Important Advising Information!
During Finals week, the advising office will have limited hours. Further, Dr. Holtzclaw-Stone will be out of town Thursday May 13th and Friday May 14th. The advising office will be open these days, but limited hours. Please plan accordingly! Please don’t wait to the last minute for your advising needs!

COURSES AVAILABLE

**Summer I Courses:**

**GEOL 103: Planet Earth QRII**
This course satisfies the Gen Ed Criteria for a Physical Sciences, and Quant Reasoning II. Topics covered are very similar to those of introductory physical geology. Emphasis is in the application of quantitative methods in deriving geological knowledge.

**SOC 200 – Introduction to Sociological Theory**
Analysis of such classical theorists as Marx, Weber, Durkheim, and Mead and contemporary theorists. Prerequisite: Sophomore standing.

**SOC 225 – Race and Ethnicity**
Sociological and social-psychological analysis of minority groups; illustrative material drawn from representative racial, ethnic, and status groups.

**SOC 280 – Introduction to Social Statistics**
First course in social statistics for students without mathematics beyond the high school level; topics include the role of statistics in social science inquiry, measures of central tendency and dispersion, simple correlation techniques, contingency analysis, and introduction to statistical inference; includes the statistical analysis of social science data using personal computers.

**SOC 380 – Social Research Methods**
Introduction to the foundations of social research and to the major types of research methods employed in sociology. Provides exposure to the major tools and terminology of social research, including the use of computers in sociology. Topics include: research design, finding and using sociology literature, measurement, sampling, survey research, field methods, use of available data, quantitative data analysis and presentation, and computer resources for research.

**Summer II Courses:**

**AAS 120:** Intro to Asian Am Pop Culture (6/14/10 – 7/9/10)
This course satisfies the General Education Criteria for a US Minority Culture(s) course.

Introductory understanding of the way U.S. popular culture has affected Asian Americans and the contributions Asian Americans have made to U.S. media and popular culture since the mid 1880's.

**GEOL 104: Geology of the National Parks (7/12/2010 - 8/06/2010)**
This course satisfies the General Education Criteria for a Physical Sciences course. Develops geologic background, concepts, and principles through study of selected national parks and monuments. Examines the geologic framework and history, modern geologic processes, and factors influencing the present day landscape for each park area. Same as ESES 104.
Summer course for students looking to fulfill General Education requirement in US Minority Culture(s).

This course satisfies the General Education Criteria for a Physical Sciences course. Introduces the nature, causes, risks, effects, and prediction of natural disasters including earthquakes, volcanoes, landslides, subsidence, global climate change, severe weather, coastal erosion, floods, mass extinctions, and meteorite impacts; covers geologic principles and case histories of natural disasters as well as human responses (societal impact, mitigation strategies, and public policy). Same as ESES 118 and GLBL 118.

**GLBL 100: Intro to Global Studies as an online course.**
This course is great for any student interested in developing a strong foundation in global issues as well as learning to navigate information and resources related to these issues. Topics of the course include: processes of globalization, indicators of economic and social development, sustainable development issues, global and geo-politics, cultural integration/coherence and diversity.

**HDFS 105: Intro to Human Development (gen ed: BS)**

**HDFS 120: Intro to Family Studies (gen ed: SS)**

**HDFS 220: Families in Global Perspective (gen ed: SS)**
This course is aimed at providing an international perspective on families. The overarching goal of the course is to explore the various factors (e.g., economic, political, cultural, social) that affect families living in different countries. In the 21st century, these factors operate at an increasingly global level, extending across traditional national and cultural boundaries. Thus, the course will use globalization as its analytical framework. For example, we will consider how families are affected by global market forces (e.g., what impact does the globalization of labor have on parents and children?) and by the globalization of ideas (e.g., how do changes in gender-related attitudes and views about child development transmitted through the media and other sources affect family life?). At the same time, we will consider variations among families in different parts of the
globe by considering both developed and developing nations and taking into account variations due to historical, political, and cultural contexts.

