



EXPERIENCE LIFE: EDUCATION AT WORK

SAMPLE OF THE FIRST PRE-ARRIVAL LETTER

Dear TPC Student:

This is an example of the first pre-arrival letter that is sent to students (via email and US Mail) who have been accepted into TPC's Fall or Spring semester program. Although the actual content may vary slightly, this should give you a very clear idea of the kind of information we try to provide to help students prepare for a terrific semester in Philadelphia.

* * *

We're certainly looking forward to working with you at TPC!

We strongly encourage you to share this information with your family. We hope these letters will answer many of the questions you and your family may have, but you should always feel welcome to contact us. By now, you have already received your acceptance packet, which included a copy of the Field Placement Information survey. We ask that you complete and return the survey and a draft of your resume no later than December 1 or July 1.

The semester officially begins at 4:00 PM on Sunday, August or January XX and ends on December or May XX, at noon. (For specific semester dates, please refer to our online calendar: http://www.tpc.edu/apply/semester_calendar/.)

Orientation will give you a chance to meet your fellow students and all of us here at TPC. We will distribute Resource Books, preview your semester in Philly, and break into small groups to discuss city smarts, social contracts, and housing. Dinner will be provided.

I've also included descriptions of the City Seminar and Elective courses that are typically offered. If you *must* pre-register for a course – that is, if you need a specific City Seminar or Elective in order to graduate – your faculty advisor or registrar must email me before you arrive in Philadelphia.

Our next letter will include travel directions and an overview of Orientation.

Warm best,
Char Vandermeer
Communications and Placement Director
vandermeer@tpc.edu
215.735.7300 x14

FAST FACTS & ACTION ITEMS!

\$520 Temporary Lodging, Book, & Activity Fee **Due December 1/July 1**

(Cost Breakdown: \$220 is applied to Temporary lodging – actual fee may vary slightly)

TEMPORARY LODGING DURING ORIENTATION WEEK

We will make reservations for you at the Holiday Inn Express—Midtown
(1305 Walnut Street – 215-735-9300)

- You will check in on Sunday at 3:00 PM and check out on Saturday.
- We have made arrangements for a discounted rate based on a room charge of approximately \$32 a night, per person, plus a 14% room occupancy tax. Breakfast is included. (Actual costs may vary.)
- We cannot reserve your spot at the hotel until we receive your payment.
- To keep your costs down and to provide opportunities to meet new people, you will share a room containing two double beds with three other people.
- If you cannot arrive by 4:00 PM, contact us and let us know the status of your arrival.
- Because space is limited, we recommend you bring only enough luggage to see you through the first week. You may send additional items to TPC (address below) c/o yourself.
- Pets are not allowed in the hotel nor will they be allowed in your apartments.
- If you have questions about temporary lodging, email Ilene Baker (baker@tpc.edu), Director of Student Affairs.

BOOK & ACTIVITY FEE INCLUDES:

(Cost Breakdown: \$200 is applied to Books & \$100 is applied to the Activity Fee. Actual costs may vary.)

- All books and related course materials
- Computer Center access
- Computer and Copy Center supplies
- Access to office equipment (fax, photocopier, printers)
- Program-sponsored activities (such as TPC Thursdays)
- Several meals throughout the course of the semester

ACTION ITEMS – DUE December 1/July 1

- Send a check payable to The Philadelphia Center for your Temporary Lodging, Book, & Activity Fee (\$520) -- 121 S. Broad Street, 7th Floor | Philadelphia, PA 19107

SEMESTER AT A GLANCE

Sunday, Aug/Jan	3:00 PM – Check in to Holiday Inn Express—Midtown 4:00 PM – Orientation begins at The Philadelphia Center
Weeks 1 and 2	Orientation, Housing Process, Course Registration, Intake Interview and the beginning of the Placement Process IDS 352 & 360 - City Seminar and Elective courses begin
Weeks 3-5	The Placement Process continues.
Weeks 3 - 15	IDS 351 – Field Placement – Four days (32 hours) per week IDS 352 – City Seminar – one day per week IDS 360 – Elective Course – one evening per week Colloquia, Special Events, Guest Speakers – every Thursday
Week 16 Wed/Fri	Complete Field Placement, Close-Out Interview, Final Assembly 10:00 AM Final Assembly 12:00 PM Semester Ends

