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St Norbert College

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College Catalog I: ADVISING

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ACADEMIC REGULATIONS

Graduation Requirements

Catalog Requirements

Students must complete the requirements for degree and major/minor from the catalog in effect at the time of first enrollment. Students may not use requirements from different catalogs to complete their degree. Students, not on an approved leave of absence, who are not enrolled at the College for one year or longer, are readmitted under the requirements currently in effect at the time of readmission. Catalog requirements stay in effect for six years except for undergraduate students in continuous enrollment. Students not in continuous enrollment desiring to complete a degree after the six-year limitation must do so under the most current catalog requirements or petition the dean of the college for an exception. Program and catalog requirement limitations are not extended to teacher certification requirements. Please contact the director of teacher education for certification details.

The College reserves the right to change the requirements within this catalog. Though the College attempts to communicate catalog changes to students, students are responsible for program completion and requirement updates. Information on requirement changes is available from program coordinators and the academic dean's and registrar's offices.

Bachelor's Degree Requirements

To earn a baccalaureate degree from St. Norbert College a student must satisfy credit, curriculum, grade point average (GPA) and residency requirements. A total of 128 semester credits successfully completed, a cumulative 2.00 GPA and major grade point average of 2.00, completion of the core curriculum program, and an approved major are required for graduation.

Minors

Minors are not required for graduation, except for certain teacher certification programs, but they require a cumulative 2.00 GPA for completion. GPA requirements for teacher certification are higher and are established by the teacher education discipline. Minors consist of a minimum of 24 credits whereas majors are required to have a minimum of 40 credits. Minors cannot be in the major discipline. Other restrictions on minors are listed under specific program requirements.

Residency Requirements and Transfer Students

Transfer students must complete at least 32 semester credits of the 128 credit required for graduation at St. Norbert College. In addition, 25% of advanced courses (at the 300 or 400 level) in any major must be taken at St. Norbert College. Minors require eight credits or one third of the minor to be completed at St. Norbert College.

All baccalaureate candidates must spend their senior year in residence at St. Norbert College. Students are considered to be "in residence" if they register for their final 32 semester credits from St. Norbert College. Exceptions to the senior residency requirement may be made for students having attended St. Norbert College full time for eight semesters by petition to the registrar or academic dean.

Transfer Credit from Other Institutions

A maximum of 12 semester credits from three courses may be transferred from other institutions and be counted in the 128 semester credits required for graduation once a student enrolls at St. Norbert College. Transfer credit from other institutions is accepted on face value in semester credits, with quarter credits equivalent to two-third's a semester credit. Students who plan to transfer credit into St. Norbert College for courses in their major fields must have the courses pre-approved by the discipline coordinator and the registrar before they are taken. Courses fulfilling general degree or core curriculum requirements must be approved by the registrar. Grades earned at another college or university do not affect GPA at St. Norbert College. Courses with grades lower than a "C" are not accepted for transfer.

Double Majoring

Students double majoring in disciplines that qualify for different degrees receive only one degree from St. Norbert College though all majors and minors completed appear on the permanent transcript. For these double majors, selection of a degree is made at the time of filing an application for degree form.

Cross-listed or Double Counted Requirements

Courses cross-listed between programs may be used to fulfill major and/or minor requirements.

Graduation With Honors

Students will be graduated with honors if the final grade point average is as follows:

3.50 - 3.74 = Cum Laude

3.75 - 3.89 = Magna Cum Laude

3.90 - 4.00 = Summa Cum Laude

Transfer students must complete a minimum of 48 semester credits at St. Norbert College to be eligible for academic honors. (The grades for work completed elsewhere will not be counted.) The computation is based on the student's entire academic career at St. Norbert College.

Degree Application

Undergraduate students must apply for their degree by the end of the first week of their final semester. Graduate students need to apply during their last semester of attendance or when registering for thesis credit. Application for degree forms are available on the registrar's web page. A degree application fee is assessed to all students during their final semester of attendance.

Semester Hours

Beginning in the fall of 2004, the College began to transcript all courses as semester hours in which one full course is equivalent to four semester credit hours. All courses listed in the catalog are full courses (4 semester credit hours) unless otherwise noted.

Course Load

A normal course load for full-time students during the regular academic year is 16 semester credits. No student may take more than 18 semester credits in any given semester except by permission of their advisor. The maximum number of credits allowed in any one semester is 20 semester credits. Course load for the winter session (J-Term) is limited to four semester credits. Course load for summer sessions is limited to a total of 16 semester credits with no more than four credits in a three-week session and eight credits in a five-week session.

Full-time status is defined as 12 semester credits for undergraduate students and six semester credits for graduate students during the fall and spring semesters.

Course Registration

Adding or Dropping Courses

Students may change their schedule via the College's online system during the drop-add period – up to the end of the fourth day of fall and spring semesters and up to the end of the second day of J-Term and summer sessions. Courses dropped during this period are not recorded on a student's transcript. Seven-week courses that start during the second half of fall or spring semesters are typically added or dropped within the same drop-add period.

Withdrawing from Individual Courses

Students may withdraw from a course by completing a course withdrawal form by the end of the eighth week of fall and spring semesters, with advisor and instructor approval. No adds, drops or withdrawals are official until submitted to the registrar's office. Also see Withdrawals.

Participation in College-Sponsored Activities

St. Norbert College is committed to making opportunities available for students to engage in the full range of experiences that constitute an SNC education. These include co-curricular and extra-curricular activities. On occasion these activities may conflict with class meeting times. Even though coaches and directors may communicate with faculty about College-sponsored events that may conflict with a class, it is the student's responsibility to contact the instructor prior to missing classes to make reasonable arrangements for any make-up work. Examples of College-sponsored activities include: intercollegiate athletic competitions, academic competitions and other activities that enhance student learning. In the term where College-sponsored events are particularly heavy, students should consult with their academic advisors regarding course workload and scheduling. They should consider meeting with their instructors prior to the start of the term.

Co-Curricular Activities During Finals Week

St. Norbert College is an institution of higher education and the academic process is key to collegiate success. Keeping this in mind, all extra-curricular activities including student organization events, programming activities, intramural and club sport activities, and intercollegiate athletic events shall not be scheduled after midnight the last class day of each semester. The exception may be post-season tournament participation by an intercollegiate athletic team.

Academic Honor Code

The learning process succeeds only when students perform honestly on assignments and examinations. All students are expected to abide by the academic honor code. It defines academic dishonesty and sets forth the responsibilities of faculty and students in the event of alleged dishonesty. Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension, or failure and dismissal. Please refer to the current student handbook, *The Citizen*, or the registrar's web site for the text of the academic honor code.

Dean's List

Students who are registered for full-time study and complete 12 or more credits with a final grade point average of 3.50 or better with no grade of "F" earn a place on the Dean's List.

Repeated Courses

When a course is repeated at St. Norbert College, all attempts are shown on the transcript; however, only the last grade is counted in the GPA, in the quality points, in the credits attempted, and in the credits earned. Course numbers that can be repeated for credit, such as music lessons and ensembles, are not subject to this policy.

Student Classification

Students are classified based on the following number of credits completed:

Freshmen = 0-27 semester credits completed

Sophomores = 28-55 semester credits completed

Juniors = 56-87 semester credits completed

Seniors = 88 or more semester credits completed

Four-Year Guarantee

St. Norbert College guarantees that students who enter as freshmen, enroll in 16 semester credits per semester, do not fail or withdraw from any courses, and maintain a 2.00 cumulative grade point average will graduate in four years. This guarantee underlines the strength of our advisement program, the flexibility and integrity of the curriculum, and our commitment to holding down the cost of higher education in terms of both time and money. If the student who qualifies for this guarantee does not complete his or her degree requirements in four years, the College will waive the student's tuition for the courses needed to complete the degree requirements at St. Norbert College.

Under this guarantee, the College expects that the student will select a major in a timely fashion, i.e., prior to registration for the fourth semester of study. To exercise the guarantee, the student must be approved for the guarantee by the registrar and apply for financial aid. Any portion of tuition not covered by federal or state gift assistance will be waived by the College.

Exceptions

The only exceptions to this guarantee are those students who, because of a change of major, are required to complete more than 128 semester credits, or those students enrolled in programs such as Education who must take more than 128 semester credits to meet certification requirements. The guarantee does not extend to second majors, minors, or pre-professional courses, when such programs cause a student to exceed the normal 128 semester credit graduation requirement.

Study Abroad

Students who study overseas for more than one semester may not be able to graduate within the four years.

Satisfactory Academic Progress

St. Norbert College expects a student to pass courses and maintain a minimum grade point average in order to complete degree requirements in four years. Because deviation from the norm is inevitable for a few students, the following criteria are used in considering whether a student is making acceptable progress toward a degree. A student may be placed on academic warning, probation, continued probation or dismissed from the College for either unsatisfactory GPA or for withdrawing from and/or failing courses.

Good Academic Standing

A student is considered to be in good academic standing if their cumulative grade point average is above 2.00 and they are making credit progression.

Unsatisfactory Grade Point Average

The minimum satisfactory grade point average is 2.00. All students whose grade point average falls below a 2.00 will be placed on academic probation. Any student who does not achieve a 1.0 grade point average in his or her first semester at St. Norbert will be dismissed from the College.

Academic Warning

Any student who has a cumulative GPA between 2.00 and 2.29, who earns a semester grade point average below 2.00 and is otherwise in good academic standing, shall receive an academic warning. An academic warning signals that a student is heading for probation or dismissal if continued academic performance does not improve. Students can be placed on probation or dismissed without receiving an academic warning first.

Credit Probation

First semester students are expected to complete two-thirds of their attempted courses if enrolled in fewer than 16 credits, or 75 percent of their attempted courses if enrolled in 16 or more credits. Thereafter, a student is expected to have completed 75 percent of all attempted credits until their junior year. During the junior year a student is expected to have completed a cumulative 83 percent (20 of 24 full courses) and during the senior year 87 percent (28 of 32 full courses) of attempted credits to be making satisfactory academic progress. Students who fall below this level can be placed on credit probation.

Semester Credits Attempted	Required Minimum % Completed
1.00 – 15.99	66%
16.00 – 67.99	75%
68.00 – 99.99	83%
100 or more	87%

Credit Progression and Withdrawal

Students who are in otherwise good academic standing for two consecutive semesters, yet fail to meet the credit progression standards due to a full semester withdrawal from the College in an earlier semester, will be reviewed for a credit progression waiver. Students having withdrawn from the College may be placed on credit probation upon readmittance.

Probation and Continued Probation

A student who has not made satisfactory progress in terms of GPA or credit progression will be placed on probation. Students on probation will be expected to complete a minimum of 75 percent of all attempted credits with a semester GPA of 2.00 in the next semester of attendance. Students who reach this probation requirement but have not reestablished good academic standing may be placed on continued probation until they reach good academic standing. Students on continued probation must complete 100 percent of all attempted credits with a minimum semester GPA of 2.00 and/or regain good academic standing to continue their enrollment. Failure to meet probation or continued probation requirements will result in dismissal.

Academic Dismissal and Appeals

All students dismissed from the College may appeal their dismissal. To appeal, a student must submit to the academic action committee a signed and dated letter of appeal explaining why he or she should not be dismissed. Some mitigating circumstances that may cause a student to fail to meet academic progress standards include family difficulties, such as divorce or illness; death of a parent or relative; interpersonal problems with friends, roommates or significant others; difficulty balancing work, athletics and family responsibilities; or financial difficulties.

Students who do not demonstrate a mitigating circumstance who successfully appeal their dismissal are not eligible for any institutional, state, or federal financial aid. Students may enroll with the registrar's approval for the winter (J-Term) or summer semesters as a non-degree student in order to improve their academic standing or to appeal a dismissal.

Maximum Time Frame

Students will not be eligible to receive financial aid if they attempt more than 150 percent of the normal credits required for a degree. At St. Norbert, this means that a student in a degree program requiring 128 credits for graduation will be eligible for financial aid during the first 192 credits attempted as a degree-seeking student. All attempted courses are counted, including transfer courses, whether or not financial aid was received or the coursework was successfully completed.

The full 128 semester credits must be completed by the end of the ninth semester, unless special arrangements have been approved by the Dean of the College. Unless exceptions are made for significant reasons, students who fail to meet the minimal progress requirement will have their cases referred to the dean of the College for action, which may take the form of probation, continued probation, or dismissal. If either probation or continued probation is granted, the student will have continued financial aid eligibility.

Additional Information

The following are considered when evaluating a student's academic progress:

1. Withdrawals, incompletes, and failures are considered attempted but not earned courses
2. Passing grades received for satisfactory/unsatisfactory graded courses are considered attempted and earned courses; failing grades in these courses are considered attempted but not earned courses
3. Repeated courses are included in the calculation of both attempted and earned courses
4. Audit courses are not considered courses attempted or earned
5. Remedial courses are included in the calculation of both attempted and earned courses
6. Transfer credits, including those received through approved study abroad programs or consortium agreements, do not count in the calculation of the GPA but they are included in the calculation of both attempted and earned courses

If a student changes majors, he or she may petition the Academic Dean for a waiver of progress requirements, so that only the hours from the previous major(s) that will count towards the student's new degree requirements are included in the calculation of attempted and earned hours.

Examination Policies

Final Examinations

The schedule of final examinations is published each semester on the registrar's web site. Whether or not a final examination is given in any particular course is a matter for the instructor to decide. When a final examination is given, it must be given at the time assigned in the schedule. Take home examinations should be scheduled for return to the instructor during the scheduled examination time; instructors cannot require an earlier return time.

The last examination in a course may not be given during the last week of classes. A unit examination may be given during the last week of classes only if it is followed by a final examination given at the scheduled time. Violations of this policy should be reported to the appropriate divisional associate dean. The registrar or the dean of the College must approve any change in examination times.

Outside Examinations

Examinations scheduled outside regular class hours are to be avoided by instructors, except when a longer period of time is required or when comparable results are needed from different sections of the same course. Instructors are required to give students advance notice and must allow students to take a make-up examination if he or she can not be present for an examination outside normal class hours. Evening examinations should not be given before 7 p.m.

Athletic Eligibility

To participate in intercollegiate athletics, a student must maintain full-time status (12 credits) at the College and must have a 2.00 cumulative GPA. Eligibility standards apply to practice, competition, and off-season non-traditional seasons. Transfer students and students readmitted to the College are immediately eligible for athletics if they have maintained a GPA of 2.00 or above in all previously attempted college work.

Change in Athletic Eligibility Status

For the purposes of determining athletic eligibility, a student-athlete shall become eligible or ineligible to compete on the date the registrar certifies the change of academic status.

Special Rules Regarding Eligibility and Practice

Ineligible students may practice during winter session (J-Term) while enrolled in a course to improve their academic standing.

Enrolled students taking their final courses to complete their degree may be eligible while enrolled less than full-time status (12 credits), including student teaching. For the purposes of eligibility, student teaching is considered full-time regardless of the amount of registered credits in which a student is enrolled.

To participate in intercollegiate athletics, a student must be enrolled full-time at the College and must have a cumulative GPA of 2.00 or higher. A full-time student is one who registered for the equivalent of three or more full courses, which on a credit system would be 12 or more credit hours. A student may compete while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester of the baccalaureate program and the College certifies that the student is carrying (for credit) the courses necessary to complete degree requirements.

Grading System and Grading Policies

Grading System

The St. Norbert College grading system is as follows:

Grade	Quality Definition	Points
A	Excellent performance	4.0
AB		3.5
B	Good performance, high pass	3.0
BC		2.5
C	Satisfactory performance, pass	2.0
CD		1.5
D	Marginal performance, pass	1.0
F	Fail	0.00
WF	Withdraw failing	0.00
P	Pass	
S	Satisfactory work, "C" level	
U	Unsatisfactory work	
W	Withdrew	
I	Incomplete	
CT	Continuing course	
AU	Audit	
NR	Not reported	
IP	In progress	
AW	Awarded credit	
T/TR	Transfer credit	
NT	Not transferable, Study abroad below "C"	

All grades are entered on the student's permanent record. No grade may be changed after one year from the date the grade is originally given.

The grading system at St. Norbert College is based on the assumption that a student either receives credit or does not receive credit for work undertaken. Credit can be earned for the same or equivalent course of study only once. The quality of a student's work is expressed in grades and grade points. A 4.00 grade point system is used under which a student earns grade points for each course successfully completed. If credit is denied, the marks of "F," "W," "WF," "U," "NT," "NR" or "I" are shown next to the work undertaken. If credit is earned a range in evaluation from A to D and S is given to denote the quality of the work done. Grades in all courses attempted at St. Norbert College shall be computed in the grade point average except those courses evaluated "W," "I," "NR," "IP," "AU," "S," "U," or "CT." "NT," "S" and "U" credits attempted are calculated into total credits attempted for satisfactory academic progress determination. A grade of "S" = "Satisfactory" indicates satisfactory performance and is not calculated into the GPA. Master's Thesis and Advocacy Projects are to be graded on a Satisfactory ("S") or Unsatisfactory ("U") basis in which "S" equates to work meeting program requirements in all areas of evaluation as determined by the readers and a "U" as work that does not meet minimal requirements in one or more areas of evaluation.

Mid-term Performance Evaluation

To assist students in the evaluation of their performance during each academic semester, the College has implemented a mid-term performance evaluation program in which students are informed of marginal or failing work in any given course at mid-semester. A copy of the report is sent to the student's academic advisor as well.

Incomplete Grades

The designation of "Incomplete" is used when a student has not completed some work or the final examination for a serious reason beyond his or her control. The work must be completed and a grade received by the registrar within five weeks after the beginning of the following semester or the "Incomplete" will automatically become a "Failure." In rare cases, faculty may request and the registrar may approve the extension of the five-week due date up to the last class day of the current session.

Selecting a Major

Choosing a Major

Students are asked to formally declare their degree program and major once they are enrolled. Students may declare an undecided or pre-professional major until the end of the sophomore year and then they must declare an approved program of study. Students are allowed to select second majors, add minors, and attach approved major concentrations throughout their attendance. Students are required to select their program from the catalog in effect at the time of their first enrollment at St. Norbert College. Students may select a catalog that is later than their entry term by petitioning the registrar, but will be required to meet all graduation requirements from their chosen catalog.

Individualized Majors

Students have the option of structuring an individualized major program on a divisional or cross-divisional basis. The procedure is as follows: before the end of the sophomore year, students select an advisor and together they structure a major program. For interdisciplinary majors, two or more advisors may be selected. Students and advisors should consult with colleagues within the College who may have personal expertise and experience within the chosen area of study. Majors must have a minimum of 40 credits with a minimum of 20 credits at or above the 300 level and are encouraged to have a culminating experience or capstone course designated. Students having a social science related major must include SSCI 224 or an equivalent course within their program. Students need to complete an individualized major application form consisting of program rationale, title, individualized statement of academic and career goals and objectives, courses included, and a semester completion plan including the core curriculum. This proposal is submitted to an appropriate divisional associate dean and the dean of the College for approval by the end of the sophomore year. In case of doubt, an appeal may be made to the committee on curriculum and educational policy. Upon graduation, the individualized major and program title are placed on the student transcript. Individualized majors are not approved for students receiving veteran's benefits.

Registering for Special Courses

Independent Study and Arranged Courses

The academic program at St. Norbert College is designed to provide maximum flexibility of opportunity to students for meeting their educational goals. An important aspect of the academic program is approved independent study under the supervision of a faculty member. There are two basic approaches to independent work by the student. The first is independent study of a course listed in the catalog, called an arranged course. The second is expansion of a

student's study which goes beyond the content of regular courses listed in the catalog through a special topic, directed readings or directed research, or work-study. The titles of the independent work may vary from one academic area to another. The requirements for these, however, are standard.

Students registering for independent work which is not part of an available course must secure approval in advance of registration from the supervising faculty member and the Divisional Associate Dean. To secure approval, students must submit a written proposal including a summary of what is to be accomplished in the course and how it is to be accomplished. The proposal should be developed with the assistance of the student's advisor or the supervising faculty member or both. The proposal should be prepared in sufficient numbers for copies to be kept on file with the advisor, faculty member, registrar and the appropriate divisional associate dean(s). As would be required in any course, the student should submit to the instructor evidence of the work accomplished. This evidence should be sufficiently extensive to permit a valid evaluation of the quantity and quality of what the student has accomplished in the course.

Audits

Full-time students may audit one course per semester without an additional tuition charge. Registration for an audit is on a space-available basis.

Individual faculty members will set the conditions under which their courses may be taken as an audit rather than for credit. Students registering to audit a course are expected to maintain a normal attendance pattern in that class. A student who does not fulfill the conditions set forth by the instructor will not have the course and grade (AU) entered on the permanent record.

No course may be changed from credit to audit, or vice versa, after the end of the drop/add period. If a course is taken for audit, it cannot then be taken for credit unless it is an ensemble.

Academic Credit Internship Registration Requirements

Internships for credit involve a very specific academic component, which is detailed and agreed to by all parties in advance of the internship experience.

An academic internship involves the application of disciplinary or interdisciplinary concepts to a work experience. It should be thought of as similar to an applied research project that integrates knowledge from the classroom with experience from the internship. The academic focus of the internship for credit should be woven through the internship experience in a meaningful way under the expert guidance of the faculty member.

Internship Registration

You must have an internship secured in order to register for a class.

1. During the advising period, the student must obtain permission to receive credit from the faculty supervisor
2. Registration for the Internship Seminar 494 course will be completed via KnightLine.
3. If an internship seminar numbered 494 is not available on KnightLine, students have the option of obtaining credit through an individualized internship with a sponsoring faculty supervisor. It is the student's responsibility to find a faculty member who is willing to individually supervise him or her. The faculty supervisor, the student's academic adviser, and the divisional associate dean must sign a special course registration form, which is available through the registrar's office. The internship option on the form must be checked.
4. The nature of the internship experience (i.e., the job responsibilities) primarily determines which internship course for which the student registers. A student with an internship experience within his or her major would register for that discipline's course (i.e., an Art major with a graphic design internship would register for ART 494). However, when the internship experience is outside of that student's major, the student would register for HUMA 494, NSCI 494, or SSCI 494, based on the nature of the experience (i.e., a Music major with a business internship would register for SSCI 494).
5. Students and advisers should check the College catalog to determine whether an internship course will count as an elective towards the student's major. If not listed as a major elective in the College catalog, the internship course can only be applied to major requirements through the course substitution process, available through the registrar's office.
6. Normal tuition policies apply to internships taken for credit.

Prerequisites for Receiving Credit for an Internship

1. Students are required to work a minimum of 120 hours at the internship site during the length of the course. More hours may be required depending on the specific course.
2. Students can only take each internship course once per site, with a maximum of eight internship credits taken as part of the 128 semester credits required for graduation.
3. Students must be of junior or senior standing, but an exception to this prerequisite can be made if approved by a divisional associate dean or the dean of the business school.
4. Students must have a minimum 2.50 cumulative GPA to be eligible to register for a credit-bearing internship. Students with a cumulative GPA lower than 2.50 must obtain approval to register for an internship from the faculty supervisor.
5. Students must be interning during the semester they are taking the internship course (i.e., the internship must be taken simultaneously with the course).
6. Students can receive credit for their internship regardless of whether it is paid or unpaid.
7. Students are not allowed to receive credit if they are interning with a family business or have a relative as their direct supervisor.

Withdrawals

Withdrawing from a Course

After the add/drop date and prior to the last date to withdraw without penalty (“WF”), specified on the academic calendar, a student may withdraw from a course by completing a course withdrawal form with advisor and instructor approval. Thereafter, students may withdraw from a course without penalty only by permission of the dean of the College for a serious reason. A medical withdrawal removes students from all classes and withdraws them from St. Norbert College.

A medical withdrawal is defined as a physical or mental health issue that developed after the established last date to withdraw without penalty and is severe enough to keep a student from attending classes and/or successfully completing academic requirements; or as a physical or mental health issue that developed before the last day to withdraw without penalty, but did not respond as expected to treatment. That is, students must document that they had been seeing a physical or mental health provider before the last date to withdraw without penalty; that the provider felt the student would respond to treatment and be able to finish the session successfully but that the expected positive outcome did not occur because of medical reasons.

Medical withdrawals are authorized through the senior director of health and wellness or the senior director for counseling and career programs when medical/psychological/AC emotional documentation indicates the student is unable to continue coursework at the College. Health and Wellness and Counseling and Psychological Services is located on the garden level of Main Hall. Detailed withdrawal information can be obtained at www.snc.edu/health (click on policies). Phone number is (920) 403-3266, e-mail is health@snc.edu. All withdrawals are not official until submitted to the registrar’s Office and recorded. Calendar dates of withdrawal deadlines are published for each semester on the registrar’s office web site. Official withdrawals are recorded as follows:

1. During the add/drop period of classes — no record of enrollment
2. After the add/drop period of classes — recorded as “W”
3. After the last date to withdraw — recorded as “WF” (Withdrew Failing)
4. Medical withdrawal — recorded as “W”

Note: An excessive number of withdrawals may affect the academic standing of students (see Satisfactory Academic Progress).

Withdrawing from the College

Students who wish to withdraw from all classes must begin the process by contacting the registrar’s office to complete a college withdrawal form and exit interview. If a student withdraws from the College during the add/drop period of classes, only the date of withdrawal will be recorded. No record of specific course enrollment will be made. If a student withdraws from the College after the add/drop deadline the grade of “W” will be recorded for each course remaining unfinished. The calendar date of the deadline for withdrawal from courses is published each semester on the registrar’s web site. Students who cease attending all classes will be considered for administrative withdrawal effective the last known date of attendance.

An undergraduate student who withdraws or is withdrawn and is not subsequently subject to dismissal may seek readmission for the next regular academic semester or year only by making formal application with the registrar's office.

Fee refund deadlines for withdrawals are published in the catalog for each semester. Financial aid recipients who withdraw before 60 percent of the semester has been completed are subject to federal financial aid repayment regulations and may owe a repayment of aid, even if not entitled to a tuition refund. The amount of aid a student may keep is in direct proportion to the length of time the student remained enrolled during the semester. Assistance is also available from the offices of financial aid, the bursar (student accounts) and the registrar. (See Refund Policy for Withdrawal in Fees Section of catalog.)

Students Activated for Military Service

Students called up to active military duty during a semester will be placed on immediate incomplete grade status. The student and faculty will jointly confer when time permits, to determine if the course(s) enrolled in can be completed in a timely fashion, if a grade can be issued for work completed to date, or if the student should be withdrawn without penalty. If withdrawal is necessary, any paid tuition or fees by the student will be credited toward a future semester of enrollment. Each case will be handled on a case-by-case basis depending on the call up time. Students are encouraged to notify faculty and the registrar when they are placed on notice and then when called to active duty.

Readmission

Whenever a student withdraws or stops attending St. Norbert College and they want to re-enroll, they must apply for readmission. Applications for readmission are available from the registrar's office. Those students who did not withdraw and are in good academic, social, and financial standing and have not enrolled in another post-secondary institution since they last attended St. Norbert College will automatically be accepted. Students who left St. Norbert College on probation or who were dismissed or withdrew from the College are reviewed for readmission. Students who attended another college must submit official transcripts from each institution attended along with their application for review. Students readmitted are required to submit an admissions deposit upon acceptance.

Guidelines for Readmission of Students

The readmission process begins with the following steps:

1. File a complete application for readmission and return to the registrar's office.
2. Agree to make appropriate housing arrangements with Residential Life
3. Meet all financial obligations to the College
4. Provide an official transcript showing satisfactory work elsewhere, if additional school work has been done
5. Document accurately activities undertaken since leaving St. Norbert College

Guidelines for Readmission After Medical/Mental Health Withdrawal

As an integral component of the re-application process at St. Norbert College, students that withdrew for medical reasons must obtain a recommendation from SNC Health Services to be readmitted. This process includes the following:

1. Student provides medical documentation from a licensed health care provider to the Director of Health Services (or Counseling Services) indicating the condition that led to the withdrawal has been addressed and successful completion of future coursework is anticipated
2. Student meets with the Director of Health Services (or Counseling Services) to review medical records and determine eligibility for readmission
3. Student signs appropriate release forms to facilitate communication with the Admissions Committee regarding the eligibility to return (no confidential medical information will be disclosed)

Guidelines for Readmission After Poor Academic Performance

Students who leave because of poor academic performance will be evaluated on their demonstrated readiness to return to St. Norbert College's academic environment and the likelihood of their eventual successful completion of a degree in a timely manner. Students can apply for readmission after being away one full semester.

Readmission decisions will be based on the following criteria:

1. The student's insight into what caused the original academic difficulty
2. Evidence that the things that prevented successful academic performance previously have changed positively
3. The amount of time spent away from St. Norbert College and that the time has been used productively (statements from employers or others may be requested)
4. Academic achievement, if undertaken, has improved substantially

Grade Appeal Process

The purpose of the St. Norbert College policy on the appeal of grades is twofold: to protect the student from prejudiced and capricious academic evaluation, and to protect the professional rights and academic freedom of the faculty member in assigning grades.

Procedures for Appealing Grades

1. A student who feels he or she has received an inaccurate or unfair grade must first consult the instructor. This consultation must take place and the appeal process begun, no later than six weeks after the beginning of the semester following the assignment of the disputed grade.
2. The instructor should explain to the student the process of arriving at the grade.
3. If the issue remains unresolved, both the student and the instructor are required to put their explanations in writing.
4. The written statements and any supporting documents are forwarded to the appropriate associate dean or the dean of the business school who will convene the appropriate advisory council* to consider the appeal. The council will investigate the dispute and make a decision. The advisory council is free to consult faculty and students from the discipline concerned, and the individual disputants, in arriving at its decision. If the faculty member whose grade is being challenged is not a member of a division, the appeal is sent to the dean of the College. The dean will convene the divisional associate deans and the dean of the business school who will act in lieu of an advisory council. If the appeal involves an instructor in physical education, the athletic director will also be a member of the appeal board.
5. A copy of the advisory council's decision will be sent to the faculty member, the student and the registrar.
6. If either party wishes to challenge the decision of the advisory council, an appeal must be made directly to the dean of the College as soon as possible after receipt of the decision. Action by the dean on an appeal is final.

While a procedure for grade appeals is necessary, it is anticipated that most disagreements will be resolved at the first stage of the process — the conference between the faculty member and the student. The burden of proof rests on the terms "prejudiced and capricious." While the policy is intended to uphold the faculty member's use of professional judgment, it also acknowledges the student's right to know the basis upon which he or she was evaluated and to challenge a perceived injustice through an orderly set of procedures. It is, therefore, the faculty member's responsibility to preserve records of grades, as well as students' papers and examinations that were not handed back, at least until the end of the sixth week of the following semester.

*Due to the professional nature of these deliberations, any student representatives to divisional advisory councils do not attend grade appeals.

SERVICES FOR STUDENTS WITH DISABILITIES

The Coordinator of Services to Students with Disabilities provides academic support to and advocacy for students who have presented documentation of disabilities from appropriate licensed and/or certified professionals. The coordinator determines student eligibility for specific accommodations and works with students and faculty to ensure that the needs of students with disabilities are met. To contact the office, call (920) 403-1321.

Students with Disabilities and Core Curriculum Requirements

For students with learning disabilities or, in some cases, students with a physical disability, the Core Curriculum Committee shall make decisions about General Education requirements in accord with the following policies:

1. The student shall have a medical and/or psychological assessment prepared by a licensed and/or certified professional that diagnoses the problem and suggests appropriate academic accommodations. The assessment shall be on file in the office of the coordinator for students with disabilities.
2. With consultation between the coordinator for students with disabilities and the faculty members who teach the student, the College shall provide reasonable and appropriate accommodations identified in the assessment as a means of meeting the specific learning needs of the student so that he or she is able to meet the core curriculum program requirements.
3. Substitution of a course in order to meet distribution area requirements shall be considered by the core curriculum committee only if the College is unable to provide any other appropriate accommodation or if testing demonstrates incontrovertibly that the student is incapable of meeting a distribution area requirement through selection of one of the approved courses.
4. The allowable substitution shall be determined by the core curriculum committee in consultation with the coordinator for students with disabilities and the faculty in the discipline from which a substitution is being considered.
5. Appeals regarding requests for appropriate and reasonable academic accommodations should be made to the academic accommodations review panel in accord with the "Appeals Process for Disputes Regarding Academic Accommodations," (*Faculty Handbook*).

THE CORE CURRICULUM

The requirements of the core curriculum, outlined below, apply to students entering St. Norbert College in the fall semester of 2013 or later. Students who entered the College before the fall of 2013 must meet the requirements of the earlier general education program.

Courses that fulfill core curriculum program requirements may also be used to fulfill requirements in the major.

Philosophy of the core curriculum

The core curriculum is an essential component of St. Norbert College's mission as a Catholic, liberal arts, and Norbertine institution. It provides students with the skills, knowledge, intellectual preparation, and range of experiential learning that will enable them to flourish as citizens in a complex and rapidly changing world. Furthermore, it offers students a systematic approach to the examination of personal values, habits of leadership and integrity, and spiritual development that are central to the Catholic, Norbertine values upon which the College's identity and purpose are grounded.

