiar with the distinctive features of literature from East, West, and Southern Africa as well as to the genres of oral literature, fiction (both short story and novel), poetry, and drama. This course will study works on their own merit in regard to theme and style but also for their insights into African society and into the concepts of negritude and black aesthetics.

(Academic Application: Literature, English)

##### Religions in Contemporary Uganda [3 credits]

Religion plays a very important role in the life of Africans, dominating their social, political and economic lives. This course examines the three religions that have had a strong

influence in Uganda—African Traditional Religion (ATR), Christianity, and Islam. Students will become familiar with these three major religions in Uganda with emphasis on ATR and Islam. The study of ATR will be phenomenological in its view, looking at the scheme of ideas that help students appreciate the nature of African religions. The course will study the religion of three tribes in Uganda: Baganda, Bagisu and Acholi. The study of Islam will emphasize a basic understanding and appreciation of the life of Prophet Muhammad, its formative influence on Islam as a religion, and its attendant cultural influence in Africa and Uganda in particular. In this course, students will also examine the influence of Christianity in Uganda. A very important aspect of these studies will be the historical interaction between the three religions—ATR, Islam, and Christianity. Finally, issues of interfaith dialogue and understanding will be examined.

(Academic Application: Religion, Theology, Missions, Cross-Cultural Studies)

### East African History from 1800 to Independence [3 credits]

This course examines the history of Uganda, Kenya, Tanzania and Rwanda from 1800 to independence. Students will become familiar with the pre-colonial era and with colonialism and its effects on East African culture and indigenous social institutions. The course will review East African reaction to colonial policies and survey cultural and social changes experienced in East Africa during the colonial period up to the time of decolonialization. The history of this period will be studied from the perspectives of the cultures it affected as well as the perspectives of objective history.

(Academic Application: General Studies, History)

### East African Politics since Independence [3 credits]

This course examines the politics of Uganda, Kenya, Tanzania and Rwanda, beginning with the struggle for independence and concluding with an analysis of current political events in each country. Students will become familiar with the historical context for understanding contemporary politics in East Africa and with the theoretical and conceptual tools for analyzing recent developments there. The course will also look at current political events in countries bordering Uganda (DR Congo, Sudan) with a particular interest in how Uganda is affected by these events. Therefore, this course will raise profound questions regarding political change, economic development, and the nature of the international state system in African states generally.

(Academic Application: General Studies, History)

## ELECTIVE COURSES

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Students have the opportunity to enroll in up to three of the elective courses listed below. Electives are courses offered through Uganda Christian University. Students may also take additional African Context courses to fulfill elective credits.

Note: Because UCU course scheduling is a decentralized process, USP cannot guarantee every possible combination of classes. Thus, we strongly recommend that students receive home campus approval for at least one additional class to allow for flexibility. Registration can only be finalized once students arrive in Uganda.

Health & Wholeness [3 credits]

Understanding Ethics from Christian Perspective [3 credits]

Understanding the New Testament [3 credits]

Understanding the Old Testament [3 credits]

Understanding Worldviews [3 credits]

Students may also elect to enroll in a USP elective practicum.

### Cross-Cultural Practicum [3 credits]

This practicum, through active service learning and integration into a Ugandan community, provides students with the opportunity to enrich their understanding of cultural differences and similarities and to further develop their cultural awareness and communication skills. Students are expected to complete a minimum of 40 hours at an approved practicum location, to engage in their respective living context communities (either local neighborhoods or the UCU campus), and to interact with guest speakers, visit sites, and travel in Uganda.

If a student desires to make their practicum experience a larger part of their time in Uganda, then hours may be increased at a practicum site. With each 40-hour increase, 1 additional credit will be granted.

(Academic Application: Religion, Theology, Missions, Intercultural Studies)

## LANGUAGE COURSES

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For either Luganda or Swahili, students may take level I and level II in sequence.

Kiswahili I [3 credits]

Kiswahili II [3 credits]

Luganda I [3 credits]

Luganda II [3 credits]



# BESTSEMESTER FACULTY

AS OF JANUARY 2018

## AMERICAN STUDIES PROGRAM

Peter J. Baker (Director): PhD & MA (Political Science), University of Notre Dame; BA (Political Science), Olivet Nazarene University

## AUSTRALIA STUDIES CENTRE

Kimberly Spragg (Director): MA (History), Ball State University; BA (History/International Studies), Taylor University

Lea Yettica-Paulson (Aboriginal Studies Adjunct Faculty): BA (Sociology), University of Melbourne

*ASC students also enroll in regular course offerings from Christian Heritage College (CHC) faculty. CHC Department Heads include:*

Dr. Rod St Hill (Dean, School of Business): PhD University of Canterbury, NZ; Bcom(Hons) University of Newcastle, NSW

Dr. Robert M. Herschell (Dean, School of Education and Humanities): PhD University of New England, NSW; MSocSc University of Queensland, QLD; BA University of Queensland, QLD

Dr. Johan Roux (Dean, School of Social Sciences): Dth Missiology; MDiv Practical Theology; BA Theology

Brian Mulheran (Dean of Ministries): MThAppTh University of Manchester, UK; BSc University of Queensland, QLD