MONEY MATTERS

Financial Aid – If you receive financial aid, schedule a meeting with your financial aid advisor to make sure there are no surprises once you arrive in Philadelphia. If you are relying on your financial aid to cover initial living expenses, please check with your financial aid office prior to your arrival in Philadelphia to see what special arrangements need to be made. *You should try to make arrangements to have your scholarship, grant, and loan money issued prior to your arrival.*

Living Expenses – Most students report that they spend about the same (or less!) for rent, utilities, groceries, and miscellaneous expenses as they do on campus for room and board. Because you will sign a short-term lease, some real estate agencies may ask for all of the rent in advance, just like a dormitory on campus. We encourage you to use the Budget Survey as a guide and to create a budget for your semester. Budgets will vary widely from student to student.

Breakfast is included in your hotel fee and we will provide several meals during Orientation; however, you will not have access to a kitchen during the first week, so dining expenses may add up. Examples of one-time refundable start-up costs include your share of the security deposit (typically one month's rent), as well as furniture rental and utility deposits. Provided you take care of your apartment, these deposits will be refunded approximately one month after your departure. You'll also purchase a variety of kitchen staples, apartment odds and ends, and you'll certainly want to do some sightseeing and socializing. *We suggest you have access to at least \$2000 for start-up money during the first week of the program. This amount is factored into your total estimated expenses for the semester.*

Banking – Some students choose to open an account at the nearby Wachovia (www.wachovia.com) or TD Bank (www.tdbank.com). We encourage you to explore your options in Philadelphia before making a decision.

BUDGET SURVEY

Based on Fall 2008 and Spring 2009 Student Surveys

Estimated Monthly Costs	Average	Range
Rent	\$450	\$350-700
Utilities (electric, gas, cable, water, internet)	100	0-150
Furniture Rental/Purchase	70	0-125
Transportation (buses, subways, taxis)	70	0-125
Groceries	150	80-200
Dining Out	160	50-300
Entertainment & Recreational Travel	200	50-300
Miscellaneous (supplies, work clothing, dry cleaning)	100	25-200
Total Average Monthly Expenses:	\$1300	
Average Expenses x 4 Months:	\$5200	

The \$520 Temporary Lodging, Book & Activity Fee (due December 1, 2009) is not included in this total. The cost of transportation to and from Philadelphia is not included.

Please factor in any unique personal expenses you may incur – such as cellular phones and medications.

THINGS TO KNOW

Portfolio – If you are considering a creative internship where you will be making use of artistic or writing skills, you should bring samples of your work. Contact Char (vandermeer@tpc.edu) for more information.

Physical Examination and Clearances – If you're thinking about working with children, adolescents, elderly, mental health populations or in a hospital (or are completing your social work requirements) you may be required to produce evidence of a recent physical examination, vaccinations, and TB tests. By "recent" the Commonwealth means an approved, documented physical exam occurring within three months of the start of the program. We ask that you complete your physical prior to your arrival in Philadelphia. Contact Char for a TPC physical form.

You may also be required to complete child abuse clearances and FBI criminal record screening. With the exception of student teachers, this process will be completed in Philadelphia.

Computers – We have a computer center equipped with PCs. During the semester The Center is open Monday-Thursday 8:30 AM - 9:00 PM, Friday 9:00-5:00 PM and on Sundays from 3:00-8:00 PM. We have WiFi and encourage you to bring a laptop if you have one.

Clothing – You'll find that Philadelphia weather changes quickly, so pack your summer/fall and winter/spring clothing, an umbrella, and comfy walking shoes. You'll also want to pack a professional outfit for meetings with landlords and potential early interviews. Packages can be shipped to TPC.

Household Goods – While you may certainly ship basic kitchen utensils and other household necessities, we encourage you to wait until you've signed your lease and have figured out what your roommates are

contributing. You may find that a shopping spree adventure at a few of our discount stores will be the cheapest and most enjoyable option for furnishing your new home.

Automobiles and Bicycles – We do not recommend that you to bring a car to Philadelphia! Parking can be difficult and expensive to obtain – you’ll also find that it complicates your housing search considerably. Philly is a walking city and you’ll soon learn to use SEPTA, our public transportation system. We know you’ll want to explore the East Coast, and fortunately inexpensive bus and train routes connect Philly to all major cities. If you have a bicycle, it may be wise to wait until after orientation before shipping it to Philadelphia. You may also find an inexpensive used bicycle at any number of shops or online.