**RUSS 225: Masterpieces of Russian 20th Century Literature: Supernatural and Mundane**  
(June 14 – August 5)  
This course satisfies the General Education Criteria for a Literature and the Arts course.  
This seminar is a survey of the major Russian 20th century literary works, movements and genres from Symbolism to the post-communist period. We will read and discuss prose fiction by Chekhov, Babel, Bergelson, Bulgakov, Nabokov, Solzhenitsyn and others. Supplementing the readings will be selections from the cinema and other visual art forms. All discussions and readings are in English. Contact: nberkov2@uiuc.edu

**SOC 350: Technology and Society**  
Examines the social and cultural origins of modern technology and technological innovation; the effects of technology and its change on society. Topics include the impact of technology on beliefs and values, accommodation and resistance to change, and technology and the Third World.

**SOC 420: Sociology of Education**  
Education as a social process in various cultures and historical periods, emphasizing current systems in Westernized countries. Differential credit will be based on additional assignments and requirements as specified by instructor.

**Fall Courses:**

**PS 100:** Introduction to Political Science (lecture and discussion)  
**PS 101:** U.S Government & Politics (lecture and discussion)  
**PS 199:** Strategic Models (Packaged Sections)  
**PS 201:** U.S. Ethnic and Minority Politics (lecture and discussion)  
**PS 202:** Religion and Politics (CRN: 40308)  
**PS 225:** Environmental Politics and Policy (CRN: 51886)  
**PS 240:** Introduction to Comparative Politics  
**PS 242:** Introduction to Modern Africa  
**PS 280:** Introduction to International Relations  
**PS 300:** Human Rights (CRN: 56259)  
**PS 304:** The U.S. Presidency (CRN: 30627)  
**PS 319:** Campaigns and Election (CRN: 51887)  
**PS 322:** Law and Public Policy (CRN: 51887)  
**PS 330:** Introduction to Political Behavior (CRN: 45255)  
**PS 341:** Government and Politics of Africa (CRN: 30633)  
**PS 348:** Government and Politics of Western Europe (CRN: 39386)

**SHS 120:** Children, Communication and Language Ability (gen. edin Behavioral Science)
SHS 121: American Sign Language I

SHS 375: Communication Partners and Health
Combines a community-based volunteer experience with classroom readings/discussion to introduce students to human communication in context. Students use learning journals to document their volunteer experiences, describe the characteristics of conversational interactions, and reflect on their own skills as flexible communication partners with people of various backgrounds and abilities in a variety of professional settings. Includes a one-hour weekly discussion section (taught by SHS faculty/instructional staff) and three-four hour weekly community volunteer experiences (supervised by volunteer site employees). Instructor approval required pending students' scheduling volunteer hours with site. Students are responsible for arranging weekly volunteer times directly with the community site after the first class.

UPCOMING EVENTS

Tuesday, April 27, 7pm: Successful Interviewing
A one hour workshop that includes types of interviews, interview preparation and responses to typical behavioral questions

Wednesday, April 28, 7pm: Winning Resumes and Cover Letters
The basics of writing a resume including format and objectives in a one hour workshop. Cover letters and special situations are also addressed.

All workshops are one hour and are held at the Arcade Building Conference Room 143 at The Career Center – 715 S. Wright Street, Champaign. Students must register on our website under the Upcoming Events heading: www.careercenter.illinois.edu. You can find our complete Spring 2010 Calendar of Events and Workshops at: http://www.careercenter.illinois.edu/library/fliers/Our%20Services/Calendar%20of%20Events.pdf

STUDY ABROAD DEADLINES AND ADVISING

PRIORITY deadline for spring 2011 programs is June 1st
ONLY deadline for spring 2011 in GRANADA is June 1st
Granada, Spain Info Session - Learn more about the program and talk to returned students. We will have a short presentation and then time for questions, so you can arrive any time during the hours indicated.