GOALS OF THE CORE CURRICULUM PROGRAM

1. The acquisition of intellectual and cognitive skills, which includes:

- The desire and ability to question, to pursue truth, and to be life-long learners
- Oral and written communication
- Capacity for quantitative thought and expression
- Critical analysis, interpretation, synthesis and integration using the methods of the humanities, natural sciences, social sciences, and visual and performing arts
- Understanding the integrative approach of the Catholic intellectual tradition

2. Understanding the world and one's place in it, which includes:

- The natural world, its relationship to human activity, and stewardship of the environment
- Human nature, human relationships, and society
- The commonality, diversity, and continuity of human experience and culture
- The influence of religious heritages
- Personal and social responsibility, social justice, service, pluralism, and the tradition of peace and reconciliation

3. Understanding religious and spiritual dimensions of life, which includes:

- Knowledge of religious traditions, particularly Christian

- Knowledge of the Catholic tradition and the Norbertine heritage
- Identifying and reflecting upon one's religious convictions and spiritual growth
- Knowledge of the dialogue between faith and reason, especially in the Catholic intellectual tradition

4. The development of creativity and self-expression, which includes:

- Understanding literature and the fine and performing arts
- Nurturing creativity and self-expression as dimensions of the whole person by actively engaging in the creative process
- Developing the ability to make creative contributions to knowledge, society, and culture

5. The development of personal character and virtue, which includes:

- Examining one's core beliefs and values and comparing them to those of others
- Understanding Catholic traditions of morality and virtue, and reflecting upon one's own moral and ethical convictions
- Reflecting on the relationship between one's spiritual growth and personal integrity
- Constructing a meaningful and coherent philosophy of life and value system reinforced by lifelong critical examination

FOUNDATION COURSES

Theological Foundations [CORE: TF], and Philosophical Foundations [CORE: PF] are to be taken during the student's first year.

THRS 117 [4 CR, CORE: TF]

THEOLOGICAL FOUNDATIONS

This course will introduce students to the principal elements of Christian theology, particularly in the Catholic tradition, including biblical studies, historical and systematic theology, and ethics. It will address foundational theological questions, including: what does it mean to study God, and why do we do it; what sources are available for the investigation of God and how do we evaluate these sources; what images and metaphors have been and continue to be used for God; and what implications does belief in God have on ethical behavior and the building of communities?

PHIL 120 [4 CR, CORE: PF]

PHILOSOPHICAL FOUNDATIONS IN THE STUDY OF HUMAN NATURE

This course provides a thematic and historical introduction to basic philosophical issues regarding human nature utilizing primary texts from established figures in the philosophical tradition. Topics include the moral dimension of human experience, the fundamental nature of the world, the nature of truth and knowledge, and justice. Readings include dialogues of Plato, authors from at least three of the four philosophical epochs (ancient, medieval, modern and contemporary), and at least one author from the Christian philosophical tradition. Emphasis will be placed on methods of logical inquiry including Socratic dialectic, deductive and inductive inference, and other forms of philosophical discourse with the goal of developing the student's skills in written and oral communication.

Quantitative Reasoning [CORE: QR] and Writing Intensive [CORE: WI] courses are to be taken by the end of the student's second year.

QUANTITATIVE REASONING COURSES [CORE: QR]

CSCI 110 Introduction to Computer Programming

CSCI 150 Applications of Discrete Structures

MATH 123 Applications of Contemporary

Mathematics

MATH 124 A Survey of Calculus

MATH 128 Introduction to Statistics for Business

MATH 131 Calculus and Analytic Geometry 1

MATH 132 Calculus and Analytic Geometry 2

MATH 212 Principles of Algebra and Data

(MATH 212 is for EDUC majors only)

MATH 220 Principles of Geometry

(MATH 220 is for EDUC majors only)

SSCI 224 Basic Statistics

WRITING INTENSIVE COURSES [CORE: WI]

This requirement is fulfilled by taking any course designated as writing intensive [CORE: WI] in the course timetable and may be drawn from any of the Foundations courses (above) or from any of the the General Core courses at the 100- or 200- level (below). In addition, the following courses are always designated as writing intensive:

(Other core requirements that are fulfilled by writing intensive courses are also indicated)

ENGL 101 English Composition (available only through College Credit program) [CORE: WI]

ENGL 150 Introduction to Literary Studies [CORE: EI, WI]

ENGL 221 The American Short Story [CORE: DD, WI]

FREN 305 Introduction to French Literature and Literary Criticism [ADV CORE: EI, WI]

GERM 304 German Composition [ADV CORE: EI, WI]

HONR 101 Introduction to Honors (honors program students only) [CORE: WI]

HUMA 100 Introduction to the Humanities Through the Fine Arts [CORE: EI, WI]

Second language competency is to be completed by the end of the student's third year.

SECOND LANGUAGE COMPETENCY [CORE: SL]

This module is fulfilled by completion of a language course at the 102 level or above, or by establishing competency by placement test through the 102 level or above. The second language must be one other than the native language of the student and may be in languages not taught at St. Norbert College. Placement/competency tests will be given at orientation and at other announced times throughout the academic year, and can be repeated until the end of a student's sixth semester.

GENERAL AND ADVANCED CORE COURSES

Students must successfully complete one course from each of the following seven General Core areas. Three of these areas must be satisfied by courses taken at the 300 or 400 level in order to fulfill the *Advanced* core requirement.

BEYOND BORDERS [CORE: BB]

This area explores the civilizations and cultures of the world in a variety of contexts, historical or contemporary, either studied in their own right or through the interactions and relationships between them. Courses in this area may cover one or more of the following subjects: culture, geography, history, politics, religion, trade and commerce – but ideally and naturally some combination of these. This area provides learners the opportunity to deepen their understanding of the world's cultural diversity.

ENGL 228 The Continental Novel
GEOG 140 World Regions and Issues
HIST 118 Survey of African History
HIST 120 Survey of Middle Eastern History
HIST 122 Modern East Asia
HIST 130 History of Latin America
HUMA 252 French Society and Culture
HUMA 280 Japanese Culture and Society
INTL/POLI 150 Introduction to International Studies
PHIL/THRS 265 Asian Philosophy and Religion
SSCI 129 Cultural Imperialism and Hegemony in the Caribbean
WOLT 207 Contemporary Latin American Literature

Beyond Borders Advanced Core Courses [Adv Core: BB]

ART 310 Non-Western Art History	POLI 368 Latin American Politics Through Film, Art, Poetry, and Music
CLAS 335 A Brief History of Body Parts	POLI 410 Global Political Extremism
COME 343 International Mass Communication	SPAN 365 Latin American Civilization: S America and the Caribbean
ECON 357 Economics of Globalization	SPAN 370 Latin American Civilization: Mexico and Central America
ENGL 356 Postcolonial Literature	SPAN 375 Spanish Civilization
FREN 375 French Civilization and Identity	THRS 339 World Scriptures
GEOG 363 Global Urbanization	THRS 340 World Religions in Dialogue
GERM 376 German Civilization 2	THRS 343 Muslim and Christian Theologies in Dialogue
JAPN 375 Japanese Civilization	WOLT 330 Contemporary French and Francophone Women Writers
NSCI 310 Global Viral Pandemics	
NSCI 348 Bioterrorism	
POLI/PEAC 352 Conceptions of Human Rights	
POLI 362 Globalization and the Developing World in the 21 st Century	

CATHOLIC IMAGINATION [CORE: CI]

This area focuses on the Catholic intellectual tradition and its continuing interactions/dialogue with the world, including art, literature, and science. Courses in this area explore a variety of subject matter, grounded in Catholic theology, such as contributions and manifestations of Catholic sensibility in issues of historical and contemporary significance. Such courses allow students to explore the reciprocal enrichment between the Church and the world as a result of dialogue through the ages, including ways in which the Catholic tradition engages the needs and opportunities of communities and the world.

ART 215 Sacred Art and Architecture
ENGL 240 Modern Catholic Fiction
THRS 201 The Bible: Yesterday, Today, and Tomorrow
THRS 203 The Quest for God

Catholic Imagination Advanced Core Courses [Adv Core: CI]

HUMA 337 Communio and the Norbertines	THRS 325 Providence, Suffering, and Freedom
THRS 310 Marriage and Family as Vocation	THRS/CLAS 3277 Ancient Wisdom and the Modern Search for Meaning
THRS 312 The Church: Yesterday, Today, and Tomorrow	THRS 331 Judaism and Christianity: The Holocaust
THRS 314 Origins of Biblical Monotheism	THRS 333 Christian Ethics
THRS 316 Who is Jesus?	THRS 350 Christianity and Religious Diversity
THRS/WMGS 318 Feminist Theology	THRS 355 Theology of Spirituality
THRS 320 The Christian Tradition	THRS 360 Exploring Catholic Theology
THRS 322 Survey of the Hebrew Bible	THRS 361 Catholic Intellectual Tradition
THRS/WMGS 324 Women in the Bible	THRS 433 Christian Ethics

DIFFERENCE AND DIVERSITY [CORE: DD]

This area cultivates an understanding of the historical and contemporary challenges faced by various groups within the U.S., commonly identified by characteristics such as class, culture, ethnicity, gender, race, and religion. A study of these groups' identities and the voices with which they speak illustrates their contributions to the rich and complex U.S. mosaic. Courses in this area explore how these identities are constructed and how the internal dynamics and external interactions of such groups continue to inform and shape our experience. In turn, these questions challenge students to think critically about commonly held views of equality, justice, citizenship, and identity.

AMER 261 Introduction to American Studies	POLI 232 American Political Polarization
ENGL/WMGS 206 Sexuality and Literature	SSCI 103 Difference, Diversity, and Power
ENGL 221 The American Short Story	SSCI 205 Disability and American Society
GEOG 155 Ethnic Geographies of the United States	THRS/AMER 221 Religion in America
GEOG 225 Social Geography	WMGS 110 Introduction to Women's and Gender Studies
HIST/AMER 114 History of the United States 1	WMGS 225 Gender in Text and Imagery
HIST/AMER 115 History of the United States 2	

Difference and Diversity Advanced Core Courses [Adv Core: DD]

ART/WMGS 375 Race, Gender, and Contemporary Art	HUMA 310 History of Minority Groups in the U.S.
COME 330 Intercultural Communication	HUMA 422 Slavery in Antebellum America
COME 335 Gender and Media	MUSI/AMER 318 Evolution of Jazz
HIST 368 Asian American Experience	SOCI/WMGS 346 Intersections of Privilege
	SSCI 408 Social Inequalities: Race and Minority Relations

EXPRESSION AND INTERPRETATION [CORE: EI]

This area examines ways in which literature and the visual and performing arts resonate in human experience. Courses in this area encourage students to contemplate and theorize humanities and fine arts. Through creative engagement and critical thought, students will develop an understanding and appreciation of the creative process and cultivate the ability to make positive contributions to knowledge, society, and culture.

ART 120 Modern Sculpture and Architecture
ART 141 Drawing and Visual Perception
ART 144 Introduction to Video Production
ART 145 Rotoscope Animation
ART 205 Art, Technology, and Society
ENGL 150 Introduction to Literary Studies
ENGL 203 Science Fiction and Fantasy
HUMA 100 Introduction to the Humanities Through the Fine Arts
MUSI 150 Survey of World Musics
MUSI 176 Music Appreciation
THEA 101 Introduction to Live Performance
THEA 102 Creation of Sign and Symbol
THEA 237 History of Clothing and Fashion
WOLT 210 Soviet Dissident Literature

Expression and Interpretation Advanced Core Courses [Adv Core: EI]

ART 324 Intermediate Sculpture	GERM 305 Introduction to German Literature and Literary Criticism
ART 330 Intermediate Printmaking	HUMA 313 Stories of War
ART 340 Intermediate Painting	PHIL/CLAS 334 Tragedy and Philosophy
ART 424 Advanced Sculpture	PHIL/MUSI 336 Philosophy of Music
ART 430 Advanced Printmaking	SPAN 301 Introduction to Spanish and Spanish American Literature 1
ART 440 Advanced Painting	SPAN 302 Introduction to Spanish and Spanish American Literature 2
FREN 305 Introduction to French Literature and Literary Criticism	
GERM 304 German Composition	

INDIVIDUAL AND SOCIETY [CORE: IS]

This area focuses attention on the nature of the individual, of society, and the relationship between the two. Courses in this module consider empirical research as well as historical and contemporary thought on the nature and development of the individual (including common attributes and individual differences, the character and evolution of society (including complex institutions such as family, economy, and government), and the relationship between the two. These courses help students identify and apply theoretical and methodological perspectives of a social science in order to understand themselves and their place in the social world.

ECON 101 Principles of Macroeconomics
ECON 102 Principles of Microeconomics
EDUC 130 Educational Psychology
LEAD 200 Introduction to Leadership Studies
POLI/AMER 130 U.S. Politics and Government
PSYC 100 General Psychology
SOC 100 Introduction to Sociology

Individual and Society Advanced Core Courses [Adv Core: IS]

COME 329 Crisis Communication	CSCI 310 Computing in a Global Society
COME 352 Media Effects	POLI 310 Fascism and Socialism

PHYSICAL AND NATURAL WORLD [CORE: PN]

This area introduces topics ranging from physical and chemical processes that shape the earth and universe, the historical and contemporary impact of human geography on climate and the earth's biota, to the interplay among health, environment and technology. Courses in this area, while being grounded in the fundamentals of the natural sciences, may include disciplinary, multi-disciplinary, and interdisciplinary perspectives on the physical and natural world. Students will be introduced to the basic concepts of science, methods of science, and the interdisciplinary nature of science through inquiry, critical thinking, application, and communication. This subject matter, when synthesized into a meaningful whole, allows learners to develop an informed perspective on the physical and natural world and our role as responsible stewards of the environment. These courses include a laboratory component.

BIOL 105 Human Biology and Society
BIOL 106 Humans and the Environment
BIOL 108 Biodiversity
CHEM 100 Applications of Chemistry
CHEM 105 General Chemistry
EDUC/GEOL 287 STEM Methods and Introductory Geology 1
GEOG 120 Global Physical Environments
GEOL 105 Introductory Geology
GEOL 107 Environmental Geology
GEOL 109 Dinosaurs and their Environment
GEOL 115 General Oceanography
PHYS 100 Physics in the Arts
PHYS 111 Fundamentals of Physics 1
PHYS 121 General Physics 1
PHYS 141 Introductory Astronomy

Physical and Natural World Advanced Core Courses [Adv Core: PN]

ENVS 300 Environmental Science
NSCI 358 Social Impacts of Infectious Disease
SSCI 301 Environment and Society

WESTERN TRADITION [CORE: WT]

This area helps students understand and evaluate major concepts and values in Western culture. Students will be able to analyze how the Western tradition influences contemporary thought or actions. Courses in this area will expose students to the sources and development of ideas that pervade Western society and the Western cultural experience, and may cover Western ideologies, history, government, citizenship, literature, and the arts.

ART 110 History of Western Art
ART 112 History of Modern Design
ART 115 History of Modern Art
BIOL 107 Human Evolution, Extinction, and Scientific Thinking
ENGL 212 Modern British Novel
HIST 112 History of Western Civilization 1: Bronze Age to Renaissance
HIST 113 History of Western Civilization 2: Early Modern and Modern Europe
HUMA 240 Classic American Novels
MUSI/AMER 184 History of American Popular Music
PEAC 266 Human Rights and Responsibilities
PHIL 250/THRS 255 Philosophy of Religion
PHIL 282 Law, Morality and Punishment

Western Tradition Advanced Core Courses [Adv Core: WT]

COME/POLI 329 Political Communication
ECON 300 History of Economic Thought
ENGL 321 Dante: The Divine Comedy
ENGL 385 Heroes and Sages
FREN 328 French Classicism
GERM 375 German Civilization 1
HIST 345 Slavery in World History
HIST 350 History of Modern Europe
HIST 370 The End of the World
HONR 302 Coexistence in Medieval Spain
HUMA 403 Ideal Societies
HUMA 411 Vietnam in the Western Imagination
MUSI 315 Introduction to Opera
PHIL/AMER 305 American Philosophy
PHIL 310 Existentialist Thought
PHIL 330 The European Enlightenment
SOC 352 Foundations of Social Theory
THEA 337 Contemporary Theatre
WOLT 320 19th Century Russian Fiction
WOLT/CLAS 325 Classical Mythology

THE CURRICULUM

LEARNING OUTCOMES AND ASSESSMENT OF ACADEMIC PROGRAMS

Consistent with its mission of providing an educational environment that fosters intellectual, spiritual and personal development, the College has established a program of student learning outcomes assessment. The aim of the program is to examine the extent to which the College is successful in achieving the objectives of the mission and to use this information to improve major, minor and core curriculum programs at the College.

Our three core traditions promote student learning outcomes that include skill development in critical and analytical thought, quantification, synthesis, problem solving and communication. Our students learn to apply these skills as responsible citizens of a diverse, interdependent and changing world. In all aspects of campus life, students are encouraged to identify, test and strengthen their moral convictions, act with personal integrity, develop meaningful personal goals, and build relationships based on mutual respect.

Ours is a decentralized approach to assessment, meaning that each of the programs at the College is responsible for specifying outcomes which define what students are expected to know, to value, and to be able to do, and for identifying methods to determine the extent to which these outcomes are being met. As such, students in different major fields may be asked to complete different assessment measures, ranging from standardized tests, to senior projects or theses, to portfolios, to structured interviews. In addition to the assessment of major and minor programs, students provide data relevant to the objectives of the core curriculum program and to broad College-wide objectives that encompass a variety of programs. In addition, students are asked to provide responses to a series of surveys, some developed locally and others developed and normed on national samples, beginning during first-year orientation, continuing annually through commencement and administered periodically to alumni. Collectively, these assessment data provide an informative picture of what St. Norbert College students know, value and are able to do and, in some instances, how they compare to students at other colleges and universities across the country.

The College is committed to using assessment data in its planning and budgeting process and its efforts to strengthen the various College programs in Academic Affairs, and Mission and Student Affairs. By providing assessment data, students are important collaborators with the College faculty, staff and administrators in the process of improving the institution for current and future students.

ACADEMIC DEGREES AND PROGRAMS

St. Norbert College offers undergraduate and graduate academic degree programs through the Schneider School of Business and Economics as well as the College's four principal academic divisions – the division of humanities, the division of natural sciences, the division of social sciences, and the division of visual and performing arts. The College also offers interdisciplinary minors in American studies, classical studies, international studies, leadership studies, peace and justice studies, and women's and gender studies. Students may earn academic certificates in education, French, German, Japanese, Latin, Pre-Law or Spanish and take coursework in pre-dental, pre-engineering, pre-medical, pre-pharmacy and pre-veterinary programs. Other academic programs include English as a second language, human services, interdivisional studies, study abroad, military science and the honors program.

M = major available m = minor available C = certificate available G = graduate degree available

SCHNEIDER SCHOOL OF BUSINESS AND ECONOMICS [SSBE]

Accounting (M)	Economics (M, m)
Business Administration (M, m, G)	Intl. Business and Language Area Studies (M)

DIVISION OF HUMANITIES [HUMA]

Communication and Media Studies (M, m)	Japanese/Japanese Area Studies (m, C)
English (M, m)	Latin (C)
French (M, m, C)	Liberal Studies (G)
German (M, m, C)	Philosophy (M, m)
History (M, m)	Spanish (M, m, C)
Humanities (M)	Theology and Religious Studies (M, m, G)

DIVISION OF NATURAL SCIENCES [NSCI]

Biology (M, m)	Geology (M, m)
Chemistry (M, m)	Mathematics (M, m)
Computer Science (M, m)	Natural Science (M)
Environmental Science (M)	Physics (M, m)

DIVISION OF SOCIAL SCIENCES [SSCI]

Geography	Education-Early/Middle Childhood (M, m)
Political Science (M, m)	Education-Mid.Childhood/Early Adolescence (M, m)
Psychology (M, m)	Education-Early Adolescence/Adolescence (C)*
Sociology (M, m)	Education-Master of Science in Education (G)

**Early Adolescence / Adolescence Certification is attached to an appropriate teaching major or minor*

DIVISION OF VISUAL AND PERFORMING ARTS [VISP]

Art (M, m)	Music (M, m)
Art Education (M)	Music Education (M)
	Theatre Studies (M, m)

INTERDISCIPLINARY MINORS

American Studies (m)	Leadership Studies (m)
Classical Studies (m)	Peace and Justice Studies (m)
International Studies (m)	Women's and Gender Studies (m)

PRE-PROFESSIONAL PROGRAMS

Pre-Dental	Pre-Medical
Pre-Engineering	Pre-Pharmacy
Pre-Law (C)	Pre-Veterinary

EXTRA-DIVISIONAL PROGRAMS

Nursing (dual-enrollment with Bellin College)	Physical Education
Military Science	Washington Semester

UNDERGRADUATE ACADEMIC PROGRAMS

ACCOUNTING [ACCT]

www.snc.edu/catalog/acct_main.htm

As a Catholic, liberal arts institution in the Norbertine tradition, St. Norbert College exists to teach by word and example. In support of this motto, the accounting program builds on the liberal arts curriculum, fostering the managerial development of our students with intellectual rigor. Students gain a high degree of expertise and insight regarding business and accounting theories and practice. They are prepared for the professional responsibilities incumbent upon accounting leaders to work ethically for the global common good. This curriculum leads to a Bachelor of Business Administration (B.B.A.) degree with a major in Accounting.

ACCOUNTING FACULTY

Jason Haen, Assistant Professor of Business Administration

Ben Huegel, Assistant Professor of Business Administration

Kathleen Molnar, Associate Professor of Business Administration

Amy Vandenberg, Assistant Professor of Business Administration, graduate school advisor

COURSE REQUIREMENTS

Residency Requirement

In order to earn a B.B.A. degree from St. Norbert College, a student must earn satisfactory credit in at least six required business courses (ACCT / BUAD) at St. Norbert College.

Independent Study

The number of independent studies in the 128 credits required for the B.B.A. degree is limited to three.

Internship

Internship course, BUAD 494, can be taken only once for credit. This limit does not affect internships not taken for credit.

Assessment

Assessment data is obtained through standardized tests, nationally normed survey instruments, and existing college surveys. An assessment is required for graduation during a student's senior year.

Scheduling Courses

While the faculty will attempt to maintain the schedule of classes as stated in the catalog, the schedule may change due to various circumstances such as available staffing.

Accounting Major

The accounting sequence, 128 credits, results in a four-year B.B.A. degree which prepares students to work in accounting in organizations such as service, banking and manufacturing. If students desire to take the CPA exam and work as a certified public accountant, an additional 22 credits are required. These extra credits can be in any area of study. Students can complete the additional requirements by taking extra courses during summer or J-term Sessions, taking an overload during the regular semesters (over four full courses), or some combination of the above. Note that for existing SNC students, a maximum of three courses (9 to 12 credits) can be transferred into SNC. Courses taken at other qualifying institutions beyond the allowed can count toward the 150 credits.

Suggested Accounting Sequence - Core Requirements

Freshman Year

BUAD 142 Business Applications of Information Technology

ECON 101 Principles of Macroeconomics

ECON 102 Principles of Microeconomics

MATH 128 Introductory Statistics for Business

Sophomore Year

ACCT 205 Financial Accounting
BUAD 210 Business Ethics (2 cr)
BUAD 231 Introduction to Organizational Behavior (2 cr)
BUAD 232 Introduction to Human Resource Management (2 cr)
BUAD 233 Introduction to Supply Chain Management (2 cr)
BUAD 270 Marketing Concepts and Issues
BUAD 284 Statistics for Business and Economics *or* MATH 321 Probability and Statistics

Advanced Requirements

Junior Year

ACCT 305 Accounting Information Systems (spring)
ACCT 315 Managerial Cost Accounting (fall)
ACCT 316 Advanced Managerial Accounting (2 cr; spring)
ACCT 325 Intermediate Accounting 1 (fall)
ACCT 326 Intermediate Accounting 2 (spring)
BUAD 350 Corporate Finance

Senior Year

ACCT 318 Auditing (fall)
ACCT 419 Federal Income Tax (fall)
ACCT 421 Advanced Tax (2 cr; spring)
BUAD 390 Business Law
BUAD 485 Strategic Management Seminar

Optional

ACCT 229 Fraud Investigation 1 (2 cr)
ACCT 289 Accounting Special Topics (2 or 4 cr)
ACCT 320 Accounting for Government and Not-For-Profit (2 cr; spring)
ACCT 329 Fraud Investigation 2 (2 cr)
ACCT 422 Accounting Business Combinations (2 cr; spring)

AMERICAN STUDIES [AMER]

www.snc.edu/americanstudies

The American Studies minor is an interdisciplinary program whose central mission is the study of the multifaceted character of the U.S. from a variety of intellectual perspectives: cultural, political, religious, philosophical, sociological, literary and historical. Students examine key aspects of American experience – including the arts, work, leisure, family, gender, race and ethnicity. Drawing on various disciplines, students will come to understand and integrate the methodologies and questions of the field.

AMERICAN STUDIES FACULTY

Ivy Cargile, Assistant Professor of Political Science
Deirdre Egan-Ryan, Associate Professor of English
Eric High, Assistant Professor of Music
John Holder, Professor of Philosophy
Charles Jacobs, Associate Professor of Political Science
Karen Park, Assistant Professor of Theology and Religious Studies, program Director
Wendy Scattergood, Assistant Professor of Political Science
Abigail Trollinger, Assistant Professor of History

COURSE REQUIREMENTS

American Studies Minor - (24 credits)

AMER/HIST 114 History of the US 1 *or*
AMER / HIST 115 History of the US 2
AMER 261 Introduction to American Studies
AMER 499 American Studies Interdisciplinary
Research Project (0 cr), taken concurrently as
part of the final American Studies 300 level or
above elective course (see following list)
outside of student's major.

*Four of the following, at least one must be at 300
level or above:*

AMER / POLI 130 US Politics and Government
AMER / MUSI 184 History of American Popular
Music
AMER / THRS 221 Religion in America
AMER / ENGL 235 Survey of United States
Literature: Beginning to 1865
AMER / ENGL 236 Survey of United States
Literature: 1865 to present

AMER / PHIL 305 American Philosophy*
AMER / ENGL 311 / WMGS 311 Women in
Literature*
AMER / POLI 317 American Political Thought*
AMER / MUSI 318 Evolution of Jazz*
AMER / HIST 322 American Immigration and
Ethnic History*
AMER / ENGL 323 The Harlem Renaissance*
AMER / HIST 324 Poverty, Charity and Welfare
in American History*
AMER / HIST / WMGS 327 Women and Gender
in United States History*
AMER / ENGL 329 Literature of Service*
AMER / POLI 335 Congress and Legislatures*

*300-level courses that may be taken with AMER
499

Special Topics Courses (AMER 289, AMER 389, AMER 489) may be taken as electives in the minor.

Independent Study Courses (AMER 490) may be arranged with permission of the associate dean of humanities, the instructor and the program Director.

ART [ART]

www.snc.edu/art

As a vital part of a Norbertine Catholic liberal arts institution, the art discipline at St. Norbert College values the power of the arts in pursuit of knowledge, truth and beauty. We cultivate a love of lifelong learning, an understanding of diverse cultures, perspectives, beliefs, and collaboration to gain knowledge, to solve problems, and to engage with the world around us.

The art discipline at St. Norbert College emphasizes technical craft as well as contemporary art and design theory and practice. In the tradition of the liberal arts, our students are creative makers whose studio work exists in complement to their other classes and larger experiences. The Carol and Robert Bush Art Center contains studios, classrooms, galleries and faculty offices for the art program. Three galleries, an exhibition series, the St. Norbert College art collection, guest artists and field trips to major art museums and exhibitions enrich the art program. We are one of the few liberal arts colleges to offer distinctive sequences in studio art, graphic design and art education. Graduates of the art program earn a bachelor of arts degree.

ART FACULTY

Brandon Bauer, Assistant Professor of Art, discipline coordinator
Shan Bryan-Hanson, Director and curator of art galleries and collections
John Gordon, Adjunct Assistant Professor of Art
Debbie Kupinsky, Assistant Professor of Art

Rev. James Neilson, O.Praem., Adjunct Assistant Professor of Art
Brian Pirman, Associate Professor of Art
Katherine Ries, Assistant Professor of Art
Graduate School Advisor: any full-time art faculty member.

COURSE REQUIREMENTS

Art Major / Studio Art Sequence - (52 credits)

ART 110 History of Western Art
ART 115 History of Modern Art *or*
 ART 205 Art, Technology, and Society
ART 130 Introduction to Design
ART 131 Introduction to Studio Art
ART 134 Basic Drawing
ART 460 Digital Studio
ART 499 Senior Art Capstone

Three of the following:

ART 224 Introduction to Sculpture
ART 230 Introduction to Printmaking
ART 240 Introduction to Painting
ART 280 Introduction to Photography and Digital
 Imaging

Three of the following:

ART 324 Intermediate Sculpture
ART 330 Intermediate Printmaking
ART 340 Intermediate Painting
ART 350 Computer Graphics
ART 380 Contemporary Photographic Strategies
ART 424 Advanced Sculpture
ART 430 Advanced Printmaking
ART 440 Advanced Painting
ART 480 Advanced Studio

Art Major / Graphic Design Sequence - (52 credits)

ART 110 History of Western Art *or*
 ART 115 History of Modern Art
ART 112 History of Modern Design *or*
 ART 205 Art, Technology, and Society
ART 130 Introduction to Design
ART 131 Introduction to Studio Art
ART 134 Basic Drawing
ART 280 Introduction to Photography and Digital
 Imaging
ART 335 Advertising Design
ART 350 Computer Graphics

ART 460 Digital Studio
ART 485 Design for the Web
ART 499 Senior Art Capstone
Any Studio Course at the 300 level or above

One of the following:

ART 224 Introduction to Sculpture
ART 230 Introduction to Printmaking
ART 240 Introduction to Painting

Art Education Major - (52 credits)

ART 110 History of Western Art
ART 115 History of Modern Art
ART 130 Introduction to Design
ART 131 Introduction to Studio Art
ART 134 Basic Drawing
ART 350 Computer Graphics
ART 460 Digital Studio
EDUC 125 Foundations of U.S. Education
EDUC 130 Psychology for Teaching
EDUC 235 Teaching in the Arts

Three of the following:

ART 224 - Introduction to Sculpture
ART 230 - Introduction to Printmaking
ART 240 - Introduction to Painting
ART 280 - Introduction to Photography and Digital
 Imaging

Sophomore Block (all 2 credit courses):

EDUC 223 Instructional Technology
EDUC 250 Pre-Student Teaching Experience,
 Secondary
EDUC 252 The Comprehensive High School

EDUC 254 Instructional Methodologies for
 Adolescents
EDUC 281 Teaching Children with Disabilities

Junior Block (all 2-credit courses):

EDUC 330 The Early Adolescent: Classroom Management and Conflict Resolution
EDUC 332 The Adolescent: Psychology and Methods in the Middle School
EDUC 333 The Early Adolescent: Assessment

EDUC 334 Middle School Field Experience
EDUC 450 Student Teaching: Early Adolescence
EDUC 455 Student Teaching: Adolescence
SSCI 408 Social Inequalities: Race and Minority Relations

Studio Art Minor - (28 credits)

ART 110 History of Western Art *or*
ART 115 History of Modern Art *or*
ART 205 Art, Technology, and Society
ART 131 Introduction to Studio Art
ART 134 Basic Drawing

Three of the following:

ART 224 Introduction to Sculpture
ART 230 Introduction to Printmaking

ART 240 Introduction to Painting
ART 280 Introduction to Photography and Digital Imaging

One of the following:

ART 324 Intermediate Sculpture
ART 330 Intermediate Printmaking
ART 340 Intermediate Painting
ART 380 Contemporary Photographic Strategies

Graphic Design Minor - (28 credits)

ART 112 History of Modern Design *or* ART 205 Art, Technology, and Society
ART 130 Introduction to Design
ART 280 Introduction to Photography and Digital Imaging
ART 335 Advertising Design
ART 350 Computer Graphics
ART 460 Digital Studio
ART 485 Design for the Web

BIOLOGY [BIOL]

www.snc.edu/biology

The biology discipline strives to provide a modern, rigorous, broad-based, laboratory-intensive education that is intellectually challenging. It is expected that this educational experience will motivate students to achieve excellence and prepare them for professional programs and careers in the biological sciences (<http://www.snc.edu/careers/students/programs/biology.html>). The biology program serves the core curriculum by providing non-science students an environment for scientific inquiry and opportunities to explore the diversity and functioning of the natural world and our place in it. Central to the mission of the program is a commitment to engaging biology majors in the actual process of science by encouraging them to participate in collaborative research with faculty. This not only personalizes the undergraduate learning and teaching experience through close mentoring but also nurtures and maintains the excitement and enthusiasm that faculty and students have for their discipline. The integration of research and learning through such collaborative activities is seen as a logical extension of the undergraduate classroom and an integral part of the program's academic culture.