Health Issues – If you have questions about any personal medical conditions or issues while in Philadelphia, please contact Ilene Baker, Director of Student Affairs (baker@tpc.edu). TPC does not offer health insurance and we encourage you to familiarize yourself with your medical coverage before using it in Philadelphia.

OPTIONAL ACTION ITEMS:

- Put together your creative portfolio
- Schedule a physical examination, if necessary, and contact Char for a TPC physical form
- Send packages (clothing, household items, etc...) to TPC, c/o yourself
- Familiarize yourself with your medical coverage

IDS 351 – FIELD PLACEMENT (internship), CITY LIVING & EXPERIENTIAL LEARNING

IDS (Interdisciplinary Studies) 351 is comprised of three areas: the field placement, city living, and experiential learning. With the guidance of your faculty advisor, you will determine what it is you want to learn in Philly. On a personal level, this means that *you* will decide for yourself what knowledge, understanding, and skills you want to develop while in Philadelphia.

You will be awarded academic credit only for college-level learning. This learning will demonstrate a conceptual as well as practical grasp of the knowledge and/or skills acquired in the three learning contexts of city living, the field placement, and city seminar and also will be applicable in other learning contexts.

You will be expected to achieve the following TPC programmatic standards:

- An understanding of experiential learning and the ability to apply academic subject matter to the field placement and city living experiences.
- Development and acquisition of work-based, city, and personal knowledge, skills, and values.
- Knowledge of what your field placement organization does in relation to its mission, how it achieves its goals, and how it functions in its economic, social and/or political context.
- A critical examination of one’s prior experience, knowledge, attitudes, and values in relation to people who come from backgrounds and experiences that may differ from your own.

Requirements of IDS 351:

- Participate in 32 hours per week of field placement during the semester
- Participate in program-wide activities and colloquia as required

- Select a field placement. Steps include researching placement files, interviewing at least three placement opportunities, consulting with faculty advisor, drafting cover letters, and thank you notes, and calling interviewers
- Attend meetings throughout the semester with faculty advisor, particularly the intake interview, mid-semester conference, and close-out meeting. Participate in two three-way meetings (supervisor, student, faculty advisor)
- Complete drafts of Learning Plan (usually two), redefining, and working on specific objectives of Learning Plan (minimum of six objectives)
- Find and manage housing; navigate the city, and use the city as a learning resource
- Complete drafts of resume (usually two), reference list, network list, and cover letter
- Collect assessments of Learning Plan objectives (supervisor and other evaluators)
- Complete Portfolio: samples of evidence and critical reflective narratives
- Complete Placement Description and Assessment Form

The Learning Plan and the Portfolio are two major tools you will use to help identify, organize, define, and document your learning during the course of the semester. They are also two of the tools the faculty use to assess your learning in relation to academic credit for IDS 351. You will develop the Learning Plan in an evolving and collaborative process. This process will be carefully and completely explained by your faculty advisor and is covered extensively in the Resource Book that you will receive during Orientation.

PLACEMENT PROCESS

The Placement Process (the method by which we help you find the right internship) has evolved over 43 years of experience. It relies on a balance of fairness, efficiency, and options. Fairness – everyone has equal access to all of our placement opportunities. Efficiency – you will narrow your selections by researching the placement files and conferring with faculty. Options – you will interview with at least three placements before deciding which internship is perfect for you. We believe that:

- Your internship must fit your needs and your input is critical to this dynamic process.
- Building personal relationships is the key to a successful internship and a successful semester.
- Researching internship opportunities fitting your personal goals and interviewing with at least three businesses or organizations gives you exposure to vital job searching skills.

Where will you work?

The Placement Process begins with the careful completion of your Field Placement Information Survey (due December 1/July 1). This information allows our Placement Director to begin contacting potential placement supervisors and arranging interviews prior to your arrival in Philly.

Once you arrive you'll have an intake interview with your faculty advisor. At that time you will discuss your objectives for the semester. You and your faculty advisor will work very closely during the Placement Process and throughout the semester. You will not be placed arbitrarily, but will be advised of the avenues open to you. By researching our extensive placement database and availing yourself of our network of contacts, you will be able to choose the internship that best suits you. Some of you will arrive in Philadelphia with very clear notions of what you want from your internship while others will have widely varied interests.