* Monday, May 3 -- 4:00 to 5:00pm in Davenport Hall 132

Brandon's Walk-in Advising Hours - Have a one-on-one meeting with the advisor for SAO programs in Spain, Ecuador and Costa Rica. Other SAO programs in Latin America can be addressed as well.

* Wed., April 28 -- 4:00 to 5:00pm in Gregory Hall 217
* Friday, April 30 -- 4:00 to 5:00pm in Gregory Hall 217
* Tuesday, May 4 -- 11:30am to 1:00pm in Davenport Hall 113
* Monday, May 10 -- 11:30am to 1:00pm in Gregory Hall 111

SANDERS LECTURE
April 28, 2010
7:30 pm
Alice Campbell Alumni Center Ballroom.

Carole J. Petersen's lecture, " Trafficking in Women: Legal Debates and Social Realities"

COLLEGE OF MEDIA INFORMATION SESSION
Tuesday, May 4th
3:30-5pm
18 Gregory Hall (Student Services Center)

The format will be a bit different from our traditional info nights. As opposed to an academic advisor hosting a large informational session followed by Q&A, each academic department will be present at this fair and will be available to answer questions one-on-one. In most cases, the department head and 1-2 professors will be present. Students can ask about the major, what departments look for in students, what they can do to be more competitive, classes, etc. The fair is “come-and-go”; students can come any time between the stated time frame, and leave when questions are answered. Please be sure that your interested advisees are aware of the date of this session. It will help them get a leg-up on applying next fall for spring 2011.

EMPLOYMENT OPPORTUNITIES

Student Engagement Consultant

An important part of creating a world class education is providing technology resources that support learning, collaboration and the open exchange of ideas. Illinois has been named one of the most wired campuses in the country numerous times. Our strong technology, engineering and IT resources have attributed to us earning this designation.
The Office of the Chief Information Officer is looking for a group of student consultants to help guide the future direction of IT at Illinois. An ideal Student Engagement consultant would be a “mover and a shaker” at Illinois. This person would be interested in making IT and overall technology resources better for students of our grand institution. Consultants would be “idea people,” ready to share their thoughts with IT decision makers. The goal of the Student Engagement Initiative, a program of IT@Illinois, is to gather and apply student input on how IT can most effectively serve the academic needs of students. The focal point of this input stems from the Student Engagement consultants. These students themselves determine the best way to engage their fellow students, gather their input and associate it with relevant areas of the Strategic Plan for the University.

Position Responsibilities

- Consultants meet with representatives from the Office of the CIO bi-weekly to share progress on student input and voice ideas and concerns about IT services. During meetings, consultants can make decisions on how they would like to go about collecting feedback. The most effective collection method has been through daily, commonplace interactions with other students.
- Consultants work closely with the Office of the CIO to understand the IT environment of the University and determine partners for making progress on projects and directions that would benefit students.
- Consultants should be motivated to make changes for the better. Part of making changes may include meeting with campus partners and conveying collected student feedback. In short, a consultant is the “link” between University IT and students. Consultants work as the liaison between the two groups, providing a voice to the student population.

By no means does a Student Engagement consultant have to have a strong technical background. The Office of the CIO is looking for students who are outgoing and driven to make a difference in University IT services.

Projects “In the Works”

- CourseRank: In January 2010, Student Engagement started working with CourseRank to develop a more effective, third-party course information and feedback site for Illinois students.
- Computer Labs: Student Engagement is working on a project to determine the future of computer labs in a University setting. This project has involved collecting feedback and brainstorming with campus groups.
- Everyday: Collecting feedback about everyday services is one of the most important components to this initiative. Examples of feedback areas include: e-mail, calendaring, wireless, UIUCnet, Illinois Compass, etc

For more information or to express interest in serving as a Student Engagement consultant, e-mail swiatek2@illinois.edu