BIOLOGY FACULTY

Deborah K. Anderson, Associate Professor of Biology
David J. Bailey, Associate Professor of Biology
Anindo Choudhury, Professor of Biology and Environmental Science
Katie M. Dunn, Assistant Professor of Biology
Russell P. Feirer, Associate Professor of Biology
David W. Hunnicutt, Associate Professor of Biology
Carrie E. Kissman, Assistant Professor of Biology and Environmental Science
Zachary L. Pratt, Assistant Professor of Biology
Graduate School Advisor: any full-time faculty member in Biology

COURSE REQUIREMENTS

Biology Major - (20 credits, plus a concentration)

BIOL 120 General Biology 1
BIOL 121 General Biology 2
BIOL 244 Genetics

CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2

Organismal Biology Concentration

BIOL 201 Botany
BIOL 228 Ecology
CHEM 220 Organic Chemistry

Any five biology (BIOL) electives numbered 200 or above (may include only one of BIOL 490 Independent Study, BIOL 492 Directed Research, or BIOL 496 Research and Thesis)

Recommended:

MATH 124 A Survey of Calculus *or* MATH 131 Calculus and Analytic Geometry 1
PHYS 111 Fundamentals of Physics 1 *and* PHYS 112 Fundamentals of Physics 2 *or*
PHYS 121 General Physics 1 *and* PHYS 122 General Physics 2
SSCI 224 Basic Statistics *or* BUAD 284 Statistics for Business and Economics
A computer science course

Biomedical Sciences Concentration

Six biology (BIOL) electives from the following (may include only one of BIOL 490 Independent Study or BIOL 492 Directed Research or BIOL 496 Research and Thesis):

BIOL 220 Comparative Vertebrate Anatomy
BIOL 320 Human Anatomy and Histology
BIOL 325 Developmental Biology
BIOL 350 Microbiology
BIOL 360 Medical Microbiology
BIOL 361 Virology
BIOL 365 Immunology
BIOL 368 Parasitology
BIOL 371 Cellular Physiology
BIOL 372 Systemic Physiology

BIOL 373 Molecular Biology
BIOL 375 The Biology of the Cancer Cell
BIOL 381 Vertebrate Embryology
BIOL 382 Vertebrate Reproduction
BIOL 385 Endocrinology
BIOL 386 Neuroscience
BIOL 490 Independent Study
BIOL 492 Directed Research
BIOL 496 Research and Thesis

Additional Required Courses in Chemistry:

CHEM 220 Organic Chemistry
CHEM 222 Organic Chemistry: Intermediate *or* CHEM 232 Organic Chemistry: Research Emphasis
CHEM 350 Biochemistry

Additional Recommended Courses:

MATH 124 A Survey of Calculus *or* MATH 131 Calculus and Analytic Geometry 1
PHYS 111 Fundamentals of Physics 1 *and* PHYS 112 Fundamentals of Physics 2 *or*
PHYS 121 General Physics 1 *and* PHYS 122 General Physics 2
SSCI 224 Basic Statistics

Note: Biology majors may also be required to complete the designated achievement tests in biology during specified testing periods and are required to participate in other ongoing assessment activities. Course choices should be made through advisement, with the student's interests and objectives in mind. Advanced students are strongly encouraged to pursue Independent Study (BIOL 428 or 490) and Research (BIOL 492 or BIOL 496).

Biology Minor - (24 credits)

BIOL 120 General Biology 1
BIOL 121 General Biology 2
Four Biology electives at 200 level or above

Biology Teaching Minor - (24 credits)

BIOL 120 General Biology 1
BIOL 121 General Biology 2
ENVS 300 Environmental Science **or**
SSCI 301 Environmental Studies (fulfills the conservation requirement for the State Department of Public Instruction)
Three Biology electives at 200 level or above

BUSINESS ADMINISTRATION [BUAD]

www.snc.edu/busadmin

As a Catholic liberal arts institution in the Norbertine tradition, St. Norbert College exists to teach by word and example. In support of this motto, the Business Administration program builds on the liberal arts curriculum, fostering the managerial development of our students with intellectual rigor. Students gain a high degree of expertise and insight regarding business theories and practice. They are prepared for the professional responsibilities incumbent upon business leaders to work ethically for the global common good.

BUSINESS ADMINISTRATION FACULTY

Paul Bursik, Associate Professor of Business Administration, Director of Business Administration
Laurey Clappitt, Adjunct Instructor of Business Administration
Eliot Elfner, Emeritus professor, adjunct Instructor of Business Administration
Jason Haen, Assistant Professor of Business Administration
Marc Hammer, Adjunct Instructor of Business Administration
James Harris, Assistant Professor of Business Administration
Ben Huegel, Assistant Professor of Business Administration
Brent Hussin, Adjunct Instructor of Business Administration
John-Gabriel Licht, Assistant Professor of Business Administration
Kathleen Molnar, Associate Professor of Business Administration
Jamie O'Brien, Assistant Professor of Business Administration
Joy Pahl, Assistant Professor of Business Administration
Matthew Stollak, Associate Professor of Business Administration, graduate school advisor
William Van Ess, Adjunct Instructor of Business Administration
Amy Vandenberg, Assistant Professor of Business Administration

COURSE REQUIREMENTS

This curriculum leads to a Bachelor of Business Administration (B.B.A.) degree. Students can elect a general business program or one of five available concentrations within this major.

Residency Requirement

In order to earn a B.B.A. degree from St. Norbert College, a student must earn satisfactory credit in at least six required business courses (BUAD) at St. Norbert College. The Strategic Management course (BUAD 485) must be taken at St. Norbert College.

Independent Study

The number of independent studies in the 128 credits required for the B.B.A. degree is limited to three.

Internship

BUAD 494 Internship can be taken only once for credit. This limit does not affect internships not taken for credit.

Assessment

Assessment data is obtained through standardized tests, nationally normed survey instruments, and existing college surveys.

Business Administration Major - (60 credits)

The Business Administration major is divided into core requirements and advanced business electives. Also, concentrations in five different areas are available for students wishing to emphasize a particular field of business.

1. Core Requirements (normally to be taken in the following sequence):

Freshman Year

BUAD 142 Business Applications of Information Technology
 ECON 101 Principles of Macroeconomics
 ECON 102 Principles of Microeconomics
 MATH 128 Introductory Statistics for Business

Sophomore Year

ACCT 205 Financial Accounting
 ACCT 206 Managerial Accounting
 BUAD 210 Business Ethics (2 cr)
 BUAD 231 Introduction to Organizational Behavior (2 cr)
 BUAD 232 Introduction to Human Resource Management (2 cr)
 BUAD 233 Introduction to Supply Chain Management (2 cr)
 BUAD 270 Marketing Concepts and Issues
 BUAD 284 Statistics for Business and Economics *or* MATH 321 Probability and Statistics

Junior Year

BUAD 350 Corporate Finance
 BUAD 390 Business Law

Senior Year

BUAD 485 Strategic Management Seminar

2. Advanced Business Electives

Advanced business electives are normally taken in the third and fourth years. All business majors are required to take a minimum of two courses that are approved as advanced business electives. These include: any Business Administration (BUAD) course or Accounting (ACCT) course at the 200 level or above (other than Business core requirements, courses designated for non-majors or ACCT 315); any Economics (ECON) course at the 200 level or above; and selected courses from other disciplines, including Communications (COME 322), English (ENGL 306), Psychology (PSYC 221, PSYC 321, PSYC 325 or PSYC 360).

3. Concentrations

Students wishing to emphasize a particular area of business can choose one of the following concentrations. These concentrations include the relevant core required course along with selected advanced business electives. Students completing a concentration will have satisfied the requirement for advanced business electives.

Finance Concentration - (16 credits)

BUAD 350 Corporate Finance
 BUAD 351 Investments (fall)
 BUAD 352 Financial Institutions and Markets *or*
 ECON 390 Money and Banking (spring)

One of the following:

ACCT 325 Intermediate Accounting I
 BUAD 355 Advanced Financial Management
 BUAD 356 Risk Management and Insurance
 BUAD 489 Special Topics (Finance)
 BUAD 494 Internship (Finance)
 ECON 377 International Finance and Monetary
 Economics

Global Business Concentration – (16 credits)

BUAD 231 Introduction to Organizational Behavior (2 cr)
 BUAD 232 Introduction to Human Resource Management (2 cr)
 BUAD 262 Introduction to International Business
 BUAD 468*/BUAD 469 Sr. Seminars in IBLAS 1, IBLAS 2 (* Global business concentration students take BUAD 468 as strategy/capstone instead of BUAD 485)
 One semester study abroad (international students are exempt from this requirement)

One of the following:
 ECON 375 Growth and Development
 ECON 376 International Trade
 ECON 377 International Finance and Monetary Economics
 ECON 390 Money and Banking
 BUAD 352 Financial Institutions and Markets
 BUAD 489 Special Topics (Global Business)
 BUAD 490 Independent Study (Global Business)
 BUAD 494 Internship (Global Business)

General Management Concentration - (16 credits)

BUAD 231 Introduction to Organizational Behavior (2 cr)
 BUAD 232 Introduction to Human Resource Management (2 cr)
 BUAD 334 Supply Chain Management
 BUAD 337 Behavior in Organizations

One of the following:
 BUAD 262 Introduction to International Business
 BUAD 333 Operations Management
 BUAD 336 Human Resource Management (fall)
 BUAD 345 Business Applications Using Systems Analysis and Design
 BUAD 489 Special Topics (Management)
 BUAD 490 Independent Study (Management)
 BUAD 494 Internship (Management)

Marketing Concentration - (16 credits)

BUAD 270 Marketing Concepts and Issues
 BUAD 374 Marketing Promotions
 BUAD 471 Marketing Management and Strategy

One of the following:
 BUAD 262 Introduction to International Business

BUAD 371 Sales Management
 BUAD 372 Marketing Research
 BUAD 375 Consumer Behavior
 BUAD 489 Special Topics (Marketing)
 BUAD 490 Independent Study (Marketing)
 BUAD 494 Internship (Marketing)

Human Resource Management Concentration - (16 credits)

BUAD 231 Introduction to Organizational Behavior (2 cr)
 BUAD 232 Introduction to Human Resource Management (2 cr)
 BUAD 336 Human Resource Management (fall)
 BUAD 436 Advanced Human Resource Management (alternate years)

One of the following:
 BUAD 337 Behavior in Organizations

BUAD 437 Compensation Management
 BUAD 438 Society for Human Resource Management (SHRM) Seminar
 BUAD 489 Special Topics (Human Resource Management)
 BUAD 490 Independent Study (Human Resources)
 BUAD 494 Internship (Human Resources)
 ECON 330 Labor Economics
 PSYC 221 Industrial and Organizational Psychology

Note: BUAD 490 Independent Study or BUAD 494 Internship courses require the approval of a faculty member within the area of concentration.

Business Administration Minor - (28 credits)

ACCT 205 Financial Accounting
BUAD 142 Business Applications of Information Technology *or*
CSCI 110 Introduction to Computer Programming
BUAD 210 Business Ethics (2 cr)
BUAD 231 Introduction to Organizational Behavior (2 cr)
BUAD 270 Marketing Concepts and Issues
BUAD 350 Corporate Finance
ECON 102 Principles of Microeconomics
MATH 128 Introductory Statistics for Business

CENTER FOR INTERNATIONAL EDUCATION [CIE]

The Center for International Education (CIE) provides leadership in the development and implementation of St. Norbert College’s initiative to globalize the campus and curriculum. Imbued by the Norbertine tradition, CIE helps prepare St. Norbert College students to be globally competent so they can lead successful and meaningful lives in an increasingly diverse and global community. We achieve this by directly engaging with faculty and academic disciplines, collaborating with all college divisions, and sponsoring a variety of programs and services. CIE staff members partner with multiple offices and organizations locally and globally to:

- strengthen the academic infrastructure for global education
- support faculty development opportunities through faculty exchange programs and research opportunities
- develop and nurture relationships with partner universities and organizations overseas
- provide a variety of services to international students and visiting scholars
- manage the recruitment and enrollment of international students
- develop online and hybrid college pathway programs designed to reach international students locally and globally.
- provide English as a Second Language (ESL) instruction
- offer extensive support to St. Norbert College students interested in studying abroad
- provide semester-long professional internships and service learning opportunities

CENTER FOR INTERNATIONAL EDUCATION PROGRAMS

Academic Advising for International Students	English Language and Academic Programs ELAP	English as a Second Language	Foreign Language Teaching Assistants
Global Partnerships	Great Decisions	Institute for International Research	International Exchanges
International Recruitment and Enrollment	International Student and Scholar Services	International Studies Program	I-SUCCESS
Study Abroad	Washington Media Institute	Washington Internship for Native Students	Washington Semester – American University

CENTER FOR INTERNATIONAL EDUCATION FACULTY AND STAFF

Susan Ashley, English Language Instructor

Jana Dettlaff, English Language Instructor

Jeremy Doughty, Director of Study Abroad, Great Decisions

Sarah Griffiths, Director - International Student & Scholar Services, Academic Advising for International Students,
Foreign Language Teaching Assistants

Christina Hankwitz, Director of English as a Second Language Institute

Olga Henek, English Language Instructor

Kit Klepinger, International Recruitment and Enrollment

Beverly Moeser, Administrative Assistant, Washington Internship for Native Students

Alaina Morales, Study Abroad Advisor, Washington Semester-American University, Washington Media Institute

Susan McGinnity, English Language Instructor

Marcy O'Malley, Director of English Language and Academic Programs

Victoria Tashjian, Director of International Studies Program

Gratzia Villarroel, Associate Academic Dean for Global Affairs, Global Partnerships, Institute for International
Research, International Exchanges, I-SUCCESS

Linda Wanless, English as a Second Language Office Manager, Summer DPI Grant Program

INTERNATIONAL EDUCATION COMMITTEE

Gratzia Villarroel, Associate Academic Dean for Global Affairs, Chair

Anindo Choudhury, Biology and Environmental Science

Bola Delano-Oriaran, Director of Student Teaching Abroad

Robert Kramer, History

Joy Pahl, International Business and Language Area Studies Director

Luis Navarro-Ayala, Modern Languages and Literature

Ikuko Torimoto, Modern Languages and Literatures Coordinator

Victoria Tashjian, International Studies Director

CHEMISTRY [CHEM]

www.snc.edu/chemistry

Our objectives are to provide background for successful post-graduate work in chemistry and related fields; to train for industrial, governmental and educational employment in the field of chemistry; to prepare students for the pre-professional areas such as pre-medicine, pre-dentistry, pre-pharmacy, pre-veterinary medicine and pre-engineering; and to serve the other academic disciplines of the natural science division as well as students from social sciences and humanities.

CHEMISTRY FACULTY

Kurstan Cunningham, Assistant Professor of Chemistry

Kathleen Garber, Assistant Professor of Chemistry

Cynthia Earles Ochsner, Assistant Professor of Chemistry

David Poister, Professor of Chemistry and Environmental Science

Jonathon Russel, Associate Professor of Chemistry

Larry Scheich, Professor of Chemistry

Siobhan Shay, Adjunct Instructor

Matthew Sprague, Assistant Professor of Chemistry

Graduate School Advisor: Contact any member of the discipline

COURSE REQUIREMENTS

Chemistry Major - (44 credits, plus a concentration)

CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2
CHEM 211 Quantitative Analysis
CHEM 220 Organic Chemistry
CHEM 222 Organic Chemistry: Intermediate *or*
 CHEM 232 Organic Chemistry: Research Emphasis
CHEM 312 Instrumental Analysis
CHEM 330 Physical Chemistry 1
CHEM 332 Physical Chemistry 2
MATH 131 Calculus and Analytic Geometry 1
MATH 132 Calculus and Analytic Geometry 2
PHYS 121 Fundamentals of Physics 1 *and* PHYS 122 Fundamentals of Physics 2 *or*
 PHYS 111 General Physics 1 *and* PHYS 112 General Physics 2

General Chemistry Concentration

CHEM 305 Inorganic Chemistry
Two other chemistry courses at 300 level or above

Biochemistry Concentration

BIOL 120 General Biology 1
BIOL 121 General Biology 2
BIOL 244 Genetics
BIOL 373 Molecular Biology
CHEM 305 Inorganic Chemistry *or* CHEM 310 Organic Chemistry: Advanced
CHEM 350 Biochemistry 1
CHEM 351 Biochemistry 2

Students intending to go on to graduate studies should realize that mathematics courses such as MATH 233 and MATH 310 are required by many graduate programs in chemistry. The chemistry discipline also recommends PHYS 121/PHYS 122 over PHYS 111/PHYS 112.

Chemistry Academic Minor - (24 credits)

CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2
CHEM 211 Quantitative Analysis
CHEM 220 Organic Chemistry
CHEM 222 Organic Chemistry: Intermediate
One Chemistry elective above the 200 level

Chemistry Teaching Minor - (24 credits)

Same requirements as Chemistry Academic Minor

CLASSICAL STUDIES [CLAS]

www.snc.edu/classicalstudies

The languages and literature of ancient Greece and Rome lie at the heart of Western culture. They are the sources of the tradition of liberal learning, both Christian and non-Christian, in which the College places itself. The purpose of the Classical Studies minor is to acquaint students with the history, literature and general culture of ancient Greece and Rome, with an emphasis on acquiring competent reading skills in ancient Greek and/or Latin. With the

exception of the Greek and Latin language courses, all courses will be taught in translation. Study of classical language enhances the student's own English language skills. The interdisciplinary nature of the minor provides the student with a foundation for further work in related fields of history, literature, philosophy, religious studies, political science, and art.

In Classical Studies courses, students acquire knowledge of the origins and continuities of Western culture and come to appreciate the differences between the ancient past and the present; they come to understand themselves better by comparing and contrasting their world with its classical roots; and they investigate deeply human issues and concerns that confronted the ancients as they confront us today.

CLASSICAL STUDIES FACULTY

Thomas Bolin, Professor of Theology and Religious Studies

David Duquette, Professor of Philosophy

Kathleen Gallagher Elkins, Assistant Professor of Theology and Religious Studies

Eric Hagedorn, Assistant Professor of Philosophy

Michael Holstead, Adjunct Assistant Professor of classics

Michael Lovano, Assistant Professor of History

Joel Mann, Associate Professor of Philosophy, program director

Edward Ridsen, Professor of English

Drew Scheler, Assistant Professor of English, Director of Writing Across the Curriculum program

Stephen Westergan, Adjunct Instructor of Humanities

COURSE REQUIREMENTS

The St. Norbert College Language Competency Requirement

Students who successfully complete CLAS 102 Intermediate Latin or CLAS 112 Elementary Greek 2 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second-semester level on the College's placement exam or through alternative means approved by the College.

Retroactive Credit Policy

Students will be awarded up to two courses (eight credits) for previous language study if they enter a language course beyond the introductory level and earn a "B" or better in that course. This means that students who begin their study of Latin or Greek at St. Norbert College with CLAS 102 or CLAS 112 and earn at least a "B" in that course, will also receive one retroactive course (four credits) for previous Latin or Greek study. Students who begin their study of Latin or Greek with CLAS 203 or CLAS 213 and earn at least a "B" in that course, will receive two retroactive courses (eight credits) for previous Latin or Greek study. Retroactive courses do not count as part of the seven courses required for the minor in Classical Studies. Students with previous language study should contact either the Latin or Greek instructor to determine their proper starting placement in the course sequence.

Classical Studies Minor - (28 credits)

CLAS 203 Readings in Latin *or*

CLAS 213 Intermediate Greek

CLAS / HIST 326 The History of Ancient Greece

CLAS / HIST 328 The History of Ancient Rome

One of the following:

CLAS / THRS 200 Augustine & the Classical World

CLAS / PHIL 207 Greek Philosophy

CLAS / PHIL 209 Hellenistic Philosophy

CLAS / THRS 327 Ancient Wisdom and the Modern Search for Meaning

CLAS / PHIL 334 Tragedy and Philosophy

THRS 314 The Origins of Monotheism

Electives:

CLAS / THRS 200 Augustine and the Classical World
CLAS / PHIL 207 Greek Philosophy
CLAS / PHIL 209 Hellenistic Philosophy
CLAS / RELS 260 Early Christian Monasticism
CLAS / PHIL / POLI 314 Classical and Medieval Political Thought

CLAS / WOLT 325 Classical Mythology
CLAS / THRS 327 Ancient Wisdom and the Modern Search for Meaning
CLAS / PHIL 334 Tragedy and Philosophy
CLAS 335 A Brief History of Body Parts
THRS 314 The Origins of Monotheism
THRS 329 The New Testament

Latin or Greek language courses (other than CLAS 203 or CLAS 213) also count as electives for the Classical Studies minor. For instance, if students begin the study of Latin or Greek at the College, they will take three language courses that will fulfill three of the seven courses required for the minor.

COMMUNICATION AND MEDIA STUDIES [COME]

www.snc.edu/communicationandmedia

The mission of the communication and media studies discipline is to provide an excellent education that is personally, intellectually and spiritually challenging. By personally, we mean the development and appreciation for those qualities that enable students to foster meaningful relationships in their academic, personal and professional lives. By intellectually, we mean the development of those qualities which enable students to recognize, describe, analyze, synthesize and critique those elements in the global society that are shaped and influenced by human symbol systems. By spiritually, we mean the evolution of those qualities that enable students to look within themselves at their role in the micro-context of St. Norbert College's Judeo-Christian values and the macro-context of a diverse world of opposing and complementary perspectives.

The program is designed to meet three major objectives: 1) an integrated study of several areas of communication, with special attention to theory and principles, 2) the development of scholarly and technical communication skills and 3) the development of professional values through an understanding of ethical issues in communication.

The objectives are met by courses focusing on the process and effects of various kinds of communication, by those which develop particular skills (for example, courses in media writing, business and professional speaking) and by history and analysis courses dealing with a variety of communication issues. The skills courses, in particular, are designed to help students prepare for professional careers.

Students select an area of concentration (communication or media) but have contact with the other area through required and elective courses. This accomplishes a major purpose of the program, that of providing a degree of specialization within a general communication curriculum. In addition, the content of the program's courses draws students' attention to the many connections between Communication and the content of other disciplines in the College.

The program offers two majors, Communication and Media Studies, and Speech Communication with Secondary Certification, and three minors.

COMMUNICATION AND MEDIA STUDIES FACULTY

Mark Glantz, Assistant Professor of Communication and Media Studies
Anna Herrman, Assistant Professor of Communication and Media Studies
Valerie Kretz, Assistant Professor of Communication and Media Studies
Tom Milbourn, Adjunct Instructor of Communication and Media Studies
James W. Neuliep, Professor of Communication and Media Studies, discipline coordinator

COURSE REQUIREMENTS

Communication and Media Studies Major - (8 credits, plus a concentration)

COME 122 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication

Communication Concentration - (32 credits)

COME 426 Organizational Communication
COME 427 Communication Theory
Two media courses (one at the 300 level)

Four of the following:

COME 222 Small Group Communication
COME 322 Business and Professional Speaking
COME 323 Nonverbal Communication

COME 324 Persuasion
COME 327 Health Communication
COME 328 Family Communication
COME 329 Political Communication
COME 330 Intercultural Communication
COME 389 Special Topics
COME 490 Independent Study
COME 494 Internship

Media Concentration (32 credits)

COME 467 Television Criticism
COME 468 Mass Communication Theory
Two communication courses (one at the 300 level)

Four of the following:

COME 252 Writing for Media
COME 329 Political Communication

COME 364 Media Law and Regulation
COME 383 Media Ethics
COME 384 Communication Technology and Social
Change
COME 389 Special Topics
COME 490 Independent Study

Major in Speech Communication with Secondary Certification - (40 credits)

Secondary certification for teaching grades 6-12:

COME 122 Principles of Interpersonal
Communication
COME 124 Principles of Mass Communication
COME 222 Small Group Communication
COME 252 Writing for Media
COME 322 Business and Professional Speaking

COME 323 Nonverbal Communication
COME 324 Persuasion
COME 383 Media Ethics
COME 426 Organizational Communication
COME 427 Communication Theo

Minor in Speech Communication with Secondary Certification - (24 credits)

Secondary certification for teaching grades 6-12:

COME 122 Principles of Interpersonal
Communication
COME 124 Principles of Mass Communication

COME 322 Business and Professional Speaking
COME 324 Persuasion
COME 426 Organizational Communication
COME 427 Communication Theory

Students seeking secondary certification in Speech Communication must formally request entry into the Teacher Education Cohort during their first year.

Communication Studies Minor - (24 credits)

COME 122 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication
COME 426 Organizational Communication *or* COME 427 Communication Theory

Three of the following:

COME 222 Small Group Communication
COME 322 Business and Professional Speaking
COME 323 Nonverbal Communication
COME 324 Persuasion
COME 327 Health Communication

COME 328 Family Communication
COME 329 Political Communication
COME 330 Intercultural Communication
COME 389 Special Topics (where appropriate)

Media Studies Minor - (24 credits)

COME 122 Principles of Interpersonal
Communication
COME 124 Principles of Mass Communication
COME 467 Television Criticism *or*
COME 468 Mass Communication Theory

Three of the following:

COME 252 Writing for Media
COME 329 Political Communication
COME 364 Media Law and Regulation
COME 383 Media Ethics
COME 384 Communication Technology and Social
Change
COME 389 Special Topics (where appropriate)

Computer Science [CSCI]

www.snc.edu/computerscience

The study of Computer Science prepares an individual to enter a fast-growing, exciting and ever-changing profession. Using computer systems, students design and implement solutions to problems that exist in all domains.

St. Norbert College provides a broad opportunity to integrate the theoretical aspects of computing with the more applied focus of other applications. The curriculum has a strong focus on software engineering and is continually reviewed and updated to keep abreast with computing technology. Within the Computer Science major, the Computer Science concentration provides a solid background for advanced study in computer science while the Business Information Systems concentration and Graphic Design and Implementation concentration provide a more applied background. Graduates are fully qualified for entry-level positions in computing and are prepared to pursue graduate studies in their concentration.

The Computer Science discipline strives to support the mission of the College. To this end, the discipline is committed to providing a curriculum that is intellectually challenging, preparing graduates to understand both the fundamental concepts in computing as well as the computing profession within the context of a larger society. The discipline recognizes the need to develop an awareness of the cultural, social, legal and ethical issues inherent in the discipline of computer science. The Computer Science program prepares students to not only handle the technical aspects of computing but also enables them to make decisions that are just, to communicate solutions effectively, and to be lifelong learners in the field. Because of our roles in developing software systems, we have significant opportunities to do good, to cause harm, or to influence others to do good or cause harm. The Computer Science program at St. Norbert College develops graduates who are morally and intellectually prepared to take on the challenges of a career in computing.

Students work in a networked environment that links various types of personal computers to several servers. The discipline maintains an experimental robotics laboratory and has access to Linux servers dedicated to the discipline.

COMPUTER SCIENCE FACULTY

Bonnie McVey, Associate Professor of Computer Science

David C. Pankratz, Associate Professor of Computer Science, graduate school advisor

COURSE REQUIREMENTS

Residency Requirement

Students majoring or minoring in Computer Science must earn credit in courses at St. Norbert College as specified.

Computer Science Major - (24 credits, plus a concentration)

CSCI 110 Introduction to Computer Programming
CSCI 150 Applications of Discrete Structures **or** MATH 250 Foundations of Mathematics
CSCI 205 Software Engineering and Elementary Data Structures
CSCI 220 Advanced Data and File Structures
CSCI 225 Machine Organization and Assembly Language
CSCI 460 Senior Capstone Experience (*must be taken at St. Norbert College*)

Computer Science Concentration - (20 credits)

MATH 131 Calculus and Analytical Geometry 1
CSCI 321 Analysis of Algorithms **or** CSCI 323 Theory of Computation
CSCI 322 Programming Languages
CSCI 370 Introduction to Operating Systems
CSCI 330 Database Techniques and Modeling **or** CSCI 340 Artificial Intelligence **or** CSCI 347 Robotics and Real-Time Processing **or** CSCI 350 Event Programming within a Windowing Environment **or** CSCI 373 Communications/Networks

Residency requirements (must be taken at St. Norbert College):

At least three CSCI courses at 300 level or above

Business Information Systems Concentration - (32 credits)

ACCT 205 Financial Accounting
BUAD 270 Marketing Concepts and Issues
CSCI 330 Database Techniques and Modeling (*must be taken at St. Norbert College*)
CSCI 345 Business Applications Using Systems Analysis and Design (*must be taken at St. Norbert College*)
MATH 128 Introductory Statistics for Business
One CSCI elective at 300 level (excluding CSCI 310)
One BUAD elective at 300 level

Two of the following:

BUAD 231 Introduction to Organizational Behavior
BUAD 232 Introduction to Human Resource Management
BUAD 233 Introduction to Operations and Supply Chain Management

Graphic Design and Implementation Systems Concentration - (32 credits)

ART 130 Introduction to Design
ART 280 Introductory Photography and Digital Imaging **or** ART 335 Advertising Design
ART 350 Computer Graphics
ART 460 Digital Studio
ART 485 Design for the Web
CSCI 350 Event Programming within a Windowing Environment
Two CSCI electives at 300 level (excluding CSCI 310)

Residency requirements (must be taken at St. Norbert College):

CSCI 350 Event Programming within a Windowing Environment
At least one of: ART 335, ART 350, or ART 485

Computer Science Major with Secondary Certification - (44 credits)

CSCI 110 Introduction to Computer Programming
CSCI 150 Applications of Discrete Structures **or** MATH 250 Advanced Foundations of Mathematics
CSCI 205 Software Engineering and Elementary Data Structures
CSCI 220 Advanced Data and File Structures
CSCI 225 Machine Organization and Assembly Language

CSCI 321 Analysis of Algorithms
CSCI 322 Programming Languages
CSCI 370 Introduction to Operating Systems
CSCI 460 Senior Capstone Experience
CSCI 330 Database Techniques and Modeling *or* CSCI 340 Artificial Intelligence *or* CSCI 347 Robotics and Real-Time Processing *or* CSCI 350 Event Programming within a Windowing Environment
MATH 131 Calculus and Analytical Geometry 1 *or* MATH 124 Survey of Calculus

Residency requirements (must be taken at St. Norbert College):

CSCI 460 Senior Capstone Experience
At least three CSCI courses at 300 level or above

Computer Science Minor - (28 credits)

CSCI 110 Introduction to Computer Programming
CSCI 150 Applications of Discrete Structures *or*
MATH 250 Adv Foundations of Mathematics
CSCI 205 Software Engineering and Elementary
Data Structures
CSCI 220 Advanced Data and File Structures
CSCI 225 Machine Organization and Assembly
Language

Two of the following:

Any CSCI course at 200 level or above (excluding
CSCI 310)
MATH 315 Numerical Analysis

*Residency requirements (must be taken at St. Norbert
College):*

At least three CSCI courses at 200 level or above

Computer Science Teaching Minor - (28 credits)

The Computer Science teaching minor has the same requirements as the Computer Science minor.

Economics [ECON]

www.snc.edu/economics

Economics is the social science concerned with human thought and actions directed toward solving the problems of using resources to provide for individual and community well-being or prosperity. It studies those aspects of human behavior that arise from the existence of scarcity, from making rational choices and from attempts to maximize benefits that have been called “utility” by economists. Formal economics deals with the evaluation of ends and goals, with the allocation of limited resources or means to achieve those goals, and with the making of decisions. Substantive economics concentrates on the ideologies, customs, institutions and organizations which enable human beings to earn a living, with the ways a society produces and distributes goods and services, and with the commercial, financial and governmental practices that enable societies to exist.

Economics is an essential component of a liberal or general education because the economy is one of the most important aspects of human social and cultural life, because the economy affects all of us, and because all educated people should understand how it works. Economics is often called the science of rational behavior; it emphasizes formal, systematic and analytical thinking. The study of economics furthers our intellectual and personal growth because a mature understanding of how economic systems work and how rational decisions are made enables us to be more effective participants in economic, political and social life. There is also a moral dimension to the study of economics. Ethical judgments and moral standards are implicit in the evaluation of ends or goals, the making of choices and decisions, the allocation of resources needed to sustain life and achieve goals, the division of labor and rewards in society, and the definition of “utility” (or “good”) itself. Economic practices and concepts cannot and should not be separated from religious and cultural values. The recognition of this reality promotes our personal and moral development.

A major in economics prepares students for graduate study and research in economics and related fields; for graduate professional study in business, law, public administration and other professions; for almost any career in business, labor or government; and for effective citizenship in a complex society.

ECONOMICS FACULTY

Sandra J. Odorzynski, Professor of Economics

Kevin G. Quinn, Professor of Economics

Keith Sherony, Professor of Economics

Marc S. Schaffer, Assistant Professor of Economics

Marc B. von der Ruhr, Professor of Economics, graduate school advisor

COURSE REQUIREMENTS

Economics Major - (44 credits)

ECON 101 Principles of Macroeconomics
ECON 102 Principles of Microeconomics
ECON 251 Intermediate Macroeconomics and
Contemporary Issues
ECON 252 Intermediate Microeconomics
ECON 325 Introduction to Econometrics
BUAD 284 Statistics for Business and Economics *or*
MATH 321 Probability and Statistics

MATH 128: Introductory Statistics for Business *or*
MATH 131 Calculus & Analytic Geometry 1
Any four advanced Economics (ECON) courses

Students contemplating graduate study in economics are strongly urged to take MATH 132 and MATH 303 in addition to the minimum requirements of the major.

Economics Academic Minor - (24 credits)

ECON 101 Principles of Macroeconomics
ECON 102 Principles of Microeconomics

ECON 251 Intermediate Macroeconomics and
Contemporary Issues *or* ECON 300 History of
Economic Thought
ECON 252 Intermediate Microeconomics
Two advanced ECON courses 300 or above

Economics Teaching Major - (44 credits)

Leads to secondary education certification in economics. Requires the same courses as the economics major.

Economics Teaching Minor - (24 credits) (For elementary education majors)

ECON 101 Principles of Macroeconomics
ECON 102 Principles of Microeconomics
ECON 251 Intermediate Macroeconomics and Contemporary Issues
ECON 252 Intermediate Microeconomics
ECON 300 History of Economic Thought
One ECON elective

Education [EDUC]

www.snc.edu/education

Education is both an academic discipline and a professional program that prepares students for secondary, middle, elementary and pre-school teaching careers. The goal of teacher education at St. Norbert College is the production of self-educating men and women who will carry on the Norbertine tradition of scholarship and educational service by transmitting a heritage of wisdom, skills and moral commitment to the next generation. By studying both professional education and traditional academic subjects, students grow intellectually. Commitment to Christian service, and the process of learning how to fulfill that commitment through teaching, help young adults grow personally and morally. Through various teacher-education programs, students prepare for teaching careers and become active and effective participants in community life.