We hope you'll arrive with an open mind and a willingness to try a variety of options. We recommend that you spend some time thinking about what skills and knowledge you would like to acquire while you're in Philly. Being able to articulate the kinds of learning you want to accomplish will certainly make the Placement Process easier and more satisfying.

With the support of your faculty advisor, you will research internships and will interview with at least three placements that fit your learning needs. You will interview to discover what your role would be within the organization, what learning opportunities are available, to determine fit, and to learn more about who your potential supervisor would be. The Placement Process is an exciting time and is one of the many things that will make your TPC experience one-of-a-kind. Your presence during the Placement Process is critical and we ask that you not make plans that will take you away from Philadelphia during the first four weeks of the program.

You will develop a Learning Plan that identifies your objectives for the semester and indicates how you can achieve them in your placement, your seminars, and your city living experiences. The Learning Plan serves several purposes: it provides a framework for IDS 351; it provides a reference against which progress can be measured; it serves as a reminder to both student and field supervisor of the activities planned and learning intended; and it provides a basis for assessment, your portfolio, and validation of your learning experiences.

ACTION ITEM – DUE December 1/July 1

- ❑ Send your Field Placement Information and resume draft to Char (vandermeer@tpc.edu)

PRE-PLACEMENT CONSIDERATIONS:

SPORTS MANAGEMENT PRE-PLACEMENT OPTION

If you are certain that you're interested in working with one of the professional sports teams while studying with us in Philadelphia, you may want to consider our pre-placement option. If you choose this option, you will have a telephone intake interview with Char four to six weeks prior to your arrival in Philadelphia. Once your interests have been clearly defined, telephone interviews will be arranged for you. You will interview for and accept your internship before arriving in Philadelphia. You will **not** have the opportunity to participate in our traditional Placement Process.

Although placement availability varies widely semester to semester, you may have the opportunity to interview with several different teams including:

Comcast-Spectacor offers a variety of internships and manages the following teams and facilities:
Wachovia Center Complex, Flyers (NHL), 76ers (NBA), Phantoms (AHL)

Camden Riversharks (Atlantic League Professional Baseball)

- Marketing and General Management or Ticketing and Ad Sales

Philadelphia Phillies

- Finance Intern or Sales Management Intern

ADVERTISING AGENCIES AND PUBLISHING COMPANIES

If you are interested in working in a major advertising or public relations firm, placement supervisors will expect you to be able to articulate a familiarity with communication strategies, theories, and techniques. Most agencies look for students majoring in communication or marketing. You must have demonstrable skills in the areas of marketing, writing, and public relations. Be prepared to bring samples of press releases or content copy with you to Philadelphia as most agencies are looking for candidates with some prior experience. However, if you are interested in exploring PR or marketing outside of an agency setting, rest assured, there are many dozens of placements to explore throughout the Placement Process.

There are several wonderful publishing companies in the city; however, internships in the publishing industry are filled quickly and may require pre-placement. Please contact Char for more information.

OPTIONAL ACTION ITEMS – DUE December 1/July 1

- ❑ If you are interested in a sports management internship and would like to discuss whether or not pre-placement is right for you, contact Char | vandermeer@tpc.edu | 215.7355.7300
- ❑ If you have questions about advertising, public relations, and publishing internships, contact Char.

THE HOUSING PROCESS

Where will you live? It's up to you! You may live in the heart of Philadelphia's Center City District, in Old City, or in any one of our many wonderful neighborhoods. Our experiential Housing Process helps you develop self-reliance and confidence by learning skills required to live independently and learning to thrive in a wonderful new environment.

Don't worry, we'll take you on a walking tour of the city and will explore many of Philadelphia's neighborhoods. You will then be guided and supported through your housing search with the help of our housing coordinator, staff, and faculty.

With careful support and facilitation, the Housing Process encourages you to consider all the options available to you. We provide you with a comprehensive list of housing leads, surveys from previous students, and listings of apartments currently available throughout the city. Most students live in houses or apartments managed by property owners and realtors with whom we have established relationships. Philadelphia is a city of neighborhoods and we'll help you find one that works for you. With our years of experience, we guarantee you'll find a home in Philly.

We encourage you to arrive in Philadelphia with an idea of your monthly budget (please refer to the Budget Survey), access to funds to cover start-up costs, an open mind, and a willingness to explore your new city! Please remember, the Budget Survey's average rent figure is based on two students per bedroom. In other words, a typical housing arrangement may be a two-bedroom apartment with four students sharing the housing costs.