Dr. Sam Hey (Lecturer & Course Coordinator, School of Ministries): PhD Griffith University, QLD; MA University of Queensland, QLD; BSc University of Tasmania, TAS

Colin Stoodley (Senior Lecturer & Course Coordinator, School of Christian Studies): MATheol Australian College of Theology, NSW; MAEd Australian Catholic University, QLD; B. Min Australian College of Theology, NSW

## CONTEMPORARY MUSIC CENTER

Warren Pettit (Director): MM (Studio Writing and Production), University of Miami (FL); BS (School of Music), University of Manitoba, Winnipeg; ARCT, (Associate of the Royal Conservatory of Toronto)

Natalie Ferwerda (Business Track Faculty) MA (Entertainment and Media Management), Columbia College Chicago; BA (Music), North Park University

Luke DeJaynes (Adjunct Faculty) BA (Commercial Music Performance), Greenville College

Rick Elias (Songwriting): Staff Writer and Producer for BMG, co-wrote songs for "My Big Fat Greek Wedding," "Dawson's Creek" and "That Thing You Do!"

Ryan Lampa (Technical Track Faculty): Tour Manager, Live Concert Show Producer, and Audio Engineer for various artists (tobyMac, Emy Lou Harris, Michael W. Smith, LeCrae, Matt Maher, etc).

## LATIN AMERICAN STUDIES PROGRAM

Javier Arguedas Ruano: MS (Political Science), University of Costa Rica; Professional Licensure in Law, Autonomous University of Central America

Britney Vilhauer: BA, Spanish, BS, Biology, Greenville University; M.A., Educational Policy, Organization, and Leadership Institute of Illinois.

## LOS ANGELES FILM STUDIES CENTER

John K. Bucher, Jr., co-director: MA & BA (Communication/Film & Media Studies), The University of Colorado

Jeremy Casper, co-director: MA (Communication/Directing & Cinematography), Regent University; BA (Communication/Film), Southwest Baptist University

Christine Krebsbach, co-director: MA (Film Producing), Regent University; BA (Communication/Broadcasting), Northwestern College

## MIDDLE EAST STUDIES PROGRAM

Doug Magnuson (Director): PhD & MA (Anthropology), Brown University; BA (Anthropology), Bethel University

*MESP students also receive instruction from local scholars.*

## NORTHERN IRELAND SEMESTER

John Lenschow (Director): M.T.S. & M.Div., Gordon Conwell Theological Seminary

Ian Dickson: Ph.D., Queen University Belfast; B.A., Open University Scotland

Ryan Hawk: M.Th., Queens University Belfast; M.Div., Lipscomb University; B.S., John Brown University

James McKeown: Ph.D., Queens University Belfast; B.D., Queens University Belfast

Philip Orr: Fellow, Royal Society of Arts, London; M.A., University of Ulster; B.A., University of East Anglia

Patrick Roche: M.A., University of Durham; B.A., Trinity College Dublin

*NIS students also receive instruction from local scholars.*

## OXFORD SUMMER PROGRAMME

*Each summer, University of Oxford faculty members are coordinated to teach the selected seminar courses Regular OSP faculty have included:*

Richard Lawes: DPhil, MSt & BA, University of Oxford

Meriel Patrick: DPhil, MPhil & MA, University of Oxford

Emma Plaskitt: DPhil & MPhil, University of Oxford; BA, McGill University

John Roche: DPhil, MA & MSc, University of Oxford

## SCHOLARS' SEMESTER IN OXFORD

Stanley P. Rosenberg (Executive Director): PhD & MA (Early Christian Studies), Catholic University of America; BA (History), Colorado State University

Elizabeth Baigent (Academic Director): PGDipLATHE, DPhil, and MA University of Oxford

Miguel Farias: BSc, Lisbon; MA, Wales; DPhil, University of Oxford

Jonathan Kirkpatrick: DPhil & MSt & BA, University of Oxford

Matthew Kirkpatrick: DPhil, MSt & MA, University of Oxford

Richard Lawes: DPhil, MSt & BA, University of Oxford

Meriel Patrick: DPhil, MPhil & MA, University of Oxford

Emma Plaskitt: DPhil & MPhil, University of Oxford; BA, McGill University

John Roche: MSc, MA & DPhil; University of Oxford

*Additional University of Oxford faculty members are coordinated for each SSO student's one-on-one primary and secondary tutorial courses.*

## UGANDA STUDIES PROGRAM

Rachel Robinson (Director): MA (Community Art), Maryland Institute College of Art; BA, Gordon College

Lisa Topka (Social Work Coordinator & Faculty): MSW, Washington University; BA (Social Work), William Jewell College

Micah Hughes (Global Health Coordinator & Faculty): MS (Biotechnology), Rush University Medical Center; BA (Biology and Anthropology), Wheaton College

*USP students also enroll in regular course offerings from Uganda Christian University (UCU). All selected courses are taught by UCU faculty, including: Dr. Mesharch Katusiimeh; Dr. Patrick Mukakanya; Mr. John Okoboi and Rev. Dr. Sam Opol.*

*In addition to regular program faculty, each BestSemester program engages local scholars and area experts as integrated components of the program's academic curriculum*