Teacher education at St. Norbert College includes preparation in the natural sciences, mathematics, humanities, foreign languages, fine arts and social science, as well as professional education. All of the teacher education programs combine study in traditional academic subjects with theory courses, methods courses, field experiences and student teaching. While our faculty takes pride in its ability to integrate theory with applied or practical knowledge, St. Norbert students gain additional practical knowledge through working directly with cooperating teachers in local public and parochial schools through numerous course activities, practicum experiences and student teaching. Teacher education students may also incorporate an international experience through student teaching opportunities in England, Ireland, Scotland, Wales, New Zealand, St. Lucia, Ghana, and Costa Rica.

Eligibility for enrollment in teacher education is determined by a student's meeting the requirements set at each "gate" or end of each year in the program.

The St. Norbert College web site for Teacher Education (www.snc.edu/education) contains full details on all teacher certification programs, and it establishes the current requirements for the Teacher Education Program. All transfer students seeking teacher certification will be expected to meet with the co-chair of teacher education and will not be permitted to take education courses unless the student has met all program requirements at the student's stage of entry.

The St. Norbert College teacher education program has eleven standards that serve as program-learning outcomes. It is expected that all teachers certified by St. Norbert will possess the requisite knowledge, skills and dispositions and be able to demonstrate the performances entailed in each standard through coursework, portfolio assessment and student teaching.

EDUCATION FACULTY AND ACADEMIC STAFF

Bola Delano-Oriaran, Associate Professor of Education, Director of Student Teaching Abroad

Debra Faase, Director of Field Experiences

Bonnie Johnson, Assistant Professor of Education

Scott Kirst, Assistant Professor of Education

Susan Landt, Associate Professor of Education

Bonnie Lueck, Director of Childcare Center

Tynisha Meidl, Associate Professor of Education, Co-Chair of Education, Graduate School Advisor

Robert Osgood, Professor of Education

Reid Riggle, Associate Professor of Education, Co-Chair of Education

Carolyn Schaeffer, Adjunct Assistant Professor of Education

Kimberly Wagner, Assessment and Accreditation Coordinator

Gate 1 - By the End of First Year

Benchmarks: Cohort form completed
GPA (2.75 minimum overall)
CORE taken
Evidence of St. Norbert College Teacher Dispositions
Criminal Background Check completed

Gate 2 - By the End of Second Year

Benchmarks: CORE passed
GPA (2.75 minimum overall)
Evidence of St. Norbert College Teacher Dispositions
Evidence of Human Relations hours (8 each, Part A and Part B) completed
Criminal Background Check completed
Satisfactory Cooperating Teacher and Supervisor Block Evaluations
Embedded Signature Assessments

Gate 3 - By the End of Third Year

Benchmarks: GPA (minimum: 2.75 overall, 3.0 in major, in minor, and in professional education)
Student Teaching Application submitted by December 1
Evidence of St. Norbert College Teacher Dispositions
Evidence of Human Relations hours (18 each, Part A and Part B) completed
Criminal Background Check completed
Praxis 2 passed
Embedded Signature Assessments

Gate 4 - By the End of Fourth Year or Program Completion

Benchmarks: GPA (minimum: 2.75 overall, 3.0 in major, in minor, and in professional education)
Evidence of Human Relations hours (25 each, Part A and Part B) completed
Completion of Degree requirements
Evidence of St. Norbert College Teacher Dispositions
Criminal Background Check completed
Satisfactory Cooperating Teacher and Supervisor Student Teaching Evaluations
Portfolio proficient
WFORT passed (EC/MC and MC/EA certifications only)
EdTPA Passed

COURSE REQUIREMENTS

Education majors earn a bachelor's degree from St. Norbert College in one of four Wisconsin Department of Public Instruction (DPI) certifications which lead to initial licensure:

- 1) Early Childhood-Middle Childhood - ages birth-10
- 2) Middle Childhood-Early Adolescence- ages 6-13
- 3) Early Adolescence-Adolescence – ages 10-21
- 4) Early Childhood-Adolescence – ages birth-21

Education Major with Early Childhood-Middle Childhood Certification

(Students seeking Early Childhood Certification in Illinois should consult with the co-chair of teacher education about current Illinois regulations)

EDUC 125 Foundations of U.S. Education
EDUC 130 Psychology for Teaching
EDUC 223 Instructional Technology
EDUC 226 Elementary/Middle School Social Studies Methods
EDUC 249 Pre-Student Teaching Experience, Elementary School
EDUC 269 Fine Arts in the Growth and Development of Young Children
EDUC 281 Teaching Children with Disabilities
EDUC 285 Elementary School Science Methods
EDUC 286 Elementary School Math Methods
EDUC 350 Developmental Reading and the Language Arts
EDUC 362 Children's Literature
EDUC 373 The Writing Process: Socio/Psycholinguistic Elements
EDUC 386 Reading Improvement in the Elementary/Middle School
MATH 120 Numbers and Operations
MATH 212 Principles of Algebra and Data *or* MATH 220 Principles of Geometry
SSCI 301 Environment and Society *or* ENVS 300 Environmental Science
SSCI 408 Social Inequalities: Race and Minority Relations

Required Certification Minor (Early Childhood)

EDUC 272 A Multicultural Approach to Early Education Curricular Issues and Instructional Methods
EDUC 275 Play and Health in Early Childhood Education
EDUC 278 Early Childhood: Classroom Management and Conflict Resolution

EDUC 392 History and Philosophy of Early Childhood Education Programs
EDUC 394 Curriculum and Instructional Planning for Young Children
EDUC 396 Early Childhood: Assessment of Early Learners

Education Major with Middle Childhood-Early Adolescence Certification

(Depending on the student's choice of minor, the Middle Childhood-Early Adolescence program could require students to complete more than 128 credits. A student may still complete all requirements for graduation and licensure within four years by overloading one or more semesters or by enrolling in an interim-session)

EDUC 125 Foundations of U.S. Education
EDUC 130 Psychology for Teaching
EDUC 223 Instructional Technology
EDUC 226 Elementary / Middle School Social Studies Methods
EDUC 235 Teaching Methods in the Arts
EDUC 249 Pre-Student Teaching Experience, Elementary School
EDUC 281 Teaching Children with Disabilities
EDUC 285 Elementary School Science Methods
EDUC 286 Elementary School Math Methods
EDUC 330 The Early Adolescent: Classroom Management and Conflict Resolution
EDUC 332 The Adolescent: Psychology and Methods in the Middle School
EDUC 333 The Early Adolescent: Assessment
EDUC 334 Middle School Field Experience
EDUC 350 Developmental Reading and the Language Arts
EDUC 362 Children's Literature
EDUC 373 The Writing Process: Socio / Psycholinguistic Elements
EDUC 386 Reading Improvement in the Elementary / Middle School
MATH 120 Numbers and Operations
MATH 212 Principles of Algebra and Data *or* MATH 220 Principles of Geometry
SSCI 301 Environment and Society *or* ENVS 300 Environmental Science
SSCI 408 Social Inequalities: Race and Minority Relations

Plus an academic, teaching, or certification minor:

Academic and teaching minors:

Biology	History
Chemistry	Mathematics
Computer Science	Physics
English	Spanish*
French*	Speech Communications
German*	

**Students minoring in Modern Foreign Languages must complete an international immersion experience in their target language in order to be licensed.*

Certification minors:

Language Arts

ENGL 150 Introduction to Literary Studies
ENGL 290 The English Language
ENGL 307 Fiction Writing *or* ENGL 308 Poetry Writing
EDUC 373 The Writing Process: Socio/Psycho-linguistic Elements
COME 122 Principles of Interpersonal Communication
One additional course from ENGL *or* COME

Broadfield Science

One course from each of the natural sciences (BIOL, CHEM, GEOL, PHYS)
ENVS 300 Environmental Science *or* SSCI 301 Environmental Studies
A second course in BIOL, CHEM, GEOL or PHYS to complete the introductory
sequence (e.g. BIOL 121, CHEM 107, PHYS 122)

Broadfield Social Studies

HIST 112 Western Civilization 1
HIST 113 Western Civilization 2 *or* HIST 350 Modern European History
AMER/HIST 114 History of the United States 1 *or* AMER/HIST 115 History of the United States 2
AMER/POLI 130 American Politics and Government
GEOG 140 World Regional Geography *or* GEOG 225 Social Geography
Two additional courses from ECON, GEOG, POLI, SOCI or PSYC

Mathematics

MATH 120 Numbers and Operations
MATH 124 A Survey of Calculus *or* MATH 131 Calculus and Analytic Geometry 1
MATH 212 Principles of Algebra and Data
MATH 220 Principles of Geometry
MATH 321 Probability and Statistics *or* SSCI 224 Basic Statistics
CSCI 110 Introduction to Computer Programming *or* CSCI 150 Applications of Discrete Structures

English as a Second Language

ENGL 290 The English Language
ENGL 305 Advanced Critical Writing *or* EDUC 373 The Writing Process
IDIS 310 Language Analysis and Applied Linguistics
COME 330 Intercultural Communication
EDUC 310 Methods in teaching English as a Second Language
Two semesters of foreign language study (i.e. advanced, intermediate or beginning) excluding
retroactively-awarded credit

Education Major with Early Adolescence-Adolescence Certification

This certification requires the student to complete an academic major, *and* coursework in professional education.

Academic Major – variable credits

Majors that are available include those in Humanities: English, speech/communication, history; in Social Sciences: economics, political science, psychology, sociology; and in Natural Sciences: biology, chemistry, computer science, physics, and mathematics.

Professional Education coursework

EDUC 125 Foundations of U.S. Education
EDUC 130 Psychology for Teaching (Core Curriculum)
EDUC 223 Instructional Technology
EDUC 250 Pre-Student Teaching Experience, Secondary School
EDUC 252 The Comprehensive High School
EDUC 254 Instructional Methodologies for Adolescents
EDUC 281 Teaching Children with Disabilities
EDUC 330 The Early Adolescent: Classroom Management and Conflict Resolution
EDUC 332 The Adolescent: Psychology and Methods in the Middle School
EDUC 333 The Early Adolescent: Assessment
EDUC 334 Middle School Field Experience
EDUC 351 Reading and Language Arts Across Content Areas
EDUC 352 Advanced Reading in the Content Areas
SSCI 301 Environment and Society *or* ENVS 300 Environmental Science
(SSCI 301 not required for students majoring in Math, Modern Languages, English and Music)
SSCI 408 Social Inequalities: Race and Minority Relations

Early Childhood-Adolescence Certifications

Students seeking certification in the following areas requires a major in the area along with specified certification requirements. This certification requires: 1) course work in professional education and 2) field experiences at the elementary, middle school and high school levels.

Certification in Music Education

Please refer to the section of this catalog labeled **Music** for a complete description of the music education major.

Certification in Art Education

Please refer to the section of this catalog labeled **Art** for a complete description of the art education major.

Certification in Theatre Education

Students interested in this certification should speak to an education faculty member.

Certification in Modern Languages

French, Spanish, German (students majoring in Modern Languages and Literatures must complete an international immersion experience in their target language in order to be licensed)

CERTIFICATIONS BEYOND THE MAJOR

An Early Adolescence-Adolescence candidate may also be licensed to teach in a subject for which the student has completed a minor. Candidates should be advised that adding additional minors/majors may extend the student's college experience beyond four years. Depending on the student's choice of major, certification may require completion of more than 128 credits. A student may still complete all requirements within four years by overloading one or more semesters or enrolling in interim sessions.

Broadfield Social Studies and Broadfield Science are certification options which allow students to teach fusion (i.e. interdisciplinary) courses in the social or natural sciences in addition to courses in the area defined by their college major (e.g. Geography, History, Political Science, Economics, Psychology, Sociology, Chemistry or Biology). In order to qualify for a license in broadfield social studies or broadfield science, an individual must complete a major in one of the subcategories under this subdivision. The social studies program or the science program shall include competencies in each of the subcategories listed in this subdivision. If interested, students should discuss the feasibility of obtaining this additional certification with their advisor or the co-chair of teacher education. Broadfield certification may require more than eight semesters to complete.

Broadfield Social Studies Certification

Completion of at least one academic major in history, economics, sociology, psychology or political science, plus sequences in two additional social studies areas outside the major and a single course in an additional social studies subject area. Sequence requirements:

History

An academic major or minor is required.

Sociology - (16 credits)

SOCI 100 Introduction to Sociology
SSCI 408 Social Inequalities
Two SOCI courses at the 200 or higher level

Political Science - (12 credits)

POLI / AMER 130 U.S. Politics and Government
POLI / INTL 150 Intro to International Studies **or**
POLI / INTL 160 Intro to Comparative Politics
One POLI course at the 200 or higher level

Economics - (12 credits)

ECON 101 Principles of Macroeconomics **or**
ECON 102 Principles of Microeconomics
Two ECON courses at the 200 level or higher

Psychology - (16 credits)

PSYC 100 General Psychology
PSYC 220 Lifespan Human Development
Two PSYC courses at the 200 level or higher

Broadfield Science Certification

Completion of at least one academic major in physics, chemistry, geology or biology, plus the introductory sequence (BIOL 120 and BIOL 121, CHEM 105 and CHEM 107, PHYS 121 and PHYS 122, or GEOL 105 and a GEOL 200 or higher level course) in the three other areas.

ADDITIONAL REQUIREMENTS

Certification Portfolio

To be licensed, students must submit an acceptable certification portfolio based on the Standards for Teachers. Portfolio contents are aligned with each education (EDUC) course and the portfolio process reflects a developmental approach revealing more advanced knowledge, skills and dispositions at each stage of the teacher certification program.

Required Student Teaching

A student must successfully complete a full-day, full-semester student teaching experience. Furthermore, a student must teach at each of the levels at which he or she will be certified to teach. The most common paradigm for each certification program is listed below.

Early Childhood-Middle Childhood

EDUC 440 Student Teaching: Early Childhood

EDUC 445 Student Teaching: Middle Childhood

Middle Childhood-Early Adolescence

EDUC 445 Student Teaching: Middle Childhood

EDUC 450 Student Teaching: Early Adolescence

Early Adolescence-Adolescence and Early Childhood-Adolescence

EDUC 450 Student Teaching: Early Adolescence

EDUC 455 Student Teaching: Adolescence

Music Education

EDUC 469 Student Teaching: General Music

EDUC 470 Student Teaching: Choral Music (for choral music educ majors only)

EDUC 475 Student Teaching: Instrumental Music 1 (for instrumental music educ majors only)

EDUC 476 Student Teaching: Instrumental Music 2 (for instrumental music educ majors only)

Student Teaching Abroad

EDUC 477 Student Teaching Abroad

Non-Course Requirements for Certification

The Human Relations requirement: every prospective teacher is required to take EDUC 130, SSCI 408 and EDUC 281 to obtain a broader understanding of the diverse racial, ethnic, economic background and special needs of children and young adults. In addition to coursework, each prospective teacher must engage in 50 hours of opportunities that focus on three target populations: people of color within the United States, working families (“low SES), and individuals with special needs. Twenty-five of these hours are to be spent attending seminars, conventions or speaking engagements with any of the identified underrepresented groups. The other 25 hours are to be spent in direct face-to-face experiences. The human relations program is described in detail on the teacher education web site.

Core Academic Skills for Educators

Wisconsin requires all certification candidates to pass minimum competency tests in three areas – reading, writing and mathematics. Students will be introduced to the CORE tests during the first courses in Education (EDUC 125 and EDUC 130) and will be required to take the tests by the completion of their first year. The Educational Testing Service (ETS) Wisconsin web site contains specific information about each test as well as registration and test location information. Students must pay the cost of registering for the tests and must successfully complete the CORE by the conclusion of the pre-professional block experience.

Students will not be able to continue in the Teacher Education Program without successfully passing the CORE. Students may retake the test until these requirements are met. Wisconsin permits qualified students to substitute ACT or SAT scores for the CORE. See www.snc.edu/education for additional information.

Praxis II: Content Assessment

All pre-service teachers, in order to be certified to teach in the state, are required to demonstrate their content knowledge by passing a standardized test – the Educational Testing Service’s Praxis II series.

In order to take the exam a pre-service teacher must have passed the CORE or received an ACT/SAT exception, be in good standing in the St. Norbert College teacher education program, and have declared a major/minor /concentration area/certification program. Students are required to pass the Praxis II prior to enrolling in student teaching.

Information about the state requirement is located on the Wisconsin Department of Public Instruction’s (WDPI’s) Content Knowledge Assessment web page.

Those in the St. Norbert College Early Childhood-Middle Childhood program should take the 10014 version of the Praxis II test.

Those in the St. Norbert College Middle Childhood/Early Adolescence program should take the 20146 version of the Praxis II test.

Those in the St. Norbert College Early Adolescence/Adolescence program should take the Praxis II test in their major. See the Praxis Series Information.

All English majors, regardless of concentration, should take the 10041 version of the Praxis II test – English Language, Literature, and Composition: Content Knowledge. All Mathematics majors should take the 10061 version of the Praxis II test — Mathematics: Content Knowledge.

All students majoring in a Science area, regardless of specific major, should take the 10435 version of the Praxis II test – General Science: Content Knowledge. All students majoring in a Social studies area, regardless of specific major, should take the 10081 version of the Praxis II test – Social Studies: Content Knowledge. All Modern Language and Literatures majors should take the WPT/OPI tests in their major. All Music Education majors should take the 10113 version of the Praxis II test – Music: Content Knowledge.

EdTPA

All pre-service teachers, in order to be certified to teach in the state are required to demonstrate readiness a through performance assessment, using a system such as the edTPA. This assessment serves as the capstone for the student teaching portfolio.

Wisconsin Foundations of Reading Test (for elementary majors seeking EC/MC or MC/EA certification only)

In order to be certified to teach in Wisconsin, teacher candidates are required to demonstrate their content knowledge, proficiency, and depth of understanding of the subject of early literacy development by passing a standardized test – The Wisconsin Foundations of Reading Test (WiFORT) with a minimum score of 240.

ENGLISH [ENGL]

www.snc.edu/english

English supports the mission of the College as a Catholic, liberal arts college embracing the Norbertine tradition of community, committed to providing an educational environment that is intellectually, spiritually and personally challenging. English majors and faculty interact inside and outside the classroom, engaging in conversations about literature, connecting literature to spiritual concerns, and encouraging each other to participate actively in the College community.

The English discipline’s vision is to help English majors become caring, thoughtful citizens. English majors graduate with the knowledge, skills and desire necessary to make positive contributions to the communities they enter. To achieve that end, the English major includes the following:

Breadth – students explore the broad canvas of English and American literature, which we recognize as an evolving rather than static body of work

Skills – students practice the essential skills of critical inquiry through reading, analysis, and academic writing.

Theory – students learn the debates that frame the study of literature and how to apply theoretical paradigms to readings of literature.

Language – students engage in the study of a foreign language.

Creativity – students may pursue creative writing.

Service – students may serve the College and outside communities through academic organizations and extra-curricular projects.

ENGLISH FACULTY

Karlyn Crowley, Professor of English, Director of Women's and Gender Studies

Jessica Demovsky, Adjunct Instructor

Deirdre Egan-Ryan, Associate Professor of English, Director of Academic Service-Learning

Laurie MacDiarmid, Professor of English, writer in residence

John Neary, Professor of English

Laura Neary, Adjunct Assistant Professor, Director of the Writing Center

John Pennington, Professor of English, Director of the Collaborative Center for Undergraduate Research

Edward Risdien, Professor of English

Drew Scheler, Assistant Professor of English, Director of Writing Across the Curriculum

Sarah Schuetze, Adjunct Assistant Professor

Stephen Westergan, Adjunct Instructor of Humanities

Graduate School Advisor in Literature: Karlyn Crowley and any full-time faculty member in English

Graduate School Advisor in Creative Writing: Laurie MacDiarmid

COURSE REQUIREMENTS

The English discipline strongly urges students to take more English courses than required for the major or minor.

English Major - (40 credits)

ENGL 150 Introduction to Literary Studies

ENGL 225 Survey of English Literature 1 **or** ENGL 226 Survey of English Literature 2

ENGL 235 Survey of U.S. Literature 1 **or** ENGL 236 Survey of U.S. Literature 2

ENGL 305 Literary Theory and Writing

ENGL 325 Chaucer **or** ENGL 334 Milton **or** ENGL 339 Shakespeare's Drama

ENGL 489 Advanced Seminar in English Literary Studies

ENGL 499 Senior Portfolio** (0 credits)

Four ENGL electives*

English Major with Secondary Certification - (40 credits)

ENGL 150 Introduction to Literary Studies

ENGL 225 Survey of English Literature 1 **or** ENGL 226 Survey of English Literature 2

ENGL 235 Survey of U.S. Literature 1 **or** ENGL 236 Survey of U.S. Literature 2

ENGL 290 The English Language

ENGL 305 Literary Theory and Writing

ENGL 310 Race and Sex in Contemporary U.S. Texts **or** ENGL 356 Postcolonial Literature

ENGL 325 Chaucer **or** ENGL 334 Milton **or** ENGL 339 Shakespeare's Drama

ENGL 489 Advanced Seminar in English Literary Studies

ENGL 499 Senior portfolio** (0 credits)

Two ENGL electives*

English Major with a Creative Writing Emphasis - (40 credits)

ENGL 150 Introduction to Literary Studies
ENGL 225 Survey of English Literature 1 *or* ENGL 226 Survey of English Literature 2
ENGL 235 Survey of U.S. Literature 1 *or* ENGL 236 Survey of U.S. Literature 2
ENGL 305 Literary Theory and Writing
ENGL 307 Fiction Workshop *or* ENGL 308 Poetry Workshop *or*
ENGL 304 Creative Nonfiction Workshop
ENGL 325 Chaucer *or* ENGL 334 Milton *or* ENGL 339 Shakespeare's Drama
ENGL 425 Advanced Seminar in Creative Writing and Contemporary Literature
ENGL 489 Advanced Seminar in English Literary Studies
ENGL 499 Senior Portfolio** (0 credits)
Two ENGL electives*

Note: Students must fulfill EI Core Curriculum requirement by taking ENGL 149 or ENGL 150.

English Minor - (24 credits)

ENGL 150 Introduction to Literary Studies
ENGL 225 Survey of English Literature 1 *or* ENGL 226 Survey of English Literature 2
ENGL 235 Survey of U.S. Literature 1 *or* ENGL 236 Survey of U.S. Literature 2
ENGL 305 Literary Theory and Writing
ENGL 325 Chaucer *or* ENGL 334 Milton *or* ENGL 339 Shakespeare's Drama
One ENGL elective*

English Teaching Minor - (24 credits)

ENGL 150 Introduction to Literary Studies
ENGL 225 Survey of English Literature 1 *or* ENGL 226 Survey of English Literature 2
ENGL 235 Survey of U.S. Literature 1 *or* ENGL 236 Survey of U.S. Literature 2
ENGL 290 The English Language
ENGL 305 Literary Theory and Writing
ENGL 310 Contemporary Ethnic Fiction in the United States

Note: Students must fulfill EI Core Curriculum requirement by taking ENGL 149 or ENGL 150.

*HUMA 240 and CLAS / WOLT 325 may be taken as ENGL electives. Students may take more than one ENGL 289, ENGL 489, or ENGL 491 course with the approval of the advisor and course instructor.

**All English majors are required to collect and submit a senior English portfolio (one essay or writing assignment from each ENGL course taken and a self-evaluative introductory essay) to fulfill graduation requirements (ENGL 499). During their coursework, English majors will store essays and writing assignments electronically under the supervision of their academic advisor(s). Senior portfolios are due at the conclusion of the English major's coursework. (See www.snc.edu/english/portfolio.html)

ENGLISH AS A SECOND LANGUAGE [ESLI]

www.snc.edu/esl

The English as a Second Language Institute (ESLI) was established in 1993 to support St. Norbert College's efforts to internationalize the campus and the curriculum. The ESLI broad mission is to provide intensive, multi-skill English language instruction and related support services to enable students to learn English and adjust to American culture so that they can succeed in American university classrooms and in an English-speaking environment. Full-time ESL students take classes 20 hours each week, four hours daily, in four levels of instruction: beginning, elementary, intermediate and advanced. Refer to www.snc.edu/esl for more information.

Traditional Intensive English Program

This traditional IEP program is intended for students preparing for undergraduate studies or students wishing to improve their English language skills. Non-credit courses are offered four hours daily in three levels (elementary, intermediate, advanced). Each course focuses on a specific language skill of reading, writing, listening or speaking. Students enroll at the beginning of each semester and at mid-semester. Semester length is 16 weeks. Sessions begin in January, March, May, June, July, and October. Conditionally admitted students who successfully complete four advanced-level courses matriculate to the undergraduate program.

ESL FACULTY AND STAFF

Jana Dettlaff, ESL Instructor
Christina Hankwitz, ESL Director
Olga Henek, ESL Instructor
Susan McGinnity, ESL Instructor
Linda Wanless, ESL office manager

PROGRAM CERTIFICATES

The ESL Institute offers two program certificates:

1. ESL Completion with Recommendation to Degree Program

Students wishing to receive a certificate of program completion with a recommendation to begin a full-time degree seeking program at St. Norbert College need to complete the following courses:

- a. Advanced Academic Reading
- b. Advanced Academic Writing
- c. Advanced Lecture and Note Taking
- d. Issues for Debate and Discussion

In order for students to advance from one level to the next, they must earn a minimum grade of “BC” in each class. Students may advance to the next level in May, August or January.

One level is defined as a 16-week semester, fall or spring, or eight weeks of Summer Sessions (1 and 2). College-bound students must take a full summer program to complete a level.

2. Certificate of ESL Participation

The Certificate of Participation is given to students who made satisfactory progress in their classes but did not complete the four components of the advanced-level course.

ESL Courses

The following non-credit ESL courses are open to non-native speakers of English who want to improve their English language skills for academic or professional purposes. These courses are offered by the English as a Second Language Institute (ESLI), a program of the Center for International Education (CIE) housed in the Bemis International Center (BIC).

Beginning Level Courses (infrequently offered)

ESLI 042 Beginning Reading
ESLI 043 Beginning Writing
ESLI 044 Beginning Speaking
ESLI 045 Beginning Listening

Elementary Level Courses

ESLI 052 Elementary Reading
ESLI 053 Elementary Writing
ESLI 054 Elementary Speaking
ESLI 055 Elementary Listening

Intermediate Level Courses

ESLI 065 American Society
ESLI 066 Culturally Speaking
ESLI 067 Public Speaking
ESLI 072 Intermediate Reading
ESLI 073 Intermediate Writing
ESLI 074 Intermediate Speaking

ESLI 075 Intermediate Listening
ESLI 083 Business Writing
ESLI 085 Business Issues
ESLI 086 Introduction to U.S. Political History
ESLI 088 American Literature
ESLI 089 Intercultural Communication

Advanced Level Courses

ESLI 091 Advanced Lecture/Note Taking
ESLI 092 Advanced Reading

ESLI 093 Advanced Writing
ESLI 096 Issues for Debate and Discussion

ENVIRONMENTAL SCIENCE [ENVS]

www.snc.edu/environmentalscience

Environmental science is an interdisciplinary major which requires advanced course work in the areas of biology, geology and chemistry. The environmental science program has several objectives: 1) to provide students with a solid science foundation balanced with a liberal arts education, 2) to provide a foundation in the specifics, theory and concepts of environmental science as a prerequisite for post-graduate study or for positions in government or industry, 3) to develop research skills in students and 4) to develop in the students a contemporary environmental ethic based on a scientific understanding of natural processes.

ENVIRONMENTAL SCIENCE FACULTY

Anindo Choudhury, Professor of Biology and Environmental Science

Nelson Ham, Professor of Geology and Environmental Science

Carrie Kissman, Assistant Professor of Biology and Environmental Science

David Poister, Professor of Chemistry and Environmental Science

Graduate School Advisor: any faculty member of the Environmental Science discipline

COURSE REQUIREMENTS

Environmental Science Major - (68 credits)

BIOL 120 General Biology 1
BIOL 121 General Biology 2
BIOL 228 Ecology
BIOL 338 Limnology
CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2
CHEM 220 Organic Chemistry 1
CHEM 302 Environmental Chemistry
ENVS 300 Environmental Science
GEOL 105 Geology *or*
 GEOL 107 Environmental Geology
GEOL 225 Hydrogeology
MATH 124 Survey of Calculus *or*
 MATH 131 Calculus and Analytical Geometry
SSCI 224 Basic Statistics *or* BUAD 284 Statistics for
 Business and Economics

Four electives, one must be from the following list:

BIOL 201 Botany
BIOL 350 Microbiology
BIOL 355 Invertebrate Biology
BIOL 380 Plant Ecology
BIOL 390 Ichthyology
BIOL 489 Special Topics

The remaining three electives must be courses at the 200 level or above and upon approval of the environmental science discipline. Students typically select additional coursework in the biological, physical and earth sciences. Students may also select a research option upon approval of a faculty member in the discipline (ENVS 428, BIOL 428, GEOL 428).

FRENCH AND FRANCOPHONE STUDIES [FREN]

www.snc.edu/mlf

The French and francophone studies program at St. Norbert College offers students a global perspective, as well as an understanding of the French-speaking world through a combination of language study, critical cultural studies, historical contextualization, and linguistic and cultural immersion. Students may choose an academic major or minor in French and Francophone Studies; a teaching minor is also offered.

Students completing FREN 204 with an average of “B” or better obtain a French Language Certificate. French students may combine their studies with majors or minors in a variety of disciplines, such as international business, international studies and education. The French faculty occasionally offers literature and culture courses in English in the core curriculum.

The objectives of the French and francophone studies program are to enable students to communicate effectively in French and to understand and appreciate the cultures and values of the French and Francophone world. Studies in French help students increase their awareness of their own values and beliefs as well as those of French and francophone cultures; aid in preparing teachers for language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; enable students to meet the language requirements of graduate programs in the study of languages and comparative literature, law, international affairs, and the humanities. In addition, this degree also offers preparation for international careers in which students draw on their communication skills in French and their understanding of the history and cultures of the French-speaking world.

All French and francophone studies courses are taught in French, which students are expected to use in class; in addition, courses at the beginning, intermediate and advanced levels require formal oral presentations and papers in French. Each presentation and paper is carefully assessed to provide students with constructive feedback. In the senior capstone seminar (FREN 400), students are required to write a major research paper in French. Students pursuing certification to teach French must achieve a 3.0 GPA in their major or minor, including earning a “B” or better in their senior capstone seminar.

The French discipline hosts a foreign language teaching assistant (FLTA) from France each year. This graduate student comes to us from our direct exchange partner, the Catholic University of Lille. The FLTA attends French classes, helps students with their work, serves as a resource about France and our exchange program at the Catholic University, and helps with the French Club. Recently chartered, the French Club promotes and increases awareness of French and francophone cultures on campus through a variety of activities. Other study abroad opportunities for students include the American Institute for Foreign Study in Grenoble and the University of Minnesota Learning Abroad Center in Montpellier.

The St. Norbert College Language Competency Requirement

Students who successfully complete French 102 will fulfill the second language requirement of the core curriculum. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

FRENCH FACULTY

Tom Conner, Professor of French

Luis Navarro-Ayala, Assistant Professor of French and Spanish

COURSE REQUIREMENTS

French and Francophone Studies Major - (16 credits above 300 level, plus one of two “tracks”)

FREN 305 Readings in French Literature and Society

FREN 360 Contemporary Francophone Societies

Through Literature and Film

FREN 375 French Civilization and Identity

FREN 400 Senior Capstone Seminar: Contemporary
French Society

Literature, Society and Culture Track – (16 credits)

FREN 320 Masterpieces of French Literature

Three electives taken abroad focused on this track, approved by the French faculty.

French for the Professions Track – (16 credits)

FREN 325 French for the Professions

Three electives taken abroad focused on this track, approved by the French faculty.

French majors are required to complete at least one academic semester in a country where French is spoken. A minimum cumulative St. Norbert College GPA of 2.75 is required for study abroad, although individual programs may have a higher GPA requirement.

French and Francophone Studies Academic Minor - (16 credits above 300 level)

FREN 305 Readings in French Literature and Society

FREN 375 French Civilization and Identity

FREN 400 Senior Capstone Seminar: Contemporary French Society

One elective at 300 level or above

French and Francophone Studies Teaching Minor - (16 credits above 300 level)

Available only to teacher education students. Courses: FREN 305, FREN 375, FREN 390 (taken during the immersion experience) and one elective. In addition, all students seeking certification to teach a modern language must complete a language immersion experience in an educational setting of at least six to eight weeks in a country where French is primarily spoken.

French Language Certificate

A French language certificate is available and recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the FREN 101-204 sequence with an overall GPA of 3.00 or better in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert College through the modern languages and literatures curriculum and the student must earn a “B” or higher in this course. A student who places beyond the 204 level (e.g., 304 or 305) still must complete one class on campus and receive a grade of “B” or higher in that class. A student who might be interested in a certificate could take four classes (FREN 101, FREN 102, FREN 203, FREN 204) at St. Norbert College. However, students who might be interested in a certificate could place into FREN 203 or FREN 204 and would only have to take one, or at most, two classes.