In your search for housing, as in all aspects of our program, we are your home base: we're here to support and guide you in your decisions so you can get the most out of your semester with us. If you have any questions about housing or anything related to student affairs, please contact Ilene Baker (baker@tpc.edu).

ABOUT THE PHILADELPHIA CENTER

The Philadelphia Center is an intentionally small, off-campus, experiential education program that complements the undergraduate liberal arts curriculum. When you come this fall, you will be one of approximately 60 students from one of the 13 GLCA colleges or one of the 12 or more non-GLCA colleges that regularly participate in our program.

The Philadelphia Center is located in the very heart of Center City. Our seventh floor offices feature a computer center, seminar rooms, faculty and staff offices, and a common area. You'll find it easy to access public transportation to and from TPC. We are conveniently located near most of the major cultural and historical institutions. You'll become familiar with the city and become comfortable moving about in it. Fortunately, because of William Penn's good planning, Philadelphia is very manageable and is easy to get to know. For more information on Philadelphia, visit gophila.com, uwishunu.com, or aroundphilly.com.

Since 1967 we have helped more than 6000 students from almost 90 colleges discover their personal and professional direction in life. We're glad you're joining us.

COURSE REGISTRATION AND PRE-REGISTRATION

Registration for the City Seminar is conducted on Wednesday of the first week of Orientation. You are given an opportunity to select your City Seminar and Elective courses by means of our lottery system. This system allows you the opportunity to meet your prospective TPC faculty and determine which courses best suit your current interests and needs. The lottery helps ensure that all students have equal access to our courses.

If you have a requirement that can only be fulfilled by a specific Philadelphia Center course, you may pre-register. If you must take one of our courses to meet a campus requirement, your registrar or faculty advisor *must* inform me via mail or e-mail (vandermeer@tpc.edu) **before** you arrive in Philadelphia. Actual course offerings and descriptions may vary slightly.

IDS 352 - City Seminar: a four-credit course required of all students enrolled in The Philadelphia Center program that meets one day a week. A student's faculty advisor is determined by the City Seminar registration. Most of our courses take an interdisciplinary approach to topics or issues, thus examining subjects from many perspectives and utilizing the city as a classroom.

IDS 360 - The Elective Course: a four-credit course offered to Philadelphia Center students that meets one evening a week. It provides an opportunity to further diversify your course of study. Members of our Adjunct Faculty are working professionals who bring their experience into the classroom. Registration for the Elective is conducted through the same lottery process as the City Seminar. As with the City Seminar, we need to hear from your faculty advisor or registrar if you are counting on using an Elective course to fulfill a graduation requirement. Because a few Electives have enrollment ceilings and all Electives need sufficient enrollment to be offered, we encourage you to have a second and third Elective choice.

IDS 352 - CITY SEMINAR DESCRIPTIONS

POWER AND AUTHORITY -- Mark Andrew Clark

Within the fabric of social relations lie the workings of power and authority. Think of your relationships with your parents, siblings, relatives, teachers, bosses, and best friends. When one of them asks you to do something or disagrees with you about some topic or issue, does your response have to do with power and authority? For instance, do your responses of compliance, deference, defiance, inquiry, silence or challenge, depend on yours and/or others' power and authority? By focusing on bodies of knowledge, constructs of place and space, and social group differences, we will explore what power and authority entail, what lends individuals power and authority, and how power and authority circulate among individual and group relations, specifically through writing and writing practices.

This seminar examines power and authority from multiple perspectives (structural, systemic, collective, and individual) using various frames of analysis (site, difference, and discourse). The readings are organized around discourses (law, psychiatry/psychology, social science, etc.), sites (the prison, the museum, the church, the bookstore, the workplace, etc.), and differences (age, race, gender, socioeconomic class, religion, privilege, etc.).

URBAN POLITICAL AND SOCIAL SYSTEMS, ISSUES AND PRACTICES – Deborah Leibel

Urban Political and Social Systems, Issues and Practices offers an opportunity to critically examine our selves and positions as well as our relationship with others in connection with a variety of urban policies, programs and concerns. Looking at how certain factors, and we as individuals, affect major urban policies and practices, we will explore their histories, trends, conflicts, controversies, responses, and prospects. Students are encouraged to clarify their positions, challenge conventional assumptions, develop a more comprehensive view based on integration of practical and political concepts and to explore options for action/change as we find meaningful ways to apply new awareness and knowledge.

This course moves from examining identity and self, to other, community, institution and society. We will look at the political processes that underlie policy and practice concerning issues of social justice and economic human rights. Specifically, we will explore difference and its consequences; how social problems are identified, defined and addressed; the pervasive nature of social inequality; the ways in which

systems are structured and function, (and in whose interests they operate); and how we might facilitate positive social change. This examination will be illustrated by selected topics relating to urban people such as poverty, education, homelessness, substance abuse, crime and punishment.

Our inquiry will be exemplified experientially by site visits to relevant institutions and organizations, presentations by local professionals and activists, and seminar discussion and exploration. Some field opportunities may include touring a prison, speaking with a community of people who are homeless, examining juvenile and adult criminal courts, exchanging with students in an urban high school, exploring an economically disadvantaged community with local activists/advocates, experiencing minority status in a setting where you are outside of the mainstream culture, investigating the process of applying for a social service, and meeting with representatives of grassroots community efforts.

EDUCATION AT WORK -- Diana Waters

How and where do we learn? We are educated in a variety of settings. How do these “lessons” support or limit social status? Who benefits from school? What impact does race, class, gender, and other (but not less important) differences have on school experience? What role does education have in a sustainable society? Why do organizations train? Is there a place for education in: ecological/environmental justice? Political empowerment? Cultural equity? Economic stability? Inculcation of values/morality? How can the institution of education and the practice of schooling impact mass approach to some of today’s most pressing problems?

Through lecture, seminar discussion, theoretical critique, essay writing, and personal narrative, we will reveal, uncover and unpack these and other issues/questions. Education at Work will use narrative as a primary tool to investigate learning in a variety of settings and for a variety of reasons. We will illuminate the American education system as both a tool for social reproduction and as a site for creating social justice. We will examine ways in which educational institutions relate to structural inequality.

You will explore yours and others’ past and present experiences, as well as your beliefs and assumptions about education, school and schooling (curriculum, teachers, texts and pedagogy). A developing autoethnography/autobiography will be an important component of this course.

IDS 360 - ELECTIVE COURSE DESCRIPTIONS

ABNORMAL PSYCHOLOGY – Lori Luneburg

Dramatic changes in the healthcare system over the past ten years have had a significant impact on the role of the traditional psychologist. This course is designed to address the effects these changes have had as well as how they will affect career options in the future. Additionally, this course will provide a basic overview of issues relevant to the current practice of psychology. Topics will include: a broad review of prevalent DSM – IV (Diagnostic and Statistical Manual 4th edition) diagnoses; a basic overview of projective/neuropsychological testing and its uses as well as discussion of prominent theories and techniques in psychotherapy. Other topics such as ethnicity in therapy; the treatment of special populations (i.e.: eating disorders, trauma and sexual abuse) and application and admission to graduate school programs will also be covered.

This course is designed for those who are interested in pursuing a career in mental health and/or those interested in relevant psychological issues. The objective is to provide students with a broad understanding of psychology today. Active participation as well as a willingness to discuss field placement case related questions/issues is required.

THE ARCHITECTURE OF CITIES -- Warren E. Huff

At its most prosaic we are all participants in and consumers of the built environment (our houses often being our most important investment and our places of work being where we spend our most time). An understanding of the concepts of architecture, urban design and planning informs and enhances our choices regarding the built environment.

The Architecture of Cities examines the origins, esthetics and functions of the built environment. The course is a synthesis of the underlying design concepts of urban form, from agricultural villages to industrial cities and smart growth sustainable towns.

The course is presented in three parts, the first being a history of emergent urban and architectural forms. This portion of the course develops a vocabulary and understanding of type and style as informed by culture and technology. The second part of the course deals with urban planning especially since World War II. Of interest are the implications of legislation and social institutions on the form of the city and environment. The final part of the course is an opportunity to learn, in an empirical approach, town planning and urban design, as the relationship between where one works and where one lives is redefined from today to beyond year 2020.