See the **modern languages and literatures** section for additional information on all St. Norbert College language programs, policies and courses.

GEOGRAPHY [GEOG]

www.snc.edu/geography

Geography provides a broad perspective for studying and interrelating human and natural phenomena — locally, regionally and at the global scale. It is an integrative discipline that brings together physical and human dimensions of our world in the study of peoples, places and environments. Geography’s hallmark is the analysis of spatial distributions and relationships to explain how and why people, cultures, economic and political activities, physical environments, and natural resources vary from place to place. Geography’s spatial perspective complements both social and natural science methods, as well as aesthetic humanistic approaches. Geography provides an intellectual bridge between disciplines and a meaningful contribution to a liberal arts education.

Geography is an elective subject. No major program is offered.

GEOGRAPHY FACULTY

Mark Bockenbauer, Professor of Geography
Parisa Meymand, Adjunct Instructor of Geography
Eric Schurer, Adjunct Instructor of Geography

GEOLOGY [GEOL]

www.snc.edu/geology

The geology discipline at St. Norbert College prepares students to enter the workforce as professional geologists or to pursue advanced study and research in a graduate program. Our goal is to develop the whole person – intellectually, ethically, personally, and professionally by teaching “beyond the classroom” and emphasizing professional and personal mentoring of our students throughout their time at SNC. We advance and embrace the hallmarks of St. Norbert College: Catholic, liberal arts, and Norbertine. We are guided by the Norbertine ideal of *Communio*. We strive to make the geology major intellectually demanding and personally rewarding while also challenging students to consider moral and ethical issues regarding human-induced changes of the Earth system and our use of its natural resources.

Geology integrates the disciplines of biology, chemistry, physics and mathematics into the study of Earth processes and history. The geology paradigm emphasizes knowledge of fundamental skills such as rock and mineral identification, recognition of geologic structures, and basic geologic mapping. The required courses in geology provide an overview of the basic fields of study in geology such as mineralogy, petrology, structural geology, hydrogeology and surficial processes. All geology courses include a laboratory component. Geologists typically find employment in state and federal geological surveys or regulatory agencies, in educational institutions, or in private business such as environmental consulting firms.

GEOLOGY FACULTY

Tim Flood, Professor of Geology
Nelson Ham, Professor of Geology and Environmental Science
Rebecca McKean, Assistant Professor of Geology, discipline coordinator

Graduate Advisor: any Geology faculty member

COURSE REQUIREMENTS

Geology Major - (56 credits)

GEOL 105 Geology
GEOL 225 Hydrogeology
GEOL 300 Mineralogy
GEOL 320 Petrology
GEOL 322 Sedimentology and Stratigraphy
GEOL 325 Structural Geology
GEOL 450 Geology Field Camp (Non-SNC course)
CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2
MATH 131 Calculus and Analytic Geometry 1
PHYS 111 Fundamentals of Physics 1 **and** PHYS 112 Fundamentals of Physics 2 **or**
PHYS 121 General Physics 1 **and** PHYS 122 General Physics 2

Two of the following:

GEOL 250 Geomorphology
GEOL 275 Historical Geology
GEOL 280 Introduction to Paleontology
GEOL 350 Glacial and Quaternary Geology
GEOL 389 Special Topics

GEOL 428 Environmental Geology Research
GEOL 490 Independent Study
GEOL 492 Directed Research
GEOL 496 Senior Thesis
BIOL 430 Paleobiology

All geology majors are required to attend a summer geology field camp, typically five to six weeks long, and usually taken between the junior and senior years of undergraduate study (transfers to SNC as GEOL 450). Senior Thesis (GEOL 496) and a second semester of Calculus and Analytic Geometry (MATH 132) are strongly recommended for those students who plan to attend graduate school.

Geology Minor - (24 credits)

Students may receive an academic minor in geology by successfully completing 24 credits approved by the geology discipline. Only one course at the 100 level may count toward the minor, except with approval of the geology discipline.

GERMAN [GERM]

www.snc.edu/ml

The foreign language disciplines offer courses in foreign languages, cultures and literature which may lead to both majors and minors in French, German and Spanish, as well as a minor in Japanese. The objectives of language studies are to enable students to communicate effectively in the foreign language and to understand and appreciate the cultures and values of the countries in which the language is spoken. The discipline also offers literature and culture courses in English for the core curriculum program.

Studies in foreign languages at the College help students increase their awareness of their own values and beliefs as well as those of another culture, aid in preparing teachers for foreign language teaching careers, provide language skills and cultural awareness to students specializing in other academic areas, enable students to meet the foreign language requirements of graduate programs in foreign languages and comparative literature, and prepare students for various careers in an increasingly global society.

All German language courses are taught in German and students are expected to use German in class. In addition, advanced courses require one or more formal oral presentations and papers in German. Each presentation and paper is assessed, with feedback given to students. In the senior capstone seminar (GERM 400) students are required to write a research paper in German. Students certified to teach the language must achieve a 3.0 GPA in their major or minor, including earning a "B" or better in their senior capstone seminar.

The St. Norbert College Language Competency Requirement

Students who successfully complete German 102 will fulfill the second language requirement of the core curriculum. Students may also fulfill the language requirement by testing beyond the second semester level on the College's placement exam, or through alternative means approved by the College.

GERMAN FACULTY

Nicolas S. Humphrey, Assistant Professor of Modern Languages and Literatures

COURSE REQUIREMENTS

German Major - (32 credits)

GERM 304 German Composition *or* GERM 305
Intro to German Literature and Literary Criticism
GERM 350 Modern German Literature
GERM 375 German Civilization 1
GERM 376 German Civilization 2

GERM 389 Special Topics
GERM 390 Advanced Conversation, Grammar and
Composition
GERM 400 Senior Capstone Seminar
GERM 490 Independent Study

German majors are required to complete at least one academic semester in a country where German is spoken. A minimum cumulative St. Norbert College GPA of 2.75 is required for study abroad although individual programs may have a higher GPA requirement.

German Minor - (16 credits at 300 level and above)

GERM 304 German Composition *or*

GERM 305 Introduction to German Literature and Literary Criticism

GERM 375 German Civilization 1

GERM 376 German Civilization 2

GERM 390 Advanced Conversation, Grammar and Composition

German Teaching Minor

A teaching minor is available only to students earning an education degree. Four courses above 300 constitute a minor. For German, these courses are GERM 304 or GERM 305, GERM 375, GERM 376 and GERM 390 (taken during the immersion experience). In addition, all students seeking certification to teach a foreign language must complete a language immersion experience in an educational setting at least six to eight weeks in duration in a country where German is primarily spoken.

German Language Certificate

A German language certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the GERM 101-204 sequence with an overall grade point average of 3.00 or above in the language courses counting toward the certificate. The German 204 course that demonstrates successful completion of the certificate must be taken at St. Norbert College through the modern languages and literatures curriculum, and the student must earn a “B” or higher in this course. A student who places beyond the GERM 204 level (e.g. GERM 304 or GERM 305) still must complete one class on campus and receive a grade of “B” or higher in that class. A student interested in a certificate could take four classes (GERM 101, GERM 102, GERM 203, GERM 204) at St. Norbert College. However, students interested in a certificate could place into GERM 203 or GERM 204 and would only have to take one, or at most, two classes.

See **modern languages and literatures** section for additional information on all St. Norbert College language programs, policies and courses.

GREEK [GREK]

www.snc.edu/classicalstudies

The study of ancient Greek gives students access to literature and thought that is foundational to western civilization. From the great epics of Homer to the earliest historians, poets, playwrights, and the great philosophies of Plato and Aristotle, the Greek language has been the medium of thought and expression for the most profound stirrings of the human spirit. In the New Testament and the writings of the early fathers of the Church, Christian thought is shaped by forms of Greek expression. Finally, study of ancient Greek increases student proficiency with English grammar and vocabulary.

Please see the catalog section on classical studies (CLAS) for information on faculty and for the retroactive credit policy for Greek language.

The St. Norbert College language competency requirement

Students who successfully complete GREK 112 Elementary Greek will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

HEBREW [HEBR]

www.snc.edu/religiousstudies

Biblical Hebrew is the language of two-thirds of the Bible. For centuries, knowledge of Hebrew and the other original languages of the Bible has been recognized to be indispensable for proper theological analysis of biblical texts. Besides the continuous tradition of Hebrew language study among Jewish philosophers and theologians over the past 2,500 years, many of the most important theological thinkers in the Christian tradition – Jerome and Martin Luther among them – have been able to read the biblical text in its original language.

The St. Norbert College language competency requirement

Students who successfully complete HEBR 102 Intermediate Biblical Hebrew will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College's placement exam, or through alternative means approved by the College.

HISTORY [HIST]

www.snc.edu/history

This discipline offers courses in African, Asian, European, Latin American, Middle Eastern and U.S. history. These courses examine particular historical periods from a variety of perspectives. Political, social, diplomatic, religious, economic, intellectual and cultural considerations are integral parts of the courses offered. This broad approach provides an opportunity for students to understand better the value commitments of their own and other cultures. Additionally, by investigating events through the interpretation and comparison of sources, students learn the fundamental skills of analysis and critical thinking. By making these contributions to the College's liberal arts curriculum, the history discipline prepares its major and minor students for careers in teaching, law, business, government and other professions.

History Discipline Mission Statement

The history discipline fully supports the mission of the College. The study of history is central to the liberal arts curriculum, emphasizes a wide variety of intellectual skills, obliges students to identify and test their values and convictions, and advances the Catholic intellectual tradition. Furthermore, it is an important contributor to the College's global mission and awareness of diversity through its many courses on the United States, Europe, Latin America, Africa, the Middle East and Asia.

More specifically, the history discipline strives to enhance the ability of students to think critically: to learn how to read documents and texts carefully, to ask pertinent questions about evidence, to consider issues of bias, authorship, intended audience, context and language. Such critical thinking skills are modeled for our students in our class lectures, emphasized in our assignments and especially required in our essays. Students display their growth in critical thinking through their written work and class discussions.

Simultaneously, the discipline seeks to educate students about the histories of various parts of the world: that is, to impart knowledge about how societies have changed over time, how ideas have developed, and how people have responded to changes, both positive and negative, under a variety of conditions and circumstances. Students thus gain not only an understanding of the human experience, but a sense of perspective (how things have come to be the way they are, how people have come to identify themselves the way they do) as well as a sense of humility (how conditions have appeared to people in other places and times).

Most broadly, it is hoped that history students will come to understand both the world and their place in it differently – more clearly, more carefully and more completely.

HISTORY FACULTY

Cheryl Kalny, Adjunct Assistant Professor of History
Robert Kramer, Professor of History
Marti Lamar, Assistant Professor of History
Michael Lovano, Assistant Professor of History, discipline coordinator
Wayne Patterson, Professor of History
Victoria B. Tashjian, Professor of History
Abigail Trollinger, Assistant Professor of History

Undergraduate Internship and Graduate School Advisor: Robert Kramer

COURSE REQUIREMENTS

History Major - (40 credits)

HIST 112 History of Western Civilization 1: From the Bronze Age to the Renaissance *or*
HIST 113 History of Western Civilization 2: Early Modern and Modern Europe
HIST / AMER 114 History of the United States 1 *or* HIST / AMER 115 History of the United States 2

Two of the following:

HIST 118 Survey of African History
HIST 120 Survey of Middle Eastern History
HIST 122 Modern East Asia
HIST 130 History of Latin America

And:

Three advanced (200 level or above) courses from one area of concentration (*below*)
Two advanced courses from a second area of concentration (*below*)
One advanced course from a third area of concentration (*below*)

Areas of concentration and their advanced courses:

Africa

HIST 335 Women and Work	HIST 344 Colonialism in Africa Through the Novel
HIST 341 Islam and Victorianism in Nineteenth-Century Africa	HIST 345 Slavery in World History
	HIST 351 Women, Gender and Imperialism

Asia

HIST 351 Women, Gender and Imperialism	HIST 363 Communism in China
HIST 361 Modern China	HIST 364 Modern Korea
HIST 362 Modern Japan	HIST 368 The Asian American Experience

Europe

HIST 326 The History of Ancient Greece	HIST 332 The History of Imperial Spain
HIST 328 The History of Ancient Rome	HIST 350 The History of Modern Europe
HIST 329 The History of Medieval Europe	HIST 351 Women, Gender and Imperialism
HIST 331 History of the Byzantine Empire	HIST 370 The End of the World

Latin America

HIST 311 Mexico Since Independence	HIST 333 Cuba: Colony to Castro
HIST 321 The Spanish Conquest of the Americas	

Middle East

HIST 210 Making History: Truth and Myth	HIST 341 Islam and Victorianism in Nineteenth-Century Africa
HIST 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict	HIST 343 The Modern Middle East
	HIST 354 Issues in the Contemporary Middle East

United States

HIST 312 Social History of the United States
HIST 322 American Immigration and Ethnic History
HIST 324 Poverty, Charity, and Welfare in American History

HIST 327 Women and Gender in United States History
HIST 335 Women and Work
HIST 345 Slavery in World History
HIST 368 The Asian American Experience

History majors, especially those planning to do graduate work, are strongly encouraged to study a foreign language. Transfer students who wish to earn a major in history must satisfy the above requirements or their equivalent and must complete, on this campus, at least three advanced courses.

History Minor - (24 credits)

HIST 112 History of Western Civilization 1: From the Bronze Age to the Renaissance *or*
HIST 113 History of Western Civilization 2: Early Modern and Modern Europe
HIST / AMER 114 History of the United States 1 *or* HIST / AMER 115 History of the United States 2

Two of the following:

HIST 118 Survey of African History
HIST 120 Survey of Middle Eastern History
HIST 122 Modern East Asia

HIST 130 History of Latin America
And:
Two HIST courses at the 200 level or above

Students may use AP or CLEP examination credit to fulfill their major requirements as follows: one course in Western Civilization (HIST 112 or HIST 113) and one course in United States History (HIST 114 or HIST 115).

HONORS PROGRAM [HONR]

www.snc.edu/honorsprogram

Mission

The mission of the St. Norbert College Honors Program is to provide students of outstanding intellectual ability, high motivation, and broad interests with a learning environment which empowers them to achieve their maximum potential as shaped by the Norbertine traditions which call us to pursue truth, collaborate with others in order to share knowledge and solve problems, and strive to respond to the needs of our local community.

HONORS PROGRAM PROCEDURES AND INFORMATION

The Honors Program is multi-faceted and includes coursework, participation in a living/learning community and a senior project.

The First Year

First-year honors students enroll in the Introduction to Honors course (Honors 101) in the fall; this one-semester course satisfies the writing intensive component of the core curriculum as well as serving as the foundational course for the honors program. Incoming honors students also live together in Bergstrom Hall, where they actively engage in building a community of student-scholars. The associate hall director and the resident assistants in Bergstrom are typically members of the Honors Program.

The Second and Third Years

The honors students generally enroll in one honors course each semester. The first two of these are honors-only sections of Theological Foundations and Philosophical Foundations; honors students are advised to take one of these two classes their second semester at the College and the other their third semester. During their junior year at the College, students choose from a selection of honors-only classes. These small, discussion-based classes, most of which satisfy a core curriculum requirement, provide students with a challenging classroom environment that offers extensive interaction with the professor as well as with the other students. Honors students may substitute Honors Tutorials, study abroad, student teaching abroad, or the Washington Semester for up to two semesters of honors coursework.

The Fourth Year

Honors students may choose to complete a “signature assignment.” This assignment is usually based in the student’s major area of study and its nature and structure correspond to that particular discipline. Examples of these projects include a research project, an exhibit, or a performance.

Admission into the Program

Outstanding incoming students are encouraged to apply for admission to the program. Aptitude (ACT/SAT scores) and achievement (class rank, high school grades and coursework), are essential components of the selection process, but the selection criteria also include participation in extracurricular activities, leadership potential, creative endeavors, and teacher or counselor recommendations. Most successful applicants have an ACT composite of at least 28 and rank within the top 10% of their high school class.

Graduating with Honors

Honors students must successfully complete the equivalent of six honors courses (students may substitute a maximum of two honors courses with a semester of tutorials, a study abroad experience, or the Washington Semester) in order to graduate from the program. They must also have a GPA of 3.5 or above at the end of their senior year. Both diploma and transcripts will designate the successful student as a “Graduate of the Honors Program.”

The Honors Center

The Honors Center is located in Todd Wehr Hall 227. It provides a place where honors students can find answers to questions related to the program, information about upcoming events both on and off-campus, opportunities offered by the National Collegiate Honors Council (NCHC), and a small library which houses resources such as texts, journals, and media for honors students and faculty teaching honors courses. The center is open daily and is staffed by Stacey Wanta.

Important Details

Registration

In order to avoid scheduling problems, incoming Honors students are encouraged to attend the first orientation session of the summer. During subsequent registrations Honors students are given priority registration in order to facilitate the scheduling of their courses.

National Collegiate Honors Council

St. Norbert College is a member of the National Collegiate Honors Council (NCHC), and our Honors students may take advantage of the program, publications, and conferences sponsored by this organization.

For further information on the St. Norbert College Honors Program, check out our web site, www.snc.edu/honorsprogram.

Or write or call: Dr. Marcie Paul, Honors Program Director. St. Norbert College, 100 Grant St., De Pere, WI 54115-2099. (920) 403-3222. marcie.paul@snc.edu

HUMANITIES DIVISION [HUMA]

www.snc.edu/humanities

The Division of Humanities consists of six academic disciplines: communication and media studies, English, history, modern languages and literatures, philosophy, and theology and religious studies. It also sponsors five interdisciplinary programs: American studies, classical studies, humanities, peace and justice, and women’s and gender studies. In addition to the programs for majors and/or minors offered by individual disciplines and interdisciplinary programs, a divisional major is available for students seeking a broader range of courses in the Humanities in order to obtain individualized academic and career goals. Taken as a whole, the disciplinary offerings constitute an integral part of a liberal arts education and play a vital role in the intellectual, moral and personal development of our students.

HUMANITIES COURSE INSTRUCTORS

Andrew Ciferni, O.Praem., Adjunct Professor of Humanities
Jessica Demovsky, Adjunct Instructor
Paul Johnson, Associate Dean of Humanities, Associate Professor of Philosophy
Cheryl Kalny, Adjunct Assistant Professor of History
Amy Lewis, Assistant Professor of Humanities and Liberal Arts
Laura Neary, Adjunct Assistant Professor, Director of the Writing Center
Stephen Westergan, Adjunct Instructor of Humanities

Humanities Major

Students desiring a broader range of courses than is found in a single discipline may choose a divisional major. The following provisions govern this program:

1. Students interested in this major should meet with the associate dean of humanities, who in consultation with the student will select an advisor or advisors. Together the student and advisor will structure a major program.
2. A student pursuing a humanities major may not pursue a second major or a minor in a related area.
3. Proposals should be submitted by the end of the sophomore year or, for advanced transfer students, after their first semester of attendance at the College. (Humanities major proposal forms are available in the division office.)
4. The major program will consist of 15 courses in the humanities division chosen by the student in consultation with the advisor. Six of these courses must be at an advanced (300 or above) level.
5. HUMA 100 Introduction to Humanities must be included in the major program. HUMA 100 should be an early part of the major program.
6. There must be a course at the end of the program that has as its objective helping the student focus and synthesize the work he or she has done.
7. Students must provide in their proposal a program rationale, an individualized statement of academic and career goals and objectives, courses included, and a semester completion plan including core curriculum. Courses must have a certain relevance to the student's explicit purposes and the overall program should exhibit reasonable integrity.
8. This proposal must be submitted to the associate dean of humanities.

INTERNATIONAL BUSINESS AND LANGUAGE AREA STUDIES [IBLAS]

www.snc.edu/iblas

The mission of the international business and language area studies (IBLAS) program is consistent with and supports the mission of St. Norbert College in providing an opportunity for students to enhance their intellectual, personal and moral development through a strong foundation in the core curriculum program and the course requirements in the major. More specifically, effective communication, decision-making, problem-solving skills and understanding of ethical issues are developed through study in the IBLAS major. Students are taught and encouraged to apply these skills as responsible citizens of a diverse, interdependent and changing world. The IBLAS program is dedicated to melding theory, practice and disciplinary specializations. This integrated interdisciplinary major forms a foundation for our graduates' professional and personal achievement as they become aware of and join an international learning community.

The IBLAS program leads to a bachelor of business administration (B.B.A.) degree with a major in international business and language area studies. The specific goals of the IBLAS major are to:

1) Develop a knowledge base in international business

Students are expected to develop a general understanding of important concepts in global business and specific skills needed to succeed as business professionals in different cultural settings.

2) Develop language skills

Students are expected to develop a linguistic concentration in a second language. This enables them to communicate effectively in their selected second language and to develop a better understanding of a foreign culture.

3) Prepare for career/graduate school

The IBLAS program will help students prepare for entry into an international business field or graduate school.

IBLAS majors are required to study a semester in another country, preferably during their junior year. Students must complete the semester abroad in a country in which their chosen second language is spoken. Any appeals for exceptions to this requirement must be directed to the IBLAS advisory board in accordance with the procedures established by the international education committee. Students must have a minimum GPA of 2.75 for courses taken at the College before applying for a semester of studying abroad. Students normally take the semester of study abroad through a St. Norbert College foreign study or an exchange program. International students majoring in IBLAS are not required to study abroad, although they may elect to study abroad.

Students majoring in IBLAS are responsible for the management and operation of Discoveries International, a non-profit corporation which was chartered in 1978. Discoveries International is a retail operation that is committed to importing hand-crafted, fair trade products from developing countries. The earnings of Discoveries International are reinvested in these nations to assist in further developing these economies.

Students also conduct research projects which are devoted to study, analyses and recommendations relative to doing business in more than one country. These projects may be case-based, they may be conducted for a business which is seeking to expand in foreign markets, or they may be for a business which is beginning to explore the potential of exporting for the first time.

IBLAS FACULTY

Joy Pahl teaches the IBLAS courses. Faculty members in modern languages and literatures, political science, economics and business administration teach various courses which are included in the IBLAS curriculum.

Graduate School Advisor and IBLAS Program Director: Joy Pahl

COURSE REQUIREMENTS

IBLAS Major

Business administration and economics core - (52 credits)

ECON 101 Principles of Macroeconomics	BUAD 262 Introduction to International Business (to be taken sophomore year, fall semester)
ECON 102 Principles of Microeconomics	BUAD 270 Marketing Concepts and Issues
BUAD 142 Computer Applications in Business	BUAD 284 Statistics for Business and Economics
BUAD 210 Business Ethics (2 cr)	BUAD 350 Corporate Finance
BUAD 231 Introduction to Organizational Behavior (2 cr)	BUAD 390 Business Law
BUAD 232 Introduction to Human Resource Management (2 cr)	BUAD 468 Senior Seminar in International Business and Language Area Studies 1
BUAD 233 Introduction to Supply Chain Management (2 cr)	BUAD 469 Senior Seminar in International Business and Language Area Studies 2

Modern languages and literatures - (16 credits)

Four courses beyond the 203 level to include: FREN / GERM / JAPN 204 and 375, plus two language electives. SPAN 204, 300, and either SPAN 365, 370 or 375, plus one language elective.

International economics and finance - (4 credits)

May be an appropriate course taken during the semester of study abroad.

ECON 375 Growth, Development and International Trade
ECON 376 International Trade
ECON 377 International Finance and Monetary Economics
ECON 390 Monetary Theory and Policy
BUAD 352 Financial Institutions and Markets

International studies - (4 credits)

INTL 150 Introduction to International Studies (Core: BB)

Mathematics - (4 credits)

MATH 128 Introductory Statistics for Business

History - (4 credits)

An appropriate history course must be taken during the semester of overseas study (not required for international students who do not study abroad).

International students only

Four courses taken in lieu of the modern languages and literatures requirement.

Note: International students should consult with the Director of the IBLAS program in their freshman year to discuss their specific course requirements. International students must take four courses from the following list to become more familiar with American culture. International students are not required to study abroad. Alternatively, international students could choose a modern language, different from their native language, and study abroad in a country where their target language is spoken. In these cases, international students' curricular requirements are identical to U.S. students.

One of the following:

ENGL 235 Survey of U.S. Literature 1
ENGL 236 Survey of U.S. Literature 2

One of the following:

AMER / HIST 114 History of the United States 1
AMER / HIST 115 History of the United States 2
AMER / POLI 130 U.S. Politics and Government

Two of the following courses:

AMER / RELS 221 Religion in America
AMER 261 Introduction to American Studies
AMER 289 Special Topics
AMER / PHIL 305 American Philosophy
AMER / POLI 317 American Political Thought

INTERNATIONAL EDUCATION [INED]

www.snc.edu/cie

The St. Norbert College Center for International Education is the hub of all international activity on campus, providing the SNC community with academic experiences that cultivate world-wide perspectives, cross-cultural knowledge, and understanding of global diversity.

The Center for International Education consists of:

- English as a Second Language Institute
- International Student and Scholar Services
- Language Services and Community Outreach
- Office of International Programming
- Study Abroad Office

These units work together to promote the mission of the Center through the following goals:

1. To support SNC international students, exchange scholars, ESL students and study abroad participants with information and services that enhance the quality of their intercultural experience and contribute to their academic success.
2. To teach English to students who wish to improve their English language skills and prepare for university studies.
3. To promote international exchange and education.
4. To facilitate the SNC community's participation in international scholarship and international educational exchange.
5. To provide international outreach opportunities in language, culture and heritage education, and language services for the Northeast Wisconsin community.

By working together, the units in the Center are able to provide a strong, vital, learning paradigm through which all St. Norbert students gain intercultural, life-long learning skills that support St. Norbert College's three core traditions — liberal arts, Catholic and Norbertine. St. Norbert students use these skills as responsible citizens of a diverse, interdependent and changing world.

International Studies [INTL]

www.snc.edu/internationalstudies

The international studies major provides a practical and theoretical international relations framework within which to examine the multiple international and intercultural dimensions of the contemporary world. Drawing upon the social sciences, the study of languages and cultures, the humanities and environmental sciences, the major also explores and compares the political, environmental, philosophical, cultural and economic aspects of our interdependent world. Specific regional paradigms for Asia, Africa, Europe, Latin America and the Middle East offer students the opportunity to specialize in their international studies. A semester of study abroad is required in order to provide students with overseas opportunities to examine global issues. A minimum cumulative St. Norbert College GPA of 2.5 is required for study abroad although individual programs may have a higher GPA requirement.

The international studies major is designed for the student who is interested in government service, international law, international and regional non-governmental organizations and various international and service organizations and programs. It also prepares students for graduate study in a variety of international fields.

A major in international studies prepares students to thrive as individuals, prosper as professionals and participate as citizens in the global community of the 21st century. This requires increasing their awareness of how global forces will shape their lives and their communities.

Mission Statement

The International Studies major supports and fulfills the mission and core traditions of St. Norbert College in many ways.

It helps students “understand diverse cultures, perspectives and beliefs” and “recognize the sacred dignity of all persons” through its program design, which requires students to do coursework and study abroad in a single geographic area of emphasis, thereby giving students substantial insight into a given culture/country. The International Studies major further promotes an embrace of diversity and internationalization by increasing knowledge of other cultures through the coursework which falls outside the Area Studies emphasis yet is international and intercultural in content.

With its cross-cultural emphases the International Studies major is well situated to promote the Norbertine ideal of *communio*. It creates “responsible citizens of a diverse, interdependent and changing world” who are well positioned to “respond individually and collectively to the needs of our local and global communities” and work to “create a compassionate world community.” International studies majors are often involved in a variety of service, social justice, diversity, and international pursuits on campus and in the community. For example, they have been involved in FUVIRESE, the Zambia Project, the Peace and Justice Center, the World of Hope Gala, Fiesta Hispanica, Amnesty International, Poverty Week, Campus Music Ministry and other communal programs at SNC.

The international studies major promotes the acquisition of “skill development in critical and analytical thought, quantification, synthesis, problem solving and communication” and “a love of lifelong learning,” thereby embracing and supporting the liberal arts tradition. It accomplishes this by drawing on many disciplines to produce well-rounded citizens who can gather, analyze and synthesize information and understand the world on multiple levels. Due to the program’s interdisciplinary nature students are exposed to different methodologies and theories to better understand the world around them.

The international studies major supports the Catholic intellectual tradition by requiring students to take an upper level theology and religious studies course. In addition, students are made aware of the importance of integrating faith and reason through a curriculum that ranges from the humanities to the social and natural sciences.

INTERNATIONAL STUDIES ADVISORY BOARD

Tom Conner, Professor of Modern Languages and Literatures

Nelson Ham, Professor of Geology and Environmental Science

Victoria B. Tashjian, Professor of History, Director of International Studies, graduate school advisor

Gratzia Villarroel, Associate Academic Dean for Global Affairs, Associate Professor of Political Science

COURSE REQUIREMENTS

International Studies Major - (56 credits)

1. Core Requirements (20 credits)

INTL / POLI 150 Introduction to International Studies

INTL 400 International Studies Capstone

POLI 200 Research Methodology and Techniques

POLI 350 International Relations

An international relations or comparative politics elective

SSCI 224 is also highly recommended for International Studies majors.

2. Interdisciplinary Requirements (8 credits)

Complete two courses from the following four areas. Courses selected cannot be from the same area:

ECON 101 Principles of Macroeconomics
ENVS 300 Environmental Science SSCI 301 Environment and Society
GEOG 140 World Regional Geography GEOG 225 Social Geography GEOG 363 Global Urbanization
THRS / PHIL 265 Asian Philosophy and Religions THRS 318 Feminist Theology THRS 339 World Scriptures THRS 340 World Religions in Dialogue THRS 350 Christianity and Cultural Diversity

3. Language and Area Studies Requirement (28 credits)

All International Studies majors are required to choose one language and area studies emphasis in something other than their native language. Students study abroad for a minimum of one semester in their area studies region. The

only exception to this rule is international students who are required to fulfill either the English Language and Culture Region or choose any of the other regions for their concentration so long as the language is not their native language and they study abroad in a country where their target language is spoken.

Course substitution for language and area studies is at the discretion of the international studies program director.

African Language and Area Studies

HIST 118 Survey of African History

POLI elective in area of interest (INTL 361) or approved substitute*

Two courses on Africa, chosen from:

HIST 335 Women and Work

HIST 341 Islam and Victorianism in Nineteenth-Century Africa

HIST 344 Colonialism in Africa Through the Novel

HIST 345 Slavery in World History

HIST 351 Women, Gender, and Imperialism

Three courses on Africa taken abroad (INTL 363), including study of indigenous language (INTL 364)

Asian Language and Area Studies

One of the following:

HIST 361 Modern China

HIST 362 Modern Japan

HIST 363 Communism in China

HIST 364 Modern Korea

POLI elective in area of interest (INTL 361) or approved substitute*

Language Competency through 204

JAPN 375 Japanese Civilization [Core: BB] *or*

a civilization course in another relevant language (INTL 375)

European Language and Area Studies

Students may study abroad in any approved SNC program in Europe where the primary language is not English.

Typically, students study abroad in the language in which they have reached competency at the 204-level (French, German, Spanish). In addition, students may study abroad outside of France, Germany, Austria or Spain, as long as the program is approved by SNC and the primary language of the country is not English. Students selecting this option must petition the IS committee. Contact the Director to set up the petition process.

HIST 113 History of Western Civilization 2 [Core: WT] *or* HIST 350 Modern European History

POLI elective in area of interest (INTL 361) or approved substitute*

Language Competency in Spanish, French or German through 204

FREN 375 *or* GERM 376 *or* SPAN 375 (prerequisite: SPAN 300) *or*

introductory language course in the primary language spoken in the country if studying abroad in a European country other than France, Germany, Austria or Spain – for example, if studying in Prague, students must take Czech (INTL 364 or INTL 375)

Latin American Language and Area Studies

One of the following:

HIST 130 History of Latin America [Core: BB]

HIST 311 Mexico Since Independence

HIST 333 Cuba: Colony to Castro

POLI 368 Latin American Politics through Film, Literature, and Music *or* approved substitute (INTL 361)

Language competency through 204 level

SPAN 365 [Core: BB] *or* SPAN 370 (prerequisite: SPAN 300) *or* civilization course in another relevant language (INTL 375).

Middle Eastern Language and Area Studies

HIST 120 Survey of Middle Eastern History [Core: BB]
POLI elective in area of interest (INTL 361) or approved substitute

Two courses focusing on the Middle East, selected from:

HIST 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict
HIST 341 Islam and Victorianism in Nineteenth-Century Africa
HIST 343 The Modern Middle East

Three courses focusing on the Middle East taken abroad (INTL 363), including (INTL 364) study of Arabic, Hebrew or Turkish, if available.

International students only (16 credits)

English Language and Culture Region

International students should consult with the Director of the International Studies in their first year to discuss their specific course requirements. Normally, they take four courses from the following list to become more familiar with American culture. International students may also study abroad in an SNC-approved program in a country in which the primary language is English such as England, Scotland, Wales, Ireland, New Zealand, South Africa, Australia, or the Washington Semester. Alternatively, international students could choose a modern foreign language, different from their native language and study abroad in a country where their target language is spoken or appropriate substitute.

English Literature - (4 credits)

ENGL 235 Survey of U.S. Literature 1 *or* ENGL 236 Survey of U.S. Literature 2 *or* literature of the country where studying abroad

History - (4 credits)

HIST / AMER 114 History of the United States 1 *or* HIST / AMER 115 History of the United States 2 *or* HIST 113 History of Western Civilization 2 *or* HIST 350 Modern European History if studying abroad in an English-speaking European country *or* a history course about the country where studying abroad

Political Science - (4 credits)

POLI 130 U.S. Politics and Government *or* politics of the country where studying abroad *or* politics of the region such as the European Union if studying abroad in an English-speaking European country

Cultural Studies - (4 credits)

Students may choose a course emphasizing an aspect of U.S. culture outside of the disciplines listed previously. Courses must be approved by the Director of international studies. Examples of courses taught at St. Norbert that would satisfy this requirement are: AMER 261 Introduction to American Studies, AMER 221 Religion in America, PHIL 305 American Philosophy, etc. Students who study abroad in an English-speaking country may satisfy this requirement by taking a course similar to those listed above relating to the culture of that country.

JAPANESE [JAPN]

www.snc.edu/ml

All language courses in the Japanese minors are taught in Japanese and students are expected to use the target language in class. In addition, advanced courses require one or more formal oral presentations and papers in Japanese. Each presentation and paper is assessed, with feedback given to students.

Those students who have already taken some Japanese language courses in high school or have studied the language elsewhere must take a placement examination and obtain approval for course selection from the head of the Japanese language program before beginning.

Japanese Academic Minor

The purpose of a Japanese academic minor is to provide an opportunity for students to study the Japanese language and not only to gain fluency in the language but also gain an in-depth knowledge of Japanese culture. This minor requires taking JAPN 320, a one-semester study abroad experience at Sophia University in Tokyo or Tsuru University in Mishima, which may be replaced by different courses at a Japanese university after taking a placement exam. Courses taken at Sophia University or Tsuru University with at least a grade of “C” are counted toward a Japanese academic minor.

Japanese Area Studies Minor

The purpose of a Japanese area studies (JAS) minor is to provide an opportunity for students to study Japanese culture in a manner different from the traditional modern language minor. The Japanese area studies minor has the objective of familiarity with the language as opposed to fluency and is designed to supplement this familiarity with a concentration of coursework related to the socioeconomic, political, cultural, literary or historical background of Japan. Courses are chosen in consultation with the head of the Japanese language program, consistent with the goals of the student and the program.

A typical JAS minor includes language study through JAPN 204 Intermediate Japanese. A student electing a JAS minor without prior exposure to the language is required to complete four courses under this paradigm. Students have the option of completing additional language study if their goals require additional competency. A JAS minor who wishes to have a one-semester study abroad experience at Sophia University in Tokyo should take JAPN 320, which may be replaced by different courses at the Japanese university after taking a placement exam. Courses taken at Sophia University with at least a grade of “C” are counted toward a JAS minor.

The St. Norbert College Language Competency Requirement

Students who successfully complete Japanese 102 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam or through alternative means approved by the College.

JAPANESE FACULTY

Ikuko Torimoto, Associate Professor of Japanese

COURSE REQUIREMENTS

Japanese Minor

Japanese language study through JAPN 204

Four of the following:

JAPN 305 Intermediate Readings, Conversation and Composition

JAPN 306 Intensive Intermediate Composition and Grammar

JAPN 375 Japanese Civilization

JAPN 389 Special Topics *or* JAPN 390 Advanced Conversation, Grammar and Composition *or*

JAPN 490 Independent Study *at St. Norbert College*, *and* JAPN 320 Advanced Intermediate Conversation (or equivalent) *at Sophia University or Tsuru University in Japan*.

Japanese Area Studies Minor

Japanese language study through JAPN 204

Three of the following:

JAPN 305 Intermediate Readings, Conversation and Composition

JAPN 306 Intensive Intermediate Composition and Grammar

JAPN 375 Japanese Civilization

JAPN 389 (approved elective)

JAPN 320 Advanced Intermediate Conversation (or equivalent) *at Sophia or Tsuru University in Japan*

HUMA 280 Japanese Culture and Society *or* HIST 362 Modern Japan

Japanese Language Certificate

A Japanese Language Certificate recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a minor. The certificate recognizes competency equivalent to the successful completion of the JAPN 101-204 sequence with an overall grade point average of 3.0 or higher in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert College through the modern languages and literatures curriculum and the student must earn a “B” or higher in this course. A student who places beyond the JAPN 204 level (e.g. JAPN 304 or JAPN 305) still must complete one class on campus and receive a grade of “B” or higher in that class. A student who might be interested in a certificate could take four classes (JAPN 101, JAPN 102, JAPN 203, JAPN 204) at St. Norbert College. However, students who might be interested in a certificate could place into JAPN 203 or JAPN 204 and would only have to take one or, at most, two classes. See **modern languages and literatures** section for additional information on all College language programs, policies and courses.

LATIN [LATN]

www.snc.edu/classicalstudies

The study of Latin gives students access to the treasures of Roman and medieval literature and philosophy, the foundation stone of western civilization. Latin is an indispensable tool for the study of the history, music, liturgy and theology of the Christian Church. Knowledge of Latin also greatly enhances a student’s understanding of English vocabulary and grammar and is an excellent supplement to the study of all the modern Romance languages.

Please see the catalog section on classical studies (CLAS) for information on faculty and for the retroactive credit policy for Latin language.

The St. Norbert College language competency requirement

Students who successfully complete LATN 102 Intermediate Latin will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

LEADERSHIP STUDIES [LEAD]

www.snc.edu/leadershipstudies

The Leadership Studies minor is a multidisciplinary academic program that has as its central concerns the ethical dimensions of leadership and the global common good. Leadership, within the mission of St. Norbert College, is deemed as a process of envisioning worthy goals and persuading and enabling others to pursue and achieve them. The courses in this program examine ethical issues, principles and practices relevant to leadership theories and styles of leadership, the dynamics of leaders interacting with followers, the impact of leaders on organizations and communities, and leadership skills such as goal setting, effective communication and assessment.

Students must declare this minor no later than second semester of their junior year. No more than two courses in one’s major will count toward this minor. Leadership minors are expected to put together a leadership studies portfolio based upon papers and projects for their leadership studies courses, to be the basis for an integrated project in the capstone course and for assessment purposes.

LEADERSHIP STUDIES FACULTY

Corday Goddard, Associate Dean of Student Development

Shelly Mumma, Director of Leadership, Student Engagement, and First Year Experience

James Neuliep, Professor of Communication and Media Studies, Leadership Studies program director

COURSE REQUIREMENTS

Leadership Studies Minor - (28 credits)

LEAD 200 Introduction to Leadership Studies
LEAD 400 Leadership Studies Capstone

Five of the following (one from each of the following areas):

Ethics

Courses in this area center on the formal study of ethics. They focus on theories of the human good and norms of conduct. Courses available:

PHIL 245 Business Ethics
PHIL 315 Ethics
THRS 333 Christian Ethics

Interpersonal/Small Group

These courses examine the relationship between a leader and a small group. More specifically, course content emphasizes the direct influence the leader has on the individual members of the group and the dynamics between the group and the leader in terms of interpersonal relationships that are likely to arise within groups. Courses available:

BUAD 336 Introduction to Human Resource Management	COME 222 Small Group Communication
COME 122 Principles of Interpersonal Communication	COME 324 Persuasion
	PSYC 325 Group Dynamics

Institutional/Societal

Courses in this area explore the interactive relationship between leaders and followers within the context of societal entities or large organizations (e.g., national leaders and their constituencies, CEOs and the members of the corporate organization). Courses available:

BUAD 337 Behavior in Organizations
COME 426 Organizational Communication
LEAD / POLI 336 Executive Leadership

Leadership in Context

Courses in this area place the study of leadership within a particular context such as a discipline, political system, culture, historical period, gender or ethnic group, or will make comparisons across two or more contexts. Courses available:

LEAD 360 Gender and Leadership	ENGL 329 Literature of Service
LEAD 361 Peer Leadership	MILS 201 Basic Leadership and Management 1
LEAD 363 Leadership and Civic Engagement	MILS 202 Basic Leadership and Management 2
LEAD 389 Special Topics	

Leadership Skills

Courses in this area provide some of the basic skills that are necessary for leaders to be successful in their realm of leadership. These skills focus on written and spoken communication as well as statistical skills. Courses available:

BUAD 284 Statistics for Business and Economics	ENGL 306 Professional Writing
COME 322 Business and Professional Speaking	SSCI 224 Basic Statistics
ENGL 290 The English Language	

MATHEMATICS [MATH]

www.snc.edu/math

The Mathematics Discipline strives to help St. Norbert College achieve its mission of providing students with a superior education and encouraging all students to develop their full potential in understanding and serving their world. The mathematics program is designed to be personally and intellectually challenging and has three objectives: 1) to introduce students to the methodology and applications of mathematics, 2) to provide students in all disciplines with the mathematical competency required in their studies and 3) to train professional mathematicians for graduate school, teaching or other careers.

The faculty members of the mathematics discipline strive to maintain the Norbertine ideal of *communio*, characterized by trust, mutual esteem, shared responsibilities, and a common area of intellectual inquiry; and to demonstrate this model of community to the students they teach and counsel.

Mathematics is housed in the natural science division of St. Norbert College and is associated with the various disciplines in the natural science division: several courses in mathematics are requirements or recommended electives for the various science majors. In addition, some mathematics courses foster the development of students with majors outside the natural science division, most notably within education, business administration, accounting, and economics.

Finally, the mathematics discipline contributes to the broader liberal-arts tradition of the College with its analytical, logical, and quantitative approaches to learning; with its contributions to the general education of almost every St. Norbert student through the core curriculum; and with its efforts to address the needs of intellectual communities beyond the College.

To obtain more information about the major program and the many activities in which mathematics majors participate, check out our web site at the above address.

Outcomes of the Major Program

1. Each student should have a firm grounding in calculus, set theory, logic, and strategies of mathematical proof and problem solving.
2. Each student should have a working knowledge of at least five of the following mathematical areas: linear algebra, abstract algebra, differential equations, numerical analysis, operations research, probability and statistics, modern geometry, real analysis and complex analysis. The precise combination of areas will depend on the student's particular interests and career objectives.
3. Each student should understand the connections and the differences between pure and applied mathematics. Students should be able to reason rigorously in mathematical arguments, and use mathematical models and algorithms to solve problems.
4. Each student should master the language, symbology and form used in mathematical proof and develop the ability to communicate mathematics clearly.
5. Each student should develop the ability to use technology to reason numerically, symbolically, graphically and verbally. Students should be able to write computer programs or use appropriate software to solve mathematical problems.
6. Each student should develop the ability to be a self-learner in mathematics in order to maximize the student's future success as a professional mathematician, an actuary, a high school teacher, a computer scientist, etc.

MATHEMATICS FACULTY

John Frohlinger, Associate Professor of Mathematics, pre-actuarial advisor

Anders Hendrickson, Assistant Professor of Mathematics

Terry Jo Leiterman, Associate Professor of Mathematics

Seth Meyer, Assistant Professor of Mathematics, graduate school advisor

Katherine Muhs, Assistant Professor of Mathematics

Larry Thorsen, Associate Professor of Mathematics

Adjunct Instructors:

Michael Berken, Adjunct Instructor of Mathematics

Dennis Kostac, Adjunct Instructor of Mathematics

COURSE REQUIREMENTS

The Mathematics major receives a Bachelor of Arts degree.

Retroactive Credit Policy

Students who pass MATH 132 with a grade of “B” or higher as their first mathematics course will be awarded credit for MATH 131 if they have not yet received credit for MATH 131. Students who pass MATH 233 with a grade of “B” or higher as their first mathematics course will receive credit for MATH 131 and also, upon approval of the mathematics faculty, be awarded credit for MATH 132 if they have not yet received credit for that course.

Residency requirements:

Students majoring in Mathematics (including the teaching major) must take MATH 499 and earn credit in at least three mathematics courses at St. Norbert College numbered 300 or above.

Mathematics Major - (40 credits and Senior Examination)

CSCI 110 Introduction to Computer Programming
MATH 124 A Survey of Calculus *or*
MATH 131 Calculus and Analytic Geometry 1
MATH 132 Calculus and Analytic Geometry 2
MATH 233 Calculus and Analytic Geometry 3
MATH 250 Advanced Foundations of Mathematics
MATH 499 Senior Examination (0 credits)

Five MATH courses numbered 300 or above
(one must be MATH 303 Linear Algebra *or*
MATH 306 Abstract Algebra *or* MATH 350
Modern Geometry *or* MATH 373 Real Analysis
or MATH 376 Complex Analysis)

For the mathematics major, CSCI 323 Theory of Computation will count as a mathematics course numbered 300 or above. It is recommended that students majoring in mathematics take courses in at least one area where mathematics is applied, for example, computer science, physics, economics or business administration.

Mathematics Teaching Major - (40 credits and Senior Examination)

For secondary teaching

CSCI 110 Introduction to Computer Programming
MATH 124 A Survey of Calculus *or*
MATH 131 Calculus and Analytic Geometry 1
MATH 132 Calculus and Analytic Geometry 2
MATH 233 Calculus and Analytic Geometry 3
MATH 250 Advanced Foundations of Mathematics

MATH 306 Abstract Algebra
MATH 321 Probability and Statistics
MATH 350 Modern Geometry
MATH 499 Senior Examination (0 credits)
Two MATH courses numbered 300 or above

Mathematics Minor - (24 credits)

MATH 124 A Survey of Calculus *or*
MATH 131 Calculus and Analytic Geometry 1
MATH 132 Calculus and Analytic Geometry 2

MATH 233 Calculus and Analytic Geometry 3
MATH 250 Advanced Foundations of Mathematics
Two MATH courses numbered 289 or above

Mathematics Teaching Minor - (24 credits)

For secondary teaching

CSCI 110 Introduction to Computer Programming
MATH 124 A Survey of Calculus *or*
MATH 131 Calculus and Analytic Geometry 1
MATH 132 Calculus and Analytic Geometry 2

MATH 250 Advanced Foundations of Mathematics
MATH 306 Abstract Algebra
MATH 321 Probability and Statistics *or*
MATH 350 Modern Geometry

MILITARY SCIENCE [MILS]

www.snc.edu/militaryscience

Military Science is concerned primarily with the exploration and development of leadership and management skills. The Military Science program of instruction is a core-type curriculum consisting of military skills and professional knowledge subjects. The ultimate purpose of the program is to provide college-trained officers for the Regular Army, U.S. Army Reserve, and the Army National Guard. The program supports College goals by emphasizing interpersonal depth and the development of personal qualities necessary for leadership such as duty, integrity, courage, loyalty, respect, selfless services and honor. The course of study is conducted under the auspices of the Reserve Officer Training Corps (ROTC). The four-year program is divided into two parts: the Basic Course and the Advanced Course.

MILITARY SCIENCE FACULTY

CPT Anthony Perrizo, Assistant Professor of Military Science

Basic Course (Pre-professional)

The Basic Course is offered only in the freshman and sophomore years. However, any student may register for any of the lower division Military Science courses. No military commitment is required and students may withdraw at any time before the end of the second year. Additionally, no cost is incurred for course registration. The necessary textbooks and materials are furnished without cost to the student. The courses introduce students to select military skills and professional knowledge subjects. Students attend class and lab for two hours every week and may participate in a wide variety of extracurricular activities ranging from social events to rigorous (confidence building) physical activities.

Advanced Course (Professional)

Satisfactory performance in the Basic Course, demonstrated leadership potential and recommendations from program instructors make an individual eligible to enter the professional program. The emphasis is on applied leadership skills expected of all officers. Instruction includes the introduction of military skills that must be developed prior to attending an Officer Basic Course (OBC). They are fundamental to the military profession and serve as the basis for all future branch-directed specialty training. Instruction in professional knowledge subjects is also provided. They describe in foundational terms what the U.S. Army does and how it goes about doing it.

Cadets in the Advanced Course receive uniforms, necessary Military Science textbooks, salary during an Advanced Camp and an allowance up to \$4,000 each year.

A 32-day Advanced Camp is held during the summer between the junior and senior years. This course permits students to put into practice the leadership principles and theories they have acquired in the classroom. They are also exposed to more military skills. Successful completion of the course is required prior to commissioning.

Professional Development and Extracurricular Activities

An essential portion of the Military Science program is encouraging cadets to participate in extracurricular activities that personally and professionally develop the individual. These activities range from volunteer work, charity participation, the traditional Military Ball and the formal Military Dining-In to intramural sports, color guards, leader's reaction courses and backpacking exercises. Cadets routinely participate in the Cadet Professional Development Training Program (CPDT). The CPDT supplements campus training with practical leader-development experiences. The CPDT program is comprised of Practical Field Training and Cadet Troop Leader Training. Practical Field Training includes Basic Airborne, Air Assault, Jungle Warfare Orientation, Northern Warfare Orientation and Master Fitness Trainer. Students successfully completing the 32-day Advanced Camp are eligible to participate in Cadet Troop Leader Training (CTLT). The CTLT program sends cadets to train as junior leaders with active Army units in the continental U.S., Europe, Korea, Alaska or Hawaii. The CTLT program places cadets in charge of up to 40 soldiers and requires them to perform as leaders. This extremely popular option provides an exciting and rewarding leadership development and learning experience.

Two-year Program

The Military Science program also offers a course of study designed specifically for students who are unable to take ROTC during their first two years of college. Such applicants must successfully complete a five-week Basic Camp

prior to attending advanced camps. This summer training takes the place of the Basic Course of the four-year program and qualifies students to enter the professional course. Qualified veterans with prior military service are eligible to enroll in the Advanced Course without participating in the Basic Course once they have obtained junior status.

Simultaneous Membership Program

Under the Simultaneous Membership Program, a person may enlist in the Army National Guard or Army Reserve, attend Basic Training during the summer and be qualified to enroll in the Advanced Course the first semester of their junior year. Upon successful completion of the Advanced Course and baccalaureate degree, the cadet would receive a commission as second lieutenant with the Regular Army, Army National Guard or Army Reserve.

ROTC Scholarship Program

Army ROTC offers two- and three-year scholarships that are awarded competitively to students who are already enrolled in college. Students who attend the Basic Camp under the two-year program may also apply for two-year scholarships prior to camp. These scholarships pay for tuition, lab fees and other educational expenses, plus provide a textbook allowance each semester and an allowance of up to \$4,000 each year the scholarship is in effect. St. Norbert offers free room and board to all scholarship cadets. Students interested in any aspect of the program are encouraged to consult with Military Science faculty members.

Distinguished Military Student Program

Each year a few senior ROTC students are selected as Distinguished Military Students. A Distinguished Military Student will be considered for appointment as a Distinguished Military Graduate upon graduation provided he or she fulfills requirements prescribed by Army regulation.

MODERN LANGUAGES AND LITERATURES [MLLS]

www.snc.edu/ml

The modern languages and literatures discipline offers courses in modern languages, cultures and literatures, which may lead to both majors and minors in French, German, and Spanish, as well as a minor in Japanese. The objectives of language studies are to enable students to communicate effectively in the language of study and to understand and appreciate the cultures and values of the countries in which the language is spoken. The discipline also offers literature and culture courses in the English language for the core curriculum program.

Studies in this discipline help students increase their awareness of their own values and beliefs as well as those of another culture; aid in preparing teachers for language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; enable students to meet the language requirements of graduate programs in the study of languages and comparative literature; and prepare students for various careers in an increasingly global society.

All language courses in this program are taught in the target language and students are expected to use the target language in class. In addition, advanced courses require one or more formal oral presentations and papers in the target language. Each presentation and paper is assessed, with feedback provided to students. In the senior capstone course (400), students are required to write a research paper in the target language. Students certified to teach the language must achieve a 3.0 GPA in their major or minor, including earning a “B” or better in their senior capstone course.

The St. Norbert College Language Competency Requirement

Students who successfully complete a level 102 course in their language of study will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the 102 level on the College’s placement exam or through alternative means approved by the College.

Language Courses

Language study at St. Norbert College includes four semesters of elementary and intermediate instruction: 101, 102, 203 and 204.

Graduate School Advisor: Thomas Conner

COURSE REQUIREMENTS

Academic Majors - (32 credits above 300)

Major programs are offered in French, German and Spanish. Complete descriptions of the majors and the courses can be found under the specific language major (French, German and Spanish) in the catalog. Language majors are required to complete at least one academic semester in a country where the language they are studying is spoken. A minimum cumulative St. Norbert College GPA of 2.75 is required for study abroad, although individual programs may have a higher GPA requirement.

Culture and literature courses taught in English do not fulfill language major or minor requirements.

Academic Minors - (16 credits above 300)

An academic minor is offered in French, German, Japanese and Spanish. Complete descriptions of the minors and the courses can be found under the specific language minor (French, German, Japanese and Spanish) in the catalog.

Teaching Minors - (16 credits above 300)

A teaching minor is available only to students in education.

For French these courses are:

FREN 305 Readings in French Literature and Society
FREN 375 French Civilization and Identity
Two electives

For German these courses are:

GERM 305 Introduction to German Literature and Literary Criticism
GERM 375 German Civilization 1
GERM 390 Advanced Conversation, Grammar, and Composition
One elective

For Spanish these courses are:

SPAN 300 Making Connections: Conversation, Composition, and Culture
SPAN 301 Introduction to Spanish and Spanish American Literature 1 *or*
SPAN 302 Introduction to Spanish and Spanish American Literature 2
SPAN 365 Latin American Civilization: South America and the Caribbean *or*
SPAN 370 Latin American Civilization: Mexico and Central America
SPAN 375 Spanish Civilization

In addition, all students seeking certification to teach a foreign language must complete an approved language immersion experience (377) of at least six weeks in a country where the target language is primarily spoken. Examples of acceptable immersion experiences include semester or summer programs sponsored by AIFS, CIEE or approved by Laval University in Quebec.

Language Certificates

A certificate recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. Language certificates in French, German, Japanese or Spanish are awarded only upon the completion of a St. Norbert College undergraduate degree. The certificate recognizes competency equivalent to the successful completion of the 101-204 sequence with an overall GPA of 3.00 or above in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at the College through the Modern Languages and Literatures curriculum and the student must earn a "B" or higher in this course. A student who places beyond the 204 level (e.g. 300, 301, 302, 304 or 305) still must complete one class on campus and receive a grade of "B" or higher in that class. A student interested in a certificate could take four classes (101, 102, 203 or 204) at St. Norbert College. However, students interested in a certificate could place into 203 or 204 and would only have to take one or, at most, two classes.

IBLAS Major

Modern Languages and Literatures collaborates with Business Administration in a major program in International Business and Language Area Studies (IBLAS).

Course Placement

Incoming students who have studied a second language are required to take the College's language placement exam during Summer Advisement in order to assess their level of competency in that language. All St. Norbert students are expected to achieve a second language competency at the intermediate level by the end of their junior year. This competency may be demonstrated through:

1. placing into the 203 level of a language on the St. Norbert College language placement exam.
2. successfully completing a 102 (or above) language course at the College.
3. successfully completing an approved language program off-campus.

Students may retake the placement exam.

Retroactive Credit Policy

Students will be awarded up to two courses for previous language study upon completion of a language course at the 102 level or higher with a grade of "B" or better.

See individual language sections for more information.

MUSIC [MUSI]

www.snc.edu/music

The overall mission of the St. Norbert College Music Department is the preparation of students for careers in teaching, performance and related music professions. At St. Norbert College students have the opportunity to enrich their musical understanding and sensitivity through courses in music appreciation, theory, history and music performance. Music is not merely a skill to be mastered but can be considered more deeply as an expression of the feelings, values and aspirations found throughout human history. Our curriculum exposes students to music of different eras, religious beliefs, and cultures with the purpose of developing understanding and a lifelong appreciation of the musical arts.

Departmental objectives include the development of listening skills, knowledge of repertoire and musicianship, along with the consideration of student spirituality through aesthetic experiences in music. A systematic assessment process will feature the student portfolio, complete with critiques written by the faculty, audio and video recordings, compositions, journal entries, and student self-evaluative reflective essays.

Special information and additional requirements for students majoring in music can be found in the *Music Student Survival Guide* available in the Pennings Hall of Fine Arts.

MUSIC FACULTY

Linda Cook, Assistant Professor of Music, high brass
Linda Feldmann, Adjunct Instructor of Music, voice
Andrea Gross Hixon, Adjunct Assistant Professor of Music, oboe
Michael Hennessy, Adjunct lecturer of Music, string bass
Blake Henson, Assistant Professor of Music, composition
Eric High, Assistant Professor of Music, low brass, discipline Director
Kortney James, Adjunct Assistant Professor of Music, flute
Michael Knight, Assistant Professor of Music, Music Education
Justin Krueger, Adjunct Assistant Professor of Music, piano

Elaine Moss, Instructor of Music, staff accompanist, piano
Rebecca Nimmer, Adjunct Instructor of Music, Music Education
Yi-Lan Niu, Assistant Professor of Music, voice
Sarah Parks, Associate Professor of Music, Music Education, voice
Kent Paulsen, Adjunct Instructor of Music
James Robl, Adjunct Instructor of Music, percussion
Michael Rosewall, Associate Professor of Music, voice
John Salerno, Adjunct Assistant Professor of Music, saxophone
Karen Stefiuk, Adjunct Instructor of Music, clarinet
Bethany Thier, Pastoral associate for Music and Worship, voice
Jeffrey Verkuilen, Adjunct Instructor of Music, organ

Graduate School Advisor: any full-time music faculty member

COURSE REQUIREMENTS

Music Performance Major (audition required)

MUSI 167 Comprehensive Musicianship 1
 MUSI 168 Comprehensive Musicianship 2
 MUSI 267 Comprehensive Musicianship 3
 MUSI 268 Comprehensive Musicianship 4
 MUSI 367 Comprehensive Musicianship 5
 MUSI 368 Comprehensive Musicianship 6
 MUSI 381 Introduction to Conducting
 MUSI 382 Advanced Choral Conducting *or*
 MUSI 383 Advanced Instrumental Conducting

Eight semesters of applied music on primary instrument (2 credits each) *or*
 seven semesters of applied music *and* MUSI 420 Merit Recital (4 cr)

Composition emphasis:

Seven semesters of applied music *and* MUSI 105 Introduction to Composition *or*
 six semesters of applied music *and* MUSI 105 *and* MUSI 420 Merit Recital (4 cr)

Special requirements for piano performance majors:

MUSI 321 Piano Pedagogy 1
 MUSI 329 Piano Literature
 At least six principal ensemble courses.

One ensemble course each in: MUSI 019
 Accompanying *and* MUSI 029 Piano Ensemble

Special requirements for instrumental performance majors:

MUSI 384 Orchestration

One of the following:

MUSI 362 Woodwind Methods
 MUSI 363 String Methods
 MUSI 365 Brass Methods

MUSI 366 Percussion Methods
 Eight principal ensemble courses on primary instrument

Special requirements for vocal performance majors:

MUSI 246 Vocal Diction
 MUSI 345 Vocal Literature
 MUSI 349 Vocal Pedagogy
 Two semesters of MUSI 016 Opera Workshop

Eight principal ensemble courses on primary instrument
 Second language competency (102 level or above) in French or German

Special requirements for composition majors:

Four semesters of applied lessons on a single secondary instrument: voice, piano, or other instrument. See below.

Composition students studying voice as a secondary instrument also take:

- MUSI 246 Vocal Diction
- MUSI 349 Vocal Pedagogy

Composition students studying piano as a secondary instrument also take:

- MUSI 321 Piano Pedagogy I
- MUSI 329 Piano Literature

Composition students studying any other instrument must choose one methods course from the following list (excluding the section that includes their secondary instrument):

- MUSI 362 Woodwind Methods
- MUSI 363 String Methods
- MUSI 365 Brass Methods
- MUSI 366 Percussion Methods

Music Education Major

MUSI 150 Survey of World Musics

MUSI 167 Comprehensive Musicianship 1

MUSI 168 Comprehensive Musicianship 2

MUSI 267 Comprehensive Musicianship 3

MUSI 268 Comprehensive Musicianship 4

MUSI 367 Comprehensive Musicianship 5

MUSI 368 Comprehensive Musicianship 6

MUSI 381 Introduction to Conducting

Six principal ensemble courses on primary instrument

Six semesters of applied music on primary instrument

EDUC 125 Foundations of U.S. Education

EDUC 130 Educational Psychology

EDUC 250 Pre-student Teaching Experience

EDUC 281 Teaching Children with Disabilities

EDUC 317 General Music in the Elementary School

EDUC 318 General Music in the Secondary School

SSCI 408 Social Inequalities

Additional requirements for certification:

General/Choral majors

MUSI 246 Vocal Diction

MUSI 349 Vocal Pedagogy

MUSI 382 Advanced Choral Conducting

EDUC 315 Choral Music Methods for Junior and Senior High School

EDUC 469 Student Teaching: General Music

EDUC 470 Student Teaching: Choral Music

Instrumental majors

MUSI 051 Voice

MUSI 102 Group Voice *or* two principal choral ensemble courses

MUSI 362 Woodwind Methods

MUSI 363 String Methods

MUSI 365 Brass Methods

MUSI 366 Percussion Methods

MUSI 383 Advanced Instrumental Conducting

EDUC 316 Instrumental Music in the Schools

EDUC 469 Student Teaching: General Music

EDUC 475 Student Teaching: Instrumental Music

Music Liberal Arts Music Major (44 credits)

MUSI 167 Comprehensive Musicianship 1
MUSI 168 Comprehensive Musicianship 2
MUSI 267 Comprehensive Musicianship 3
MUSI 268 Comprehensive Musicianship 4
MUSI 367 Comprehensive Musicianship 5
MUSI 368 Comprehensive Musicianship 6

MUSI 381 Introduction to Conducting
Six principal ensemble courses on primary
Instrument (1 cr each)
Four semesters of applied music on primary
instrument (2 cr each)

One of the following:

MUSI 150 Survey of World Musics
MUSI 176 Music Appreciation
MUSI/AMER 184 History of Amer Popular Music
MUSI 315 Introduction to Opera

MUSI / AMER 318 Evolution of Jazz
MUSI / PHIL 336 Philosophy of Music
HUMA 100 Introduction to Humanities through the
Fine Arts

Music Minor (24 credits) (not certifiable)

MUSI 167 Comprehensive Musicianship 1
MUSI 381 Introduction to Conducting
Six principal ensemble courses on primary
instrument
Four semesters of applied music on primary
instrument (1 cr each)

Two of the following:

MUSI 150 Survey of World Musics
MUSI 176 Music Appreciation
MUSI/AMER 184 History of Amer Popular Music
MUSI 315 Introduction to Opera
MUSI / AMER 318 Evolution of Jazz
MUSI / PHIL 336 Philosophy of Music
HUMA 100 Introduction to Humanities through the
Fine Arts

Music Minor for Liturgists

MUSI 051 Voice (minimum 4 credits)
MUSI 052 Piano (minimum 4 credits)
MUSI 055 Organ (minimum 4 credits)
MUSI 167 Comprehensive Musicianship 1

MUSI 168 Comprehensive Musicianship 2
MUSI 381 Introduction to Conducting
Applied Lessons (14 credits)
Four principal choral ensemble courses

PEACE AND JUSTICE [PEAC]

www.snc.edu/peaceandjustice

Peace and Justice is an interdisciplinary field of study that includes courses from a wide variety of academic areas. The introductory course, PEAC 200 Introduction to Peace and Justice, creates a framework for the other courses in the minor and, as such, should ideally be taken no later than the student's sophomore year and before other courses in the program are taken.

PEACE AND JUSTICE FACULTY

Bridget Burke Ravizza, Associate Professor of Theology and Religious Studies, Peace and Justice minor program
Director

Robert Pyne, Senior Director for Community Engagement

COURSE REQUIREMENTS

Peace and Justice Minor - (24 credits)

Note: It is strongly encouraged that at least one course taken in the minor carry a community engagement designation (CENG).

Students are required to take the following two courses:

PEAC 200 Introduction to Peace and Justice
PEAC 400 Capstone in Peace and Justice

Students must take four courses from the following list of approved courses (To preserve the interdisciplinary nature of the minor, no more than two courses may be taken from any one discipline):

ECON 357 Economics of Globalization	POLI 362 Globalization and the Developing World
ENVS 300 Environmental Science	SOCI 228 Corrections in American Society
HIST 322 American Immigration and Ethnic History	SOCI 250 Immigration and Migration in the U.S.
HIST 324 Poverty, Charity, and Welfare in American History	SOCI 344 Social Movements: Protest, Organization, and Change
HIST 335 Women and Work	SOCI 346 Intersections of Privilege
HIST 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict	SSCI 301 Environment and Society
HIST 344 Colonialism in Africa through the Novel	SSCI 408 Social Inequalities
HIST 345 Slavery in World History	THRS 318 Feminist Theology
HIST 351 Women, Gender and Imperialism	THRS 331 Judaism and Christianity: The Holocaust
PEAC 266 Human Rights and Responsibilities	THRS 333 Christian Ethics
PHIL 282 Law, Morality, and Punishment	THRS 340 World Religions in Dialogue
PHIL 315 Ethics	THRS 343 Prophet and Savior: Muslim and Christian Theologies in Dialogue
POLI 335 International Organizations	WMGS 360 Feminist Theory
POLI 348 Environmental Politics	

With approval of a Peace and Justice Advisor, one of the following may be taken:

PEAC 389 Special Topics
PEAC 490 Independent Study
PEAC 494 Internship

Students wishing to fulfill a minor requirement with a course not listed here must have approval by the Director of the **peace and justice** minor.