**EXPLORING RELATIONSHIPS IN FICTION AND FILM: Sex, Gender, and Sexuality --
Mark Andrew Clark**

This course will look at how relationships are depicted and constructed in fiction and film. We will focus on the ways an individual writer/director develops intimate, sexual relations between men and women, women and women, and men and men. With critical attention to gender and sexual classifications (heterosexual, bisexual, gay, lesbian, feminist, transgender, queer, etc.), we will explore such topics as desire, obsession, possession, objectification, voyeurism, exploitation, abuse, subjugation, rape, intimacy, commitment, friendship and responsibility. The course content is organized around male and female writers and directors from different race, class, cultural and sexual groups. Also, we will examine the role that power plays in gender and sexual relations. Our exploration of these fiction and film texts attempts to uncover, analyze, and critique our own gender and sexual assumptions, beliefs, and practices in order to develop a cultural critique.

MARKETING MANAGEMENT -- Al Tedesco

This elective course explores the strategies, tactics and dynamics of the marketing process. It emphasizes the significant influence and rapid change brought about by the Internet and e-commerce, and challenges students to evaluate that new domain and their potential role in it. The course is designed for students who will work in businesses (large corporations and small entrepreneurial enterprises), education, government, the arts, social welfare organizations, and other not-for-profit organizations. It is for students who are business, marketing and/or communications majors, and for students, regardless of major or career objectives, who seek a clear understanding of the role marketing plays in society. The course deals with the impact (positive and negative) marketing has on our lives and on society. It examines how experts develop, target, promote, and distribute products and services. It investigates how marketing, as a practical organizational activity and personal skill, evolves from a sophisticated application of business expertise, the arts and sciences (especially psychology, communications, sociology, and other cultural studies) and the fine arts. Students explore the creative and technical aspects of marketing through a "hands-on" final project, as well as through class discussion, debate, and simulations of the strategies, tactics, and ethical issues that are central to the marketing process. Field trips, guest lecturers, and team development are important features of the course. The course will benefit anyone who desires to develop marketing skills for professional and personal applications.

PRINCIPLES OF FINANCE – Howard Keen

This course is designed to provide the essential elements for understanding corporate financial management and the decision making that it requires. Topics include: time value of money, valuation techniques, risk and return, cost of capital, capital budgeting, capital structure, dividend policy and international financial management. Emphasis is on grasping key concepts and applying that knowledge in solving quantitative problems. Command of basic arithmetic and elementary algebra, ability to think analytically, and familiarity with using a scientific calculator are all essential for doing well in this course.

SOCIAL JUSTICE -- Carol Vento (also counts as Hope College's Senior Seminar)

Twenty-first century America is a nation politically, legally and culturally divided. The course offers an opportunity to explore, from the perspective of law and politics, a number of controversial issues, which may be defined, within the broad category of "Justice". Using the Constitution and the Bill of Rights as a framework, a broad range of topics will be covered in the class, including racism, capital punishment, separation of church and state, gay marriage, abortion, rights of criminal defendants, gun control, the Iraq and Afghanistan wars, and the war on terror.

Students will learn how to read a court decision and will learn about the important intersection of law and policy decisions. Local professionals will be occasional guest speakers and field trips to court and prison are planned.

21ST CENTURY ENTREPRENEURSHIP – Michael Edmondson

What do The Cheesecake Factory, Sears, Starbucks, FedEx, Kinko's, Dominos Pizza, Barnes & Noble, Chick-fil-A, Abercrombie & Fitch and NASCAR all have in common? They were all started by one or two people with a vision, in other words - entrepreneurs. This course will allow students to explore the fascinating world of entrepreneurship and empower them with an understanding of how today's dynamic global economy provides new opportunities for anyone who is willing to undertake action in order to translate their vision into reality.

If you are interested in starting a company or non-profit organization, you should enroll in 21st Century Entrepreneurship. This course is based on the premise that a small business will only grow as much as a small business owner grows. Since this class focuses on the individual, it offers a very unique and valuable experience for students across all majors.

This dynamic and motivational course will challenge you to think differently about business as well as your own personal development; enhance your communication skills and inspire you to undertake action in order to translate your vision into reality.

URBAN ECONOMICS -- Howard Keen

This is an applied course in economic principles with a focus on the major issues facing modern urban areas. Basic microeconomic principles are utilized to help provide students with a better understanding of issues such as housing, crime, education, transportation and public services along with the ability to critically evaluate proposed solutions from an economic perspective. As preparation, students should have successfully completed an introductory course in economics prior to taking this course.