PHYSICAL EDUCATION [PHED]

www.snc.edu/physicaleducation

The physical education department is organized to meet the following objectives:

1. To provide all students the opportunity for instruction in sports, exercise and fitness.
2. To provide all students with the opportunity to acquire skills in sports and fitness for recreation, intramural, and lifetime activities.

Lifetime Sports Activities

A wide range of lifetime sports and fitness classes are offered for all students. Through lifetime sports and fitness, individuals will have a better understanding of the need for a planned activity program. The major objective of lifetime sports and fitness is to have each student incorporate physical activity into their daily lifestyle.

PHYSICAL EDUCATION STAFF

Donald Augustine, Lecturer in Physical Education, head coach of men's and women's cross country, head coach of men's and women's track

Timothy Bald, Lecturer in Physical Education, Director of athletics

Tim Coghlin, Lecturer in Physical Education, head coach men's hockey

Gary Grzesk, Lecturer in Physical Education, head coach men's basketball

Al Johnson, Lecturer in Physical Education, assistant football coach

Daniel McCarty, Lecturer in Physical Education, head football coach

Connie Tilley, Lecturer in Physical Education, head coach women's basketball

Ryan Vandervest, Lecturer in Physical Education, athletic trainer ATC, LAT

PHILOSOPHY [PHIL]

www.snc.edu/philosophy

The aims of the philosophy program at St. Norbert College, and the nature of philosophy itself, place the work of our discipline near the center of our Catholic and Norbertine heritage and the tradition of liberal arts education. As philosophers at St. Norbert College, our mission is to effect the intellectual, spiritual and personal development of its students by teaching the philosophical tradition in a way that emphasizes critical thinking skills and encourages reflection on values.

Philosophy, as the love of wisdom, is inseparable from the notion of intellectual development. But philosophy is more than the attainment of knowledge; it urges us to cultivate wisdom, a virtue that enables us to reflect on the proper ways to acquire and apply knowledge. Philosophical practice at a Catholic institution is motivated not solely by curiosity or a predilection for conceptual and theoretical puzzles, but also by the desire to transform oneself and the world through wisdom.

The major program provides a solid background in the history of western philosophy and introduces students to the fields of logic, ethics and the philosophy of human nature. The minor program complements various fields of study and gives the student training in thinking skills useful both inside and outside of academic life.

Although a foreign language is not required for the major or minor, it is highly recommended that majors work on acquiring mastery in a second language in which there is a body of important philosophical writing – for example, ancient Greek, Latin, German or French. A foreign language is particularly important for students planning to pursue graduate work in philosophy.

PHILOSOPHY FACULTY

David Bachrycz, Adjunct Assistant Professor

Steven Burgess, Adjunct Assistant Professor

Benjamin Chan, Assistant Professor of Philosophy

David Duquette, Professor of Philosophy

Eric Hagedorn, Assistant Professor of Philosophy, program and graduate school advisor

John Holder, Professor of Philosophy

Paul Johnson, Associate Professor of Philosophy

Joel Mann, Associate Professor of Philosophy

Rob Saley, Adjunct Instructor

COURSE REQUIREMENTS

Philosophy Major - (40 credits)

PHIL 120 Philosophical Foundations in the Study of
Human Nature
PHIL 207 Greek Philosophy
PHIL 210 Logic
PHIL 213 Medieval Philosophy
PHIL 300 Modern Philosophy

PHIL 315 Ethics
PHIL 365 Twentieth-Century Philosophy *or*
PHIL 370 The Analytic Tradition
Three elective PHIL courses
(including cross-listed courses)

Philosophy Minor - (24 credits)

PHIL 120 Philosophical Foundations in the Study of
Human Nature
PHIL 207 Greek Philosophy *or*
PHIL 213 Medieval Philosophy

PHIL 300 Modern Philosophy
Three elective PHIL Courses
(including cross-listed courses)

PHYSICS [PHYS]

www.snc.edu/physics

The physics program is designed to 1) prepare students for careers in industry, engineering, and secondary education, 2) prepare students for graduate study in physics or a related field of science or engineering, 3) meet the needs of students in pre-professional studies as well as chemistry, geology and biology major programs and 4) provide an opportunity to secure general knowledge of physics and/or astronomy as well as the scientific method for students whose major program is outside of natural science.

Physics is the most fundamental of all the natural sciences and its applications extend to all other areas of human endeavor. Physics is the study of the natural world based on quantitative observations and experiments. Physics attempts to discover the fundamental rules by which observations of many different situations can be correlated within a common framework of physical laws. Physics gets to the root of all physical phenomena. Physical laws and theories have profound influence on how we view our universe and ourselves. The skills and ideas you develop as a physics major can be applied across all fields of science and technology, as well as in such diverse areas as business and law. If you can think physics, you can think anything!

The use of logical reasoning to make predictions about physical systems is very important in physics. Successful predictions concerning experiments not yet performed are the crucial test of our ideas about the nature of the universe. Physicists view the framework of interrelated concepts as providing an aesthetic satisfaction comparable to that of art and music.

PHYSICS FACULTY

Michael Olson, Assistant Professor of Physics, discipline coordinator

Erik Brekke, Assistant Professor of Physics

Graduate school advisors: Any member of the physics faculty

COURSE REQUIREMENTS

Physics Major – (60 credits; 40 in physics)

PHYS 121 General Physics 1
PHYS 122 General Physics 2
PHYS 211 Classical Mechanics

PHYS 225 Electronics
PHYS 241 Modern Physics
PHYS 250 Advanced Laboratory

PHYS 311 Thermal Physics
PHYS 321 Electricity and Magnetism
PHYS 352 Optical and Atomic Physics
PHYS 411 Quantum Mechanics*
PHYS 499 Senior Examination (0 cr)

CHEM 105 General Chemistry 1 *or*
CSCI 110 Introduction to Computer Programming
MATH 131 Calculus and Analytic Geometry 1
(or equivalent)
MATH 132 Calculus and Analytic Geometry 2
MATH 233 Calculus and Analytic Geometry 3
MATH 310 Differential Equations

Recommended courses:

PHYS 492 Directed Research
CHEM 107 General Chemistry 2
MATH 303 Linear Algebra

MATH 313 Mathematical Modeling
MATH 315 Numerical Analysis
MATH 321 Probability and Statistics

*For secondary education certification in physics, PHYS 100 *or* PHYS 141 may be substituted for PHYS 411.

Physics Academic Minor – (24 credits)

PHYS 121 General Physics 1
PHYS 122 General Physics 2

PHYS 241 Modern Physics
Any three physics electives at 200 level or above

Physics Teaching Minor – (24 credits)

PHYS 121 General Physics 1
PHYS 122 General Physics 2
PHYS 225 Electronics

PHYS 241 Modern Physics
Any two physics elective courses
(except PHYS 111 *or* PHYS 112)

POLITICAL SCIENCE [POLI]

www.snc.edu/politicalscience

Political science is the social science that deals with the manner in which human beings organize and govern themselves. We are social beings and our lives are inextricably connected. All of us as individuals, as members of various groups, and as parts of larger organizations, communities and nations, must acknowledge and interact with one another. We all share a common humanity.

Political science is a valuable component of a liberal or general education because it enhances our understanding of human relations and behavior, of how we make decisions, and of the factors that influence them. Power, justice, law, social order and the creation of effective and equitable human relationships are the essential concerns of politics. Politics affect virtually all aspects of our cultural, economic, religious and social lives, and almost all public decisions are made through collective political activity. Politics is an inescapable attribute of human relations and behavior and it is a moral imperative that we do our best to build social, economic and political systems that protect individual human rights and beliefs, that promote social justice, and that permit fuller realization of our human potential. By making us aware of these factors, problems and possibilities, the study of political science encourages our intellectual, personal and moral development.

The political science program offers students both the opportunity to gain a liberal arts education and prepare for a future career. As a liberal art, Political Science at St. Norbert College attempts to broaden and enlighten the minds of our students regarding political issues, processes and behavior, hence serving to free their intellect from ethnocentrism and provide them with the skills and analytical tools to understand the political world around them. Although emphasizing the study of Political Science as a liberal art, the political science program does not overlook its importance in the preparation for a variety of careers. A major in political science prepares students for graduate study and research; for professional careers in business, law, government or public administration; for active participation in local, state, national and international politics; and for living effective lives as members of a democratic society in a diverse and complex world.

POLITICAL SCIENCE FACULTY

Ivy A.M. Cargile, Assistant Professor of Political Science, Washington Semester coordinator
Charley Jacobs, Associate Professor of Political Science, graduate school advisor
Wendy Scattergood, Assistant Professor of Political Science
Gratzia Villarroel, Associate Professor of Political Science
Ozum Yesiltas, Visiting Assistant Professor of Political Science

COURSE REQUIREMENTS

Political Science Major - (40 credits)

All majors are required to complete four (4) required courses and a zero-credit assessment requirement.

Required Courses

POLI 130 United States Politics and Government
POLI 150 Introduction to International Studies
POLI 200 Research Methods
POLI 499 Senior Assessment (0 cr)
SSCI 224 Statistics for the Social Sciences

Students are advised to take POLI/AMER 130 and POLI/INTL 150 as freshmen, POLI 200 and SSCI 224 as sophomores.

In addition, all majors must complete six (6) POLI courses at or above the 200-level. Students may elect to focus on a particular area of political science (International Relations and Comparative Politics, American Politics, Public Administration, or Political Philosophy). However, no focus area will be indicated on the final academic transcript. Students should consult with their advisers concerning the construction of an appropriate curriculum for completion of the major.

Elective Courses

POLI 231 State and Local Politics	POLI 348 Environmental Politics
POLI 232 American Political Polarization	POLI 350 International Relations
POLI 237 Courts and Justice in the U.S.	POLI 353 United States Foreign Policy
POLI 310 Fascism and Socialism	POLI 355 International Organizations
POLI 314 Classical and Medieval Political Thought	POLI 362 Globalization in the Developing World in the 21 st Century
POLI 316 Modern Political Thought	POLI 365 European Politics
POLI 317 American Political Thought	POLI 368 Latin American Politics through Film, Art, Poetry and Music
POLI 329 Political Communications	POLI 410 Global Political Extremism
POLI 332 Parties and Elections	POLI 450 United Nations Seminar
POLI 338 Introduction to Public Administration	POLI 389 or 489 Special Topics
POLI 341 Constitutional Law: Institutional Powers	POLI 490 Independent Study in Politics
POLI 342 Constitutional Law: Rights and Liberties	POLI 492 Directed Research
POLI 343 Administrative Law & Politics	POLI 494 Internship
POLI 345 Congress and the Presidency	
POLI 346 Policy Analysis	

Students are encouraged to attend the Washington Semester, Washington Media Institute, and/or Study Abroad (see specific sections for these programs).

Political Science Teaching Major – (40 credits)

The teaching major for secondary certification requires the same courses as the Political Science major.

Political Science Minor - (28 credits)

POLI / AMER 130 US Politics and Government
POLI / INTL 150 Introduction to International
Studies

POLI 200 Research Methodology and Techniques
Four additional POLI courses at or above the
200-level

International Politics Minor - (24 credits)

POLI / INTL 150 Introduction to International
Studies
POLI 200 Research Methodology and Techniques

*Four of the following Comparative
Politics/International Relations courses:*

POLI 350 International Relations
POLI 353 United States Foreign Policy

POLI 355 International Organizations
POLI 362 Globalization and the Developing World in
the 21st Century
POLI 365 European Politics
POLI 368 Latin American Politics through Film, Art,
Poetry and Music
POLI 389/489 Special Topics Courses

United States Politics Minor - (24 credits)

POLI / AMER 130 US Politics and Government
POLI 200 Research Methodology and Techniques

*Four of the following United States Politics and/or
Public Policy/Administration courses:*

POLI 231 State and Local Politics
POLI 232 American Political Polarization
POLI 237 Courts and Justice in the U.S.
POLI 317 American Political Thought
POLI 332 Parties and Elections

POLI 329 Political Communications
POLI 338 Introduction to Public Administration
POLI 341 Constitutional Law: Institutional Powers
POLI 342 Constitutional Law: Civil Rights/Liberties
POLI 343 Administrative Law & Politics
POLI 345 Congress and the Presidency
POLI 346 Policy Analysis
POLI 348 Environmental Politics
POLI 353 United States Foreign Policy

Study Abroad for Political Science Students

At St. Norbert College, students in every discipline have the opportunity to study abroad for at least one semester and two semesters if one of the programs is an exchange program (exchange programs are listed below). Students attending any of our two Washington Semester programs (see pages 254-255 of catalog) may travel abroad if they choose an exchange program for their semester abroad.

While a wide range of opportunities are available for students to study abroad, depending on their language of expertise, students are not required to speak a foreign language to study abroad. Programs are available in English-speaking countries such as Australia, Ireland, New Zealand and the United Kingdom. In addition, students may enroll in an English language program in the Czech Republic, Italy, the Netherlands, Egypt and throughout Africa. Students typically earn 15 to 16 credits during their semester abroad and these courses fulfill requirements in their major(s), minor(s), and/or General Education/Core Curriculum program.

St. Norbert College exchange programs currently include:

Australia

Australian Catholic University (various locations)
La Trobe University (Melbourne; pending availability)
Macquarie University (Sydney; pending availability)
University of the Sunshine Coast (Maroochydore; pending availability)

Ecuador

Universidad San Francisco de Quito (Quito; pending availability)

France

Université Catholique de Lille (Lille)

Germany

Westfälische Wilhelms-Universität Münster (Münster)

Japan

Sophia University (Tokyo)
Tsuru University (Tsuru City)

Netherlands

Hanze University Groningen, International Business School (Groningen)

Spain

Universidad Antonio de Nebrija (Madrid; pending availability)

United Kingdom

University of Chichester
Keele University

PRE-PROFESSIONAL PROGRAMS

www.snc.edu/biology/preprofessional.html

www.snc.edu/physics/preengineering.html

<http://www.snc.edu/prelaw/>

Students may choose to be considered pre-professional students, that is, they may pursue a course of study that fulfills the requirements of a professional school such as medical, dental, veterinary, pharmacy, engineering or law without actually seeking a degree from our College. Students may at any time declare their intent to complete a major program, in which case they are subject to the requirements of that program. Most pre-professional students interested in health-related programs who complete a degree program at St. Norbert College do so in biology, chemistry or natural science.

Since admission to a professional school is not assured and the competition is keen, especially for medical school, students should plan their courses so that they are able to complete an undergraduate degree in four years.

Advisors can assist students in selecting courses to fulfill the professional school requirements and will also help students select a major, if that is their intent, or to choose an alternative objective if they are not admitted to the school of their choice. For more information on science-based pre-professional programs, students may consult the associate dean of natural sciences or the advisors for the various pre-health programs.

PRE-DENTAL PROGRAM

The admission requirements for dental schools are somewhat variable, so the student's program should be developed in consultation with a pre-dental advisor. Although most dental schools specify three years of undergraduate work as a minimum requirement, they generally give preference to students with four years of preparation, so it is advisable to pursue a disciplinary major program such as biology, chemistry or natural science.

Admission requirements common to dental schools specify at least three years of college work, including two semesters each of biology, inorganic chemistry, organic chemistry, physics and recommended electives in science and non-science areas.

Adequate performance on the national Dental Aptitude Test, usually taken after the second or third year of undergraduate study, is also a requirement.

Pre-Dental Advisors: Deborah Anderson, Cynthia Ochsner

PRE-ENGINEERING PROGRAM

What is engineering? Engineering involves the arrangement and modification of natural materials to produce devices and processes in order to accomplish human goals expeditiously, economically and safely. Engineering education is divided into such fields as aeronautical, agricultural, biomedical, chemical, civil, electrical, industrial, mechanical and nuclear.

Most students who enter engineering simply transfer to an engineering school after one to three years at St. Norbert.

Good grades, especially in science and mathematics, are required for transfer to an engineering school. Since the degree these students earn comes from the engineering school, they must consider the requirements of the engineering program they plan to enter when selecting courses at St. Norbert College.

Some students spend four years at St. Norbert College and major in physics, mathematics or chemistry and then pursue graduate study in an engineering school. If undergraduate science and math classes are carefully chosen, it is possible to complete a master's degree in engineering in two years.

One major advantage of attending a small college is the possibility of close association with faculty and fellow students. Students who choose to study pre-engineering at St. Norbert College believe that the opportunity for personal attention in their basic science and math courses and the breadth of experience available at a liberal arts college are important in giving them a start toward a satisfying career in engineering.

Courses in a Pre-engineering program

The basic science and mathematics courses for most engineering curricula are two semesters of general physics, two semesters of general chemistry, three semesters of calculus, one semester of differential equations and one semester of computer science where a high level programming language is learned. These are all courses that can be taken at St. Norbert College, and a student interested in engineering should take as many of them as possible.

The choice of other science courses at St. Norbert College will depend somewhat on the particular area of engineering in which the student is interested. Curricula for the various engineering fields have much in common during the first two years of study but there are some differences in these years and they diverge greatly in the final two years. These curricula tend to have many specified courses. It is important for a student to try to select an engineering field and to make contact early with the engineering college to which transfer is planned.

Students who intend to transfer after one or two years at St. Norbert College should take the basic physics, chemistry and calculus courses and as much as possible select core curriculum courses that match requirements of the engineering program to which they intend to transfer. A number of students who enter St. Norbert with the intention of transferring to an engineering school decide to stay here for all four years.

Students in pre-engineering are strongly advised to plan their courses in such a way that, should they retain their interest in science but decide not to transfer, they can complete a physics, mathematics or chemistry major at St. Norbert College, including the core curriculum requirements, within the normal four years.

PRE-LAW PROGRAM

Law schools require a bachelor's degree from an accredited college or university for admission. However, no specific fields of major study or particular courses are prescribed. As a result, students at St. Norbert College are encouraged to pursue a degree in any area of study.

Law relates to many aspects of human activity and law schools look for diversity in undergraduate courses that may present a highly desirable pre-law background. Students should seek to develop a high degree of competence in reading and writing and the skills of critical analysis and logical reasoning. Thus, courses in literature, composition, communications, mathematics and logic offer obvious and useful preparation. In addition, applicants to law school should have a sound grounding in the economic, social and political institutions of the U.S.

Pre-Law Certificate Program

Law schools do not require nor even suggest the pursuit of a narrow or specialized degree in law to gain admission. Instead, law schools seek students who have mastered particular skills related to the practice of law, including the ability to read critically, think logically, and write clearly and persuasively. At St. Norbert, students may choose to complete the Pre-Law Certificate program that provides students the opportunity to hone those particular skills in a manner necessary for admission to, and success in, law school, while earning recognition for the effort on their academic transcript.

Pre-Law Curriculum

The program requires students seeking a Pre-Law Certificate to complete sixteen credits divided among four areas and a zero-credit evaluation course to be completed during the final semester of a candidate's program of study.

The first area begins to provide a foundation in the law and legal interpretation. The second helps to establish critical skills related to logical and critical thinking that are particularly applicable to the practice of the law. The last two provide students the opportunity to explore the many faceted field of the law through both empirical and normative approaches to their studies. The intention is to encourage students from a variety of majors to think seriously about their interest in the practice of law and to guide them in selecting particularly applicable electives over and above their major. A GPA of 3.0 or better is required to be awarded the Pre-Law Certificate.

Please note that students may not apply more any more than two (2) courses listed below to satisfy major requirements (the practice of double-dipping).

Area 1: The Law (one of the following)

BUAD 390 Business Law	POLI 342 Constitutional Law: Civil Rights/Liberties
PHIL 282 Law, Morality and Punishment	POLI 343 Administrative Law
POLI 341 Constitutional Law: Institutional Powers	

Area 2: Logic and Critical Thinking (one of the following)

CSCI 150 Applications of Discrete Structures	PHIL 210 Logic
MATH 250 Advanced Foundation of Mathematics	

Area 3: Empirical Perspectives on the Law (one of the following)

ECON 102 Microeconomics	SOCI 122 Criminology
PSYC 212 Abnormal Psychology	SOCI 228 Corrections in American Society

Area 4: Normative Perspectives on the Law (one of the following)

PEAC 266 Human Dignity and Responsibility	PHIL 316 Modern Political Thought
PHIL 275 Bioethics	POLI 317 American Political Thought
PHIL 315 Ethics	THRS Christian Ethics: Theology and Society

SENIOR ASSESSMENT (Required of all candidates)

Substitutions will be permitted in limited circumstances and only with the permission of the pre-law advisory board.

Students applying for law school should take the Law School Admission Test (LSAT) no later than December of their senior year to enable matriculation into law school the following fall. Information regarding the LSAT and the law school admission process is available from the pre-law advisor.

Pre-Law Advisor: Charley Jacobs

PRE-MEDICAL PROGRAM

There are more than 100 medical schools in the U.S. and their admissions requirements vary slightly. Most will not consider applicants unless they are an undergraduate degree candidate, so it is advisable to participate in a disciplinary major program such as Biology, Chemistry or Natural Science.

Admission requirements common to medical schools are at least three years of undergraduate study, including two semesters each of biology, inorganic chemistry, organic chemistry and physics with recommended electives in quantitative analysis, mathematics and non-science areas. Currently, a "B+" average seems necessary for admission to a medical school.

Adequate performance in the national Medical College Admission Test (MCAT), usually taken during the third year of undergraduate study, is also a requirement.

Other health-related careers can be entered with some undergraduate preparation at our College. These include such fields as optometry, veterinary medicine, chiropractic medicine, physical therapy, pharmacy and nursing. It is not possible to generalize concerning the requirements of all the professional schools involved but they require an emphasis in the basic sciences as well as liberal arts electives. The division of natural sciences maintains an information center through which students can receive assistance and advice on career opportunities in the health field as well as other fields which depend on a science emphasis. The associate dean of the division of natural sciences should be consulted.

Pre-Medical Advisors: David Bailey, Cynthia Ochsner

PRE-VETERINARY PROGRAM

With the opening of the University of Wisconsin School of Veterinary Medicine there is now an opportunity for Wisconsin students to complete all the requirements for admission at our College. The program is basically the same as the Pre-Med program. Current information on other schools of Veterinary Medicine and application procedures is available through advisors in the Natural Sciences.

Pre-Veterinary Advisors: David Bailey, Cynthia Ochsner

PSYCHOLOGY [PSYC]

www.snc.edu/psychology

Psychology is the science of behavior and mental processes. It shares with the natural sciences an orientation toward objective observation, experimentation and quantitative analysis. It shares with the humanities and fine arts an interest in the total human experience and concern for the dignity of each individual person.

The study of psychology makes an important contribution to a liberal arts education. It addresses questions that have long been central to our thinking about human experience. By expanding and enriching our understanding of how people think, feel and behave, the study of psychology stimulates our intellectual growth. Personal growth comes through the self-understanding that develops when we apply our expanded and enriched understanding of people in general to our own thoughts, feelings and actions. The study of psychology also fosters moral awareness and growth. Psychology challenges students to safeguard the welfare and rights of others; establish relationships of trust; promote accuracy, honesty and truthfulness; and respect the dignity and worth of each person.

The study of psychology prepares students for full lives as adults who think critically, respond compassionately and make valuable contributions to their communities. Employment and career opportunities for psychology majors are limited only by their motivation and creativity. With a baccalaureate degree, students can pursue careers in a range of fields such as human services, education, human resource management, market research, and advertising and sales. With a master's degree, students can pursue careers in fields such as social work, counseling, school psychology or industrial-organizational psychology. With a doctoral degree, students can pursue careers as clinical psychologists, research scientists or college professors. Students can also pursue graduate education leading to careers in medicine and law.

The psychology discipline at St. Norbert College is committed to increasing and broadening students' scientific knowledge of behavior and mental processes; increasing and broadening students' understanding of themselves and others; and encouraging students to apply this knowledge and understanding appropriately to improve the condition of individuals, organizations and society. We pursue this mission within the context of the College's commitment to provide an educational environment that fosters intellectual, spiritual and personal development.

PSYCHOLOGY FACULTY

Raquel Cowell, Assistant Professor of Psychology

John Dose, Associate Professor of Psychology, associate Dean for social sciences

Kameko Halfmann, Visiting Assistant Professor of Psychology

Stuart Korshavn, Associate Professor of Psychology, graduate school advisor

Paul Ngo, Associate Professor of Psychology

Michelle Schoenleber, Assistant Professor of Psychology

Ray Zurawski, Associate Professor of Psychology, associate vice president for institutional effectiveness

COURSE REQUIREMENTS

Psychology Major - (44 credits)

PSYC 100 General Psychology

PSYC 301 Basic Principles and Methods of Psychological Research

PSYC 499 Senior Assessment (0 credits)

SSCI 224 Basic Statistics

Two PSYC electives (students may choose any two courses from the psychology curriculum)

One course from each of the following content areas:

Biological

PSYC 310 Chemical Substances and Behavior

PSYC 370 Physiological Psychology with Laboratory

PSYC 373 Behavioral Medicine and Health

Psychology with Laboratory

Clinical

PSYC 212 Abnormal Psychology

PSYC 312 Theories of Personality

PSYC 345 Approaches to Psychotherapy

PSYC 360 Psychological Testing

Developmental

PSYC 220 Lifespan Human Development

PSYC 230 Adult Development and Aging

PSYC 320 Abnormal Behavior in Childhood

Perception and Cognition

PSYC 331 Sensation and Perception with Laboratory

PSYC 337 Memory and Cognition with Laboratory

Social

PSYC 221 Industrial and Organizational Psychology

PSYC 281 Environmental Psychology

PSYC 321 Social Psychology

PSYC 325 Group Dynamics

Psychology in Context

PSYC 410 Cross-Cultural Psychology

PSYC 420 A History of Psychology

Or an approved senior project. Speak with your academic advisor and the discipline coordinator.

Laboratory Requirement

Among the courses chosen from those listed above, two must be advanced courses with laboratories. Choose from the following:

PSYC 331 Sensation and Perception with Laboratory

PSYC 337 Memory and Cognition with Laboratory

PSYC 370 Physiological Psychology with Laboratory

PSYC 373 Behavioral Medicine and Health Psychology with Laboratory

Psychology Minor - (24 credits)

PSYC 100 General Psychology

PSYC 301 Basic Principles and Methods of Psychological Research

SSCI 224 Basic Statistics

One course from at least three of the six content areas below:

Biological

PSYC 310 Chemical Substances and Behavior
 PSYC 370 Physiological Psychology with Laboratory
 PSYC 373 Behavioral Medicine and Health
 Psychology with Laboratory

Clinical

PSYC 212 Abnormal Psychology
 PSYC 312 Theories of Personality
 PSYC 345 Approaches to Psychotherapy
 PSYC 360 Psychological Testing

Developmental

PSYC 220 Lifespan Human Development
 PSYC 230 Adult Development and Aging
 PSYC 320 Abnormal Behavior in Childhood

Perception and Cognition

PSYC 331 Sensation and Perception with Laboratory
 PSYC 337 Memory and Cognition with Laboratory

Social

PSYC 221 Industrial and Organizational Psychology
 PSYC 281 Environmental Psychology
 PSYC 321 Social Psychology
 PSYC 325 Group Dynamics

Psychology in Context

PSYC 410 Cross-Cultural Psychology
 PSYC 420 A History of Psychology

SOCIOLOGY [SOCL]

www.snc.edu/sociology

Sociology is the scientific study of the social lives of people, groups and societies. The goal of sociology at St. Norbert College is to contribute to students' opportunities to gain a mature understanding of the beliefs, customs, arts and institutions of humanity, of the ways that order and change proceed in society and culture, and of the contradictions which fragment communities, societies, and cultures and impact the development of humanity.

We expect students who complete a sociology major to have mastered the basic concepts, knowledge and findings of the field of sociology. Moreover, sociology majors should be able to draw on theoretical perspectives and empirical literature to ask critical questions about the social world, perform empirical analyses to answer those questions, and to identify practical applications of research findings. And not least, we expect majors in sociology to be well prepared for benevolent creative engagement in the world, both in their vocations and in their voluntary service to others.

Research or teaching careers in sociology often require a master's or doctoral degree but a sociology major provides excellent preparation for graduate study in sociology or other fields, including business, law, ministry, public administration or social work. Sociology majors from St. Norbert College have found their vocation in a wide variety of occupations, including government service, law enforcement, marketing, personnel management, social service, urban and regional planning, and others in which knowledge of human relations and behavior are important.

SOCIOLOGY FACULTY

Kelsy Burke, Assistant Professor of Sociology

Cheryl Carpenter-Siegel, Assistant Professor of Sociology

Kim Kaczmarowski, Instructor, Director of human services, social work graduate program advisor

Jamie Lynch, Assistant Professor of Sociology, Sociology graduate program advisor

Alexa Trumpy, Assistant Professor of Sociology

COURSE REQUIREMENTS**Sociology Major**

Students majoring in sociology may complete a traditional academic liberal arts sociology major or take a concentration in human services. The traditional liberal arts sociology major focuses on substantive social issues, theory, and research. The human services concentration exists to prepare students for entry-level positions in the fields of social work/human services and for graduate studies in the field of social work or counseling. Students are advised that graduate education is often necessary to advance into these fields. Five of the courses and an

internship/practicum are offered and are necessary for a student who desires to apply to the state of Wisconsin for a Social Work Training Certificate (SWTC).

Sociology Concentration - (40 credits)

1. Foundational courses

SOCI 100 Introduction to Sociology
SOCI 300 Social Research Methods

SOCI 352 Foundations of Social Theory
SSCI 224 Basic Statistics

Students are advised to take SOCI 100 as freshmen, SSCI 224 as sophomores, and SOCI 300 and 352 as juniors.

2. Five Sociology Electives from the following list. Two at 200 level or below, three at 300 level or above.

SOCI 122 Criminology
SOCI 228 Corrections in American Society
SOCI 233 Sociology of Education
SOCI 237 Children and Childhood in American Society
SOCI 250 Immigration and Migration in the United States
SOCI 289 Special Topics
SOCI 344 Social Movements
SOCI 346 Intersections of Privilege
SOCI 348 Socialization and the Life Course
SOCI 361 Gender, Sexuality and Society
SOCI 380 Sociology of the Gang
SOCI 444 Health, Illness and Society
SOCI 489 Special Topics

An elective course at the 200 level or above that can include a course in Human Services (including SOCI 239, SOCI 241, SOCI 242, or SOCI 243)

Human Services Concentration - (56 credits)

Students are advised to take SOCI 100 as freshmen; SSCI 224, SOCI 238 and SOCI 239 and one course on diverse cultures as sophomores; SOCI 243, SOCI 300 and SOCI 352 as juniors; and SOCI 241, SOCI 242, SOCI 481 and SOCI 482 as seniors.

SOCI 100 Introduction to Sociology
SOCI 238 Human Behavior in the Social Environment
SOCI 239 Social Welfare Policy and Services
SOCI 241 Social Work Practice: Organizations, Communities, and Institutions
SOCI 242 Social Work Practice: Groups and Families
SOCI 243 Social Work Practice: Individuals
SOCI 300 Social Research Methods
SOCI 346 Intersections of Privilege
SOCI 352 Foundations of Social Theory
SOCI 481 **and** SOCI 482 Internship (2 semesters)
SSCI 224 Basic Statistics

Two elective SOCI courses, one at the 200 level or below and one at the 300 level or above

Sociology Minor - (28 credits)

SOCI 100 Introduction to Sociology
SOCI 300 Sociological Research Methods
SOCI 352 Foundations of Social Theory
SSCI 224 Statistics

Three elective courses in sociology from the following list. One at 200 level or below, one at 300 level or above, one at any level.

SOCI 122 Criminology
SOCI 228 Corrections in American Society
SOCI 233 Sociology of Education
SOCI 237 Children and Childhood in American Society
SOCI 250 Immigration and Migration in the US
SOCI 289 Special Topics

SOCI 344 Social Movements
SOCI 346 Intersections of Privilege
SOCI 348 Socialization and the Life Course
SOCI 361 Gender, Sexuality and Society
SOCI 380 Sociology of the Gang
SOCI 444 Health, Illness and Society
SOCI 489 Special Topics

Human Services Minor – (32 credits)

Students who are interested in working in the human services or pursuing graduate studies in social work may elect to complete the human services minor. Human service minor courses can be taken in addition to the required courses for the sociology major as preparation for graduate studies or to meet the Wisconsin Department of Regulation and Licensing requirements for the Social Work Training Certificate.

SOCI 100 Introduction to Sociology
SOCI 238 Human Behavior in the Social Environment
SOCI 239 Social Welfare Policy and Services
SOCI 241 Social Work Practice: Organizations, Communities, and Institutions
SOCI 242 Social Work Practice: Groups and Families
SOCI 243 Social Work Practice: Individuals
SOCI 481 *and* SOCI 482 Human Service Internship (2 semesters)

Sociology Teaching Major – (40 credits)

Teaching majors for secondary education certification in these fields take the required courses for the sociology major.

Sociology Teaching Minor – (28 credits)

Teaching minors in Sociology for elementary education majors take the required courses for the sociology minor.

Sociology Teaching Minor - (28 credits; for Elementary Education majors)

SOCI 100 Introduction to Sociology
SOCI 300 Social Research Methods
SOCI 352 Foundations of Social Theory

SSCI 224 Basic Statistics
Three additional Sociology courses

SPANISH [SPAN]

www.snc.edu/ml

The Spanish program offers a wide variety of Spanish language courses, in addition to courses on Spanish and Latin American cultures, civilizations and literature. Students may choose to major or minor in Spanish and may combine their studies with majors or minors in a variety of programs, such as international business and language area studies, international studies, and education. The Spanish faculty occasionally offer literature and culture courses in the English language for the core curriculum program.

The objectives of the Spanish program are to enable students to communicate effectively in Spanish and to understand and appreciate the cultures and values of the countries in which Spanish is spoken. Studies in Spanish help students increase awareness of their own values and beliefs as well as those of Hispanic cultures, aid in preparing teachers for language-teaching careers, provide language skills and cultural awareness to students specializing in other academic areas, enable students to meet the language and literature requirements of graduate programs in the study of languages and comparative literature, and prepare students for various careers in an increasingly global society.

All Spanish courses are taught in Spanish and students are expected to use Spanish in class. In addition, courses at the beginning, intermediate and advanced levels require formal oral presentations and papers in the target language. Each presentation and paper is assessed, with feedback provided to students. In the senior capstone course (SPAN 400), students are required to write a major research paper in Spanish. Students pursuing certification to teach Spanish must achieve a 3.0 GPA or higher in their major or minor, including earning a “B” or better in their senior capstone course.

Each year the Spanish program hosts a foreign language teaching assistant (FLTA) who comes to us from a partnering university in a Spanish-speaking country. The Spanish TA provides sessions outside of class to develop students’ oral and written proficiency in the language, serves as a cultural resource, and assists the Spanish Club with a variety of activities and events. The Spanish Club promotes and increases awareness of the Spanish language and Hispanic cultures on campus through a variety of activities. Study abroad opportunities for students include the Universidad Antonio de Nebrija in Madrid, Spain; the Universidad Católica in Santiago, Chile; the Universidad de San Francisco in Quito, Ecuador; the Fundación Ortega y Gasset in Toledo, Spain; and the University of Virginia - Hispanic Studies Program in Valencia, Spain.

The St. Norbert College Language Competency Requirement

Students who successfully complete Spanish 102 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

SPANISH FACULTY

Kristee Boehm, Lecturer of Spanish
Judy Cervantes, Adjunct Assistant Professor
Shalisa Collins, Associate Professor of Spanish
John Day, Assistant Professor of Spanish
Bradford Ellis, Assistant Professor of Spanish
Anna Rebecca Finkel, Adjunct Instructor
Luis Navarro-Ayala, Assistant Professor of French and Spanish
Marcie Paul, Professor of Spanish

COURSE REQUIREMENTS

Spanish Major - (32 credits)

SPAN 300 Making Connections: Conversation, Composition and Culture
SPAN 301 Introduction to Spanish and Spanish American Literature 1
SPAN 302 Introduction to Spanish and Spanish American Literature 2
SPAN 365 Latin American Civilization: South America and the Caribbean *or*
SPAN 370 Latin American Civilization: Mexico and Central America
SPAN 375 Spanish Civilization
SPAN 400 Senior Capstone Seminar (must be taken at St. Norbert College)
One SPAN 389 Special Topics course (must be taken at St. Norbert College)
One SPAN 300-level elective

Note: At least five of the eight courses for the Spanish major must be taken at St. Norbert College. Spanish majors are required to complete at least one academic semester in a Spanish-speaking country. A minimum cumulative St. Norbert College GPA of 2.75 is required for study abroad although individual programs may have a higher GPA requirement.

Spanish Minor - (16 credits at 300 level or above)

SPAN 300 Making Connections: Conversation, Composition and Culture
SPAN 301 Introduction to Spanish and Spanish American Literature 1 *or*
SPAN 302 Introduction to Spanish and Spanish American Literature 2

SPAN 365 Latin American Civilization: South America and the Caribbean *or*
SPAN 370 Latin American Civilization: Mexico and Central America
SPAN 375 Spanish Civilization

Note: At least two of the four courses for the Spanish minor must be taken at St. Norbert College.

Spanish Teaching Minor - (16 credits at 300 level or above)

Available only to Education students

SPAN 300 Making Connections: Conversation, Composition and Culture
SPAN 301 Introduction to Spanish and Spanish American Literature 1 *or*
SPAN 302 Introduction to Spanish and Spanish American Literature 2
SPAN 365 Latin American Civilization: South America and the Caribbean *or*
SPAN 370 Latin American Civilization: Mexico and Central America
SPAN 375 Spanish Civilization

In addition, all students seeking certification to teach Spanish must complete an approved language immersion experience of at least six weeks in a Spanish-speaking country. Members of the Spanish faculty have information regarding a variety of suitable programs.

Note: At least two of the four courses for the Spanish Teaching Minor must be taken at St. Norbert College.

Spanish Language Certificate

A Spanish Language Certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language for students who choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the SPAN 101-204 sequence with an overall grade point average of 3.0 or higher in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert College through the modern languages and literatures curriculum and the student must earn a “B” or higher in this course. A student who places beyond the SPAN 204 level (e.g. SPAN 300) still must complete one class on campus and receive a grade of “B” or higher in that class. A student who might be interested in a certificate could take four classes (SPAN 101, SPAN 102, SPAN 203, SPAN 204) at St. Norbert College. However, students interested in a certificate could place into SPAN 203 or SPAN 204 and would only have to take one or, at most, two classes. See the **modern languages and literatures** section for additional information on all St. Norbert College language programs, policies and courses.

**DONALD J. SCHNEIDER SCHOOL OF
BUSINESS AND ECONOMICS**

www.snc.edu/schneiderschool

Through the generous gift of Pat Schneider, wife of the late Donald J. Schneider (SNC '57), a school of business and economics was established at St. Norbert College in 2014. The Donald J. Schneider School of Business & Economics, through its undergraduate and graduate academic programs and its interaction with the regional business community, is northeastern Wisconsin's center for the advancement of sound business practice. It champions principles and methods that contribute to a thriving northeast Wisconsin, rich in economic opportunity for all. The Donald J. Schneider School of Business and Economics houses St. Norbert College's undergraduate accounting, business administration, economics, international business and language area studies, and leadership studies programs, the masters of business administration program, and a portfolio of business outreach activities.

About Donald J. Schneider

Don Schneider was an extraordinary figure in northeast Wisconsin business, a respected and transformative presence both regionally and nationally. He graduated from St. Norbert College with a degree in business in 1957, then joined

his father's modest transportation company in 1961. He was eventually to become president, CEO and chairman of Schneider National, the now-global transportation, intermodal and logistics provider headquartered in Ashwaubenon, WI. Under Mr. Schneider's leadership, the company grew into a trucking and logistics giant, in large part due to his deep commitment to the company's core values, his unflagging belief in his associates, and his lifelong embrace of innovation.

Mr. Schneider was a trustee of St. Norbert College, and long served as an adjunct instructor of finance and business administration. He received the college's Distinguished Achievement Award in Business in 1979 and its Alma Mater Award in 1991. St. Norbert honored him with an honorary Doctor of Laws degree in 1999.

Mr. Schneider was also a member of the board of Directors of the Green Bay Packers, Fort Howard Paper and Franklin Electric, served on the advisory board of the Kellogg School of Management, and was a Director of the Federal Reserve Board in Chicago. Through the Donald J. Schneider School of Business and Economics, St. Norbert College will strive to prepare others to carry on Mr. Schneider's remarkable legacy of integrity, excellence and service to community.

The following academic programs are offered by the Schneider School:

Program	Major	Minor	Concentration	Masters
Accounting	•			
Business Administration	•	•		
Finance			•	
Global Business			•	
General Management			•	
Leadership Studies		•		
Marketing			•	
MBA for Business Professionals				•
MBA for Health Care and Medical Professionals				•
MBA for Supply Chain and Manufacturing Professionals				•
Human Resource Management			•	
Economics	•	•		

SCHNEIDER SCHOOL FACULTY

- Lucy Arendt**, Professor of Business Administration – management
- Paul M. Bursik**, Director of Undergraduate Business Programs, Associate Professor of Business Administration
- Corday Goddard**, Assistant Dean of Student Development
- Jason Haen**, Assistant Professor of Business Administration – accounting
- Marc Hammer**, Brown County (WI) circuit court judge, Instructor of Business Administration – business law
- James Harris**, Assistant Professor of Business Administration – marketing
- Benjamin Heugel**, Instructor of Business Administration – accounting
- John-Gabriel Licht**, Assistant Professor of Business Administration – management
- Kathleen Molnar**, Associate Professor of Business Administration
- Shelly Mumma**, Director of Leadership, Service and Engagement
- James Neuliep**, Director of Leadership Studies, Professor of Communication

Sandra Odorzynski, Professor of Economics
Joy Pahl, Assistant Professor of Business Administration – management
Kevin G. Quinn, Dean of the Donald J. Schneider School of Business and Economics, Professor of Economics
Marc S. Schaffer, Assistant Professor of Economics
Keith Sherony, Economics discipline coordinator, Professor of Economics
Matthew Stollak, Associate Professor of Business Administration – management
Amy Vandenberg, Assistant Professor of Business Administration – accounting
Marc B. von der Ruhr, Professor of Economics

STUDY ABROAD

www.snc.edu/studyabroad

Benefits of Study Abroad

Studying abroad for one semester is a great way for students to:

- enrich their academic experience.
- become more self-aware and expand their world view.
- immerse themselves in different and exciting cultures.
- make themselves more appealing to graduate schools and prospective employers.
- further develop their foreign language skills.

Our Mission

The St. Norbert College Study Abroad Office provides a comprehensive range of international study opportunities that reflect the fundamental educational goals and objectives of the College. These opportunities facilitate our students' development of the knowledge, skills and level of cultural awareness that prepare them for global citizenship in the 21st century. St. Norbert is a leader among the Wisconsin independent colleges and universities in offering a wide variety of study abroad opportunities to its students. We encourage our students to include at least one semester of study abroad in their undergraduate careers. In fact, four of our majors require a semester of study abroad. Costs tend to be approximately what is charged at St. Norbert College. Students are allowed to apply all of their financial aid, including scholarships, to the cost of study abroad for one semester of off campus study. Tuition waiver students may apply their tuition waiver only to exchange programs. If a tuition waiver student attends a non-exchange program, actual program costs will be charged to the student. St. Norbert College partners with the following universities worldwide to provide exchange slots for our students:

Australia

Australian Catholic University
 La Trobe University
 Macquarie University
 University of the Sunshine Coast

Ecuador

Universidad San Francisco de Quito

France

Université Catholique de Lille

Germany

Westfälische Wilhelms Universität Münster

Japan

Tsuru University
 Sophia University

Netherlands

Hanze University of Applied Sciences

Spain

Universidad Antonio de Nebrija

United Kingdom

Keele University
 University of Chichester

The exchange partnership enables students from these universities to study at St. Norbert College, while St. Norbert students pursue studies at the various exchange programs abroad. In addition to these programs, we have direct enrollment and affiliate programs in 11 African countries, Argentina, Australia, Bolivia, Chile, the Czech Republic, the Dominican Republic, Egypt, England, France, Germany, Ireland, Italy, Jordan, New Zealand, Peru, Scotland, Spain and Wales.

Students need a minimum cumulative GPA of 2.50 in order to apply for most programs. Some programs however, have a higher GPA requirement. Unpaid credit-bearing internships are available in many countries.

THEATRE STUDIES [THEA]

www.snc.edu/theatre

Theatre is a complex art form that encourages a nuanced evaluation of cultures and communities, thus enhancing our perceptions of and interactions with the world. The St. Norbert College theatre program embraces a liberal arts education, challenging students intellectually, spiritually and personally. To that end we strive to foster an environment of artistic expression engaging and inspiring the student body while creating experiences that provide the opportunity to both provoke and enrich the entire community.

The ideal theatre artist is one who combines virtuosity of a specific field with a larger awareness of art, history, politics, philosophy, religion and science. The event of theatre is a combination of varied fields of study. St. Norbert College is in the position to offer students interested in studying theatre, but not to the exclusion of all other areas, an opportunity to develop their talent and technique, while simultaneously learning about becoming an active member of our society.

This philosophy for a theatre program is inspired by interdisciplinary study. Out of the ten required courses for the theatre major, two are outside of theatre. The program will also encourage overseas programs and internships.

Why study theatre?

The benefits to students partaking in theatre education are numerous. Consider the following potential benefits:

- Alternative view of culture and society
- Expansion of creativity and intuition
- Increased ability for analysis and criticism
- Greater ability to communicate in and to large groups of people
- Increased knowledge and appreciation of the fine and performing arts
- Increased awareness of personal image and communication style
- Awareness of the power and creation of imagery and symbols in media

In addition to those students who graduate with a degree in theatre and join the professional workforce, the benefits listed above are highly adaptable skills that assist in any student's chosen field. For those who decide to continue in professional theatre, the theatre major prepares them for their next step, whether that is graduate school, an apprenticeship or becoming a working professional. The design of the program will give them an integrated overall knowledge base to help them in their career choice.

THEATRE STUDIES FACULTY

Stephen Rupsch, Associate Professor of Theatre Studies, Director of theatre

April Beiswenger, Assistant Professor of Theatre Studies

Graduate school advisor: any full-time theatre studies faculty member

COURSE REQUIREMENTS

Theatre Studies Major - (40 credits)

THEA 101 Introduction to Live Performance
THEA 102 The Creation of Sign and Symbol
THEA 201 Design for the Theatre
THEA 232 Basic Acting
THEA 337 Contemporary Theatre

THEA 250 Performance and Production Lab
(2 cr, taken 4 times)
THEA 450 Performance and Production Lab
Two THEA electives

Theatre Studies Minor - (24 credits)

THEA 101 Introduction to Live Performance
THEA 102 The Creation of Sign and Symbol
THEA 201 Design for the Theatre
THEA 232 Basic Acting

THEA 337 Contemporary Theatre
THEA 250 Performance and Production Lab
(2 cr, taken 2 times)

THEOLOGY AND RELIGIOUS STUDIES [THRS]

www.snc.edu/religiousstudies

The theology and religious studies discipline is a community of scholars who teach by word and example. We believe pursuing religious and theological questions—questions about ultimate meaning, God, and how we relate to God, one another, and the created world—is essential to a good and meaningful life. We do this primarily by drawing on the resources of the rich and dynamic Catholic intellectual traditions. As taught by the Second Vatican Council, the Catholic tradition develops over time through study, contemplation, and engagement with the world. We believe sustained conversation with other academic disciplines and a variety of religious traditions is essential to the study of theology and religion. Inspired by the Norbertine value of radical hospitality, we advocate for the inclusion of many persons, voice, and perspectives, especially those historically marginalized for any reason.

Theology and religious studies majors will be able to:

- Understand the core concepts of the discipline: revelation, reason, faith, ritual, ethics, authority, tradition, mystery, and interpretation.
- Situate themselves in historical, global, and social contexts in order to take responsibility for how they think and act in the world.
- Identify and apply theoretical principles of scholarship in theology and religious studies.
- Develop reading skills in primary and secondary “texts” (e.g., scripture, books, films, artwork, architecture, liturgy, etc.).
- Develop writing skills to think carefully and clearly, and articulate ideas and meaning coherently.
- Become competent in active, verbal exchange and public conversation about questions of ultimate meaning and value.
- Reflect on community engagement as it connects to vocation and coursework.

THEOLOGY AND RELIGIOUS STUDIES FACULTY

Thomas Bolin, Professor of Theology and Religious Studies

Mara Brecht, Assistant Professor of Theology and Religious Studies

Bridget Burke Ravizza, Associate Professor of Theology and Religious Studies

Howard Ebert, Associate Professor of Theology and Religious Studies

Kathleen Gallagher Elkins, Assistant Professor of Theology and Religious Studies

Jason McFarland, Assistant Professor of Theology and Religious Studies

Karen Park, Assistant Professor of Theology and Religious Studies, graduate school advisor

Paul Wadell, Professor of Theology and Religious Studies

COURSE REQUIREMENTS

Theology and Religious Studies Major - (40 credits)

THRS 209 Doctrine of God

THRS 280 Introducing Christian Traditions

THRS 309 Biblical Exegesis and Research

THRS 433 Christian Ethics

THRS 460 Advanced Seminar

Three electives in theology and religious studies *and* two thematic courses, one from each of these two areas:

Biblical Studies

THRS 314 The Origins of Biblical Monotheism

THRS 322 Survey of the Hebrew Bible

THRS 324 Women in the Bible

THRS 327 Ancient Wisdom and the Modern Search
for Meaning

THRS 329 The New Testament

Religious Diversity

THRS 331 Judaism and Christianity: The Holocaust

THRS 339 World Scriptures

THRS 340 World Religions in Dialogue

THRS 350 Christianity and Religious Diversity

THRS 343 Prophet and Savior: Muslim and Christian
Theologies in Dialogue

Theology and Religious Studies Major – Youth Ministry - (48 credits)

THRS 209 Doctrine of God
THRS 242 Liturgy and the Sacraments
THRS 280 Introducing Christian Traditions
THRS 309 Biblical Exegesis and Research

THRS 433 Christian Ethics
THRS 460 Advanced Seminar
THRS 494 Internship

Three electives in theology and religious studies *and* two thematic courses, one from each of these two areas:

Biblical Studies

THRS 314 The Origins of Biblical Monotheism
THRS 322 Survey of the Hebrew Bible
THRS 324 Women in the Bible
THRS 327 Ancient Wisdom and the Modern Search
for Meaning
THRS 329 The New Testament

Religious Diversity

THRS 331 Judaism and Christianity: The Holocaust
THRS 339 World Scriptures
THRS 340 World Religions in Dialogue
THRS 343 Prophet and Savior: Muslim and Christian
Theologies in Dialogue
THRS 350 Christianity and Religious Diversity

Theology and Religious Studies Minor - (24 credits)

THRS 209 Doctrine of God
THRS 280 Introducing Christian Traditions
THRS 309 Biblical Exegesis and Research

THRS 433 Christian Ethics
Two electives in Theology and Religious Studies

WASHINGTON INTERNSHIP PROGRAMS

www.snc.edu/internationalstudies/washingtonsemester.html

St. Norbert College students have the opportunity to study in Washington, D.C., and complete an internship of their choice. In addition, students are able to network with government officials, academics and practitioners. St. Norbert College currently sponsors the following programs in Washington, D.C.

WASHINGTON SEMESTER FACULTY AND STAFF

Ivy Cargile, Washington semester faculty advisor
Mark Glantz, Washington media institute faculty advisor
Alaina Morales, Washington semester coordinator

The Washington Semester at the American University

Since the mid-1980s, St. Norbert College has been sponsoring the Washington Semester Program at the American University (AU), an academic, experiential learning program that allows St. Norbert College students to live a full semester in Washington, D.C., and meet professionals, practitioners and academics who are leaders and experts in their fields. The program gives students valuable job experience and networking opportunities and prepares them for a competitive job market. Students can also participate in an international travel component tailored to their specific concentration. While enrolled at the AU-Washington Semester, students typically earn 8 credits for their seminar, 4 credits for the internships, and 3 to 4 credits for an elective course from AU's wide range of course offerings (a research project is also available instead of a fourth course). Students may choose one of the following programs for their seminar focus:

Concentrations:

American Politics	Justice and Law
Foreign Policy	Religion, Politics, Peace and Security
Global Economics and Business	Public Health
International Law and Organizations	Sustainable Development
Journalism & New Media	

Students registering for the Washington Semester must have program approval. Students register for full-time status with WASH 3930 / WASH 3931. Actual credits earned are assigned after the completion of the experience.

Courses:**WASH 3930** [12 CR]**WASHINGTON SEMESTER PROGRAM**

See program description above.

WASH 3931 [0 CR]**AMERICAN UNIVERSITY (D.C.)****The Washington Media Institute**

Beginning in the fall of 2013, St. Norbert College sponsored the Washington Media Institute (WMI), a unique program which allows students to spend a semester in Washington, D.C., studying traditional journalism, social media, content creation, and new generation public relations. The program is designed to enhance students' college degree with experiential learning, tailored internships, and specially designed core seminars. The program includes site visits, guest speakers and networking opportunities which give students the professional experiences they need to enter the job market. Students from any discipline are welcome to apply as the WMI gives students the media skills they need to be career-ready in the 21st century. Students may attend the seminar in the fall, spring, or summer and they will earn academic credit that may be used for Political Science and/or Communication & Media Studies electives.

Courses:**WASH 3932** Washington Media Institute**COME 394** Washington Media Institute Internship**COME 395** Media Entrepreneurship (fulfills LEAD elective in the LEAD minor)**COME 396** Media in Today's Society (fulfills C-EI requirement)**COME 397** Politics, Journalism, New Media**Women's and Gender Studies [WMGS]**www.snc.edu/wmgs

Women's and gender studies is an interdisciplinary academic field which takes gender as a primary category of analysis and examines it using the insights of various disciplines, from history to sociology to religion and beyond. As a result, students in the women's and gender studies minor will gain a rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation and sexual identity.

Thus, women's and gender studies is both a content area (women and gender) and an approach, including pedagogies, methodologies and disciplinary questions specific to the field. Scholarship in the area for the last 30 years continues to be innovative and ground-breaking, particularly in its ability to use interdisciplinary knowledge to recover and examine exactly what gender means, both in a national and international context.

Women's and Gender Studies at St. Norbert College

Women's and gender Studies supports the mission of St. Norbert College by "providing an educational environment that is intellectually, spiritually and personally challenging." This discipline challenges the whole person through its innovative pedagogies, relevant theories and importance in making sense of the world we encounter daily. Furthermore, we are called as a Catholic and Norbertine college to be particularly concerned with the promotion of social justice and human dignity, as mandated by the gospels and Catholic social teaching. These concerns are integral to women's and gender studies which has always been sensitive to issues of social justice and creates a space for the voices of marginalized people to be heard both inside and outside the academy.

A women's and gender studies minor has strong connections to the study of the liberal arts. A liberal arts education emphasizes critical thinking and writing, interdisciplinary and synthesis, and the building of one's ideas and arguments on firm cultural and historical foundations. The study of how gender has affected the construction of knowledge is therefore fundamental to a well-rounded liberal arts education.

The Benefits of Women's and Gender Studies

Professions as varied as business, social work, medicine, law enforcement and education emphasize awareness of diversity as a key to professional success. By enhancing students' ability to recognize and analyze the gendered

structures that have shaped the lives of women and men of all races, classes, nationalities, religions, sexual orientation and abilities throughout history, Women's and gender studies courses help students to develop what many modern professions identify as core competencies.

Today, few disciplines in the academy have been untouched by women's and gender studies theory and research. Because of this and the wide availability of undergraduate women's and gender studies courses at most institutions of higher education, familiarity with gender analyses and feminist theory is virtually taken for granted in graduate programs in the social and behavioral sciences and humanities. By providing systematic and focused curricular opportunities to learn the fundamental assumptions and approaches associated with the study of women and gender, women's and gender studies enhances the preparation of St. Norbert College students for graduate study.

WOMEN'S AND GENDER STUDIES FACULTY

Kelsy Burke, Assistant Professor of Sociology

Bridget Burke Ravizza, Associate Professor of Theology and Religious Studies

Ivy Cargile, Assistant Professor of Political Science

Karlyn Crowley, Professor of English

Deirdre Egan-Ryan, Associate Professor of English

Kathleen Gallagher Elkins, Assistant Professor of Theology and Religious Studies

Shelly Mumma, Director of Leadership studies, Student Engagement and First Year Experience

Luis Navarro-Ayala, Assistant Professor of French and Spanish

James Neilson, O.Praem., Continuing part-time Assistant Professor of art

Sarah Schuetze, Visiting Assistant Professor of English

Victoria Tashjian, Professor of History

Abigail Trollinger, Assistant Professor of History

Alexa Trumpy, Assistant Professor of Sociology

Gratzia Villarroel, Associate Professor of Political Science

Program Director: Victoria B. Tashjian

COURSE REQUIREMENTS

Women's and Gender Studies Minor - (24 credits)

Students may petition the program director for course substitutions.

WMGS 110 / HUMA 110 Introduction to Women's and Gender Studies*

WMGS 351 / HIST 351 Women, Gender and Imperialism

WMGS 360 / SOCI 360 Feminist Theory

Three of the following electives:

WMGS / ENGL 206 Sexuality and Literature: Lesbian, Gay, and Transgender Texts

WMGS / THRS 268 Sexuality, Intimacy and God

WMGS / ENGL 310 Race and Sex in Contemporary U.S. Texts

WMGS / ENGL / AMER 311 Women and Literature

WMGS / THRS 318 Feminist Theology

WMGS / THRS 324 Women in the Bible

WMGS / HIST 335 Women and Work

WMGS / HIST 327 Women and Gender in United States History

WMGS / SOCI 346 Intersections of Privilege

WMGS / SOCI 361 Gender, Sexuality, and Society

WMGS / ART 375 Visualizing Race, Gender and Identity in Contemporary Art

WMGS 289, WMGS 389, WMGS 489 Special Topics (designated courses)

WMGS 490 Independent Study

WMGS 494 Internship

*It is recommended but not required that students take the Introduction to Women's and Gender Studies course before the other required courses.

WORLD LITERATURE [WOLT]

World Literature is not a separate academic program. The courses listed below are given the WOLT designation because they are not under the direct jurisdiction of any single academic discipline. WOLT courses are taught mainly by faculty members from the humanities division.

WORLD LITERATURE COURSES

WOLT 210 Soviet Dissident Literature
WOLT 320 Nineteenth-Century Russian Fiction
WOLT / CLAS 325 Classical Mythology

GRADUATE ACADEMIC PROGRAMS

MASTER OF ARTS IN LIBERAL STUDIES

www.snc.edu/mls

The master of arts in liberal studies degree program (MLS) offers a broad range of courses across divisional lines, actively involving all the various disciplines represented that distinguish a St. Norbert College education. The program aims, specifically, at engaging students in a dialogue about critical issues of our time, as well as providing them with the analytical and communication skills necessary to better understand and interact with our ever-changing world. In addition, participants in the program will gain an appreciation of the processes that go into academic research. Courses are offered on a part-time basis, with an average completion time of three years.

ADMISSION REQUIREMENTS

- Official transcripts, demonstrating a minimum GPA of 3.0, mailed by the college or university directly to the coordinator of the MLS program, confirming a bachelor's degree from an accredited institution (If undergraduate GPA is less than 3.0 you may be admitted on a probationary basis. Contact the program director for details)
- Degree application form
- A 500-word application essay answering the following questions: What motivated you to apply to the MLS program? What are your future hopes and expectations and how do you see this program helping you to achieve those goals?
- \$50 non-refundable application fee
- A personal interview with the program director and a member of the MLS Policy Committee

PROGRAM REQUIREMENTS

Core Areas (15 credits)

LIST 501 Introduction to Liberal Studies (3 cr)
LIST 502 Intellectual History (3 cr)
LIST 503 Ideas and Issues in the Humanities (3 cr)
LIST 504 Ideas and Issues in the Natural Sciences and Mathematics (3 cr)
LIST 505 Ideas and Issues in the Social Sciences (3 cr)

Thematic Area (12 credits)

Take one course in four out of the five following thematic areas:

LIST 540 American Perspectives (3 cr)
LIST 545 Classical Perspectives (3 cr)
LIST 550 Diverse Perspectives (3 cr)
LIST 555 Ethics and Liberal Studies (3 cr)
LIST 560 International Perspectives (3 cr)

Additional Requirements

An elective course (1 cr)
LIST 588 Capstone (2 cr)
LIST 596 Master's Thesis Project I (1 cr)
LIST 597 Master's Thesis Project II (1 cr)
Maintenance of a minimum grade point average of 3.0

MASTER OF THEOLOGICAL STUDIES

www.snc.edu/mts

The master of theological studies degree program provides a solid theological foundation within the context of a transformative pastoral practice, which requires rigorous study and pastoral sensitivity. The program serves the particular needs of the diocese of Green Bay, other dioceses of the Midwest, New Mexico, and the wider ecumenical audiences in these regions. It is grounded in Scripture and in the Christian theological tradition. The central core is six required courses (18 credits) covering the traditional areas of theology. From the point of view of both the College and the Diocese, the need for a common theological base is paramount in educating lay ministers for the professional roles they will be expected to fill upon completion of the program. In addition to the six required core courses, students will take five elective courses (10 credits). An integrative colloquium, a general comprehensive exam, and a thesis project conclude the program for a total of 32 credits.

The master of theological studies is a professional rather than a research degree. Courses are offered year round in the late afternoon, evenings or on Saturdays.

ADMISSION REQUIREMENTS

- Official transcripts, demonstrating a minimum GPA of 3.0, mailed by the college or university directly to the coordinator of the MTS program, evidencing a bachelor's degree from an accredited institution
- A minimum of eight credits in theology/religious studies. Provisional enrollment status may be given to students who do not meet this requirement. When necessary, students may obtain these credits through the Emmaus program at the Diocese of Green Bay, the Ecumenical Institute for Ministry (EIM) in New Mexico or other approved educational institutions
- Three letters of recommendation
- A 500-word essay explaining 1) what motivated you to apply to the MTS program and 2) what are your future ministerial hopes and expectations and 3) how do you see this program helping you to achieve these goals.
- \$50 non-refundable application fee
- Interview with the program director and a member of the MTS Policy Committee

PROGRAM REQUIREMENTS

Core Courses (18 credits)

THEO 501 Systematic Theology and Theological Method (3 cr)
THEO 502 Historical Development of Christian Tradition (3 cr)
THEO 503 Scripture and Biblical Interpretation (3 cr)
THEO 504 Christian Ethics (3 cr)
THEO 505 Christology (3 cr)
THEO 506 The Nature and Mission of the Church (3 cr)

Elective Courses (10 credits)

Choose five of the following courses:

THEO 520 History and Models of Catechesis (2 cr)
THEO 522 Faith Development (2 cr)
THEO 540 Principles of Liturgy (2 cr)
THEO 541 Sacramental Theology (2 cr)
THEO 560 Models of Ministry and Leadership in the Church (2 cr)
THEO 576 Theology and Practice of Pastoral Care (2 cr)
THEO 578 Theologies of Ecumenical and Interreligious Dialogue (2 cr)
THEO 579 Enculturation and Evangelization (2 cr)
THEO 580 Foundations of Spirituality (2 cr)
THEO 589 Special Topics (2 cr)
THEO 590 Independent Study (2 cr, prior approval required)
THEO 594 Theological Practicum (2 cr, prior approval required)

Additional Requirements

THEO 509 General Comprehensive Exam (0 credits)
THEO 510 Integrative Colloquium (2 cr)
THEO 512 Masters Thesis Project I (1 cr)
THEO 513 Masters Thesis Project II (1 cr)
Maintenance of a minimum grade point average of 3.0.

Certificate Program for Theological Competency

The certificate is available to students with a bachelors degree in some other area who are seeking to enhance and enrich their theological background. Students should have at least a foundational knowledge of Scripture and theology before entering the certificate program.

This program is intended for students who only want to take six courses and complete a final 12-15 page paper, not a thesis. Students receive a certificate rather than a degree. Some students choose this option to further their education in theology or gain certification hours.

Certificate Requirements

THEO 501 Systematic Theology and Theological Method (3 cr)
THEO 502 Historical Development of Christian Tradition (3 cr)
THEO 503 Scripture and Biblical Interpretation (3 cr)
THEO 504 Christian Ethics (3 cr)
THEO 505 Christology (3 cr)
THEO 506 The Nature and Mission of the Church (3 cr)

Final paper (12-15 pages):

The paper should demonstrate knowledge of the core areas of theology and the ability to apply that knowledge to a particular situation. The paper should be action orientated, describe some plan of action in a special field and reflect a theological rationale. The action described and recommended should derive from and be consistent with a theologically informed opinion.

Maintenance of a minimum grade point average of 3.0.

MASTER OF BUSINESS ADMINISTRATION

www.snc.edu/mba

The St. Norbert College master of business administration degree program is offered through the Donald J. Schneider School of Business and Economics. The primary goal of the program is to develop future senior business and organizational leaders who understand both the art and science of business. It is a campus-based program that values faculty-student and student-student engaged and personal interaction in the adult learning process. In addition to providing students with a solid business core curriculum designed to foster the knowledge sets necessary for professional organizational competence, the Schneider MBA emphasizes the interpersonal and decision making skills that distinguish outstanding and ethical leaders.

The Schneider MBA is an accelerated program aimed at motivated students who are typically expected to complete the requirements for graduation within two to three years.

PROGRAM REQUIREMENTS

Students must choose one of three tracks in order to complete the master of business administration degree: The MBA for Business, the MBA for Supply Chain and Manufacturing Professionals, or the MBA for Health Care and Medical Professionals.

Each of the tracks requires students to complete 30 credits of MBA core courses. In addition, students must complete six elective courses (9 credits) as follows:

The MBA for Business – elective courses

Complete a total of nine credits, chosen from any combination of BUAD 569, BUAD 579 and BUAD 589.

The MBA for Supply Chain and Manufacturing Professionals – elective courses

Complete six credits of BUAD 569, plus an additional three credits chosen from any combination of BUAD 569, BUAD 579 and BUAD 589.

The MBA for Health Care and Medical Professionals – elective courses

Complete six credits of BUAD 579, plus an additional three credits chosen from any combination of BUAD 569, BUAD 579 and BUAD 589.

Core Courses (30 credits)

BUAD 500 Fundamentals of Accounting and Finance (2 cr)

(relevant prior coursework in accounting and finance may be substituted for BUAD 500)

BUAD 510 Introduction to Business Leadership (1 cr)

BUAD 511 Leadership and Managing Organizational Change (3 cr)

BUAD 512 Business Ethics and Values-Based Leadership (3 cr)

BUAD 520 Managing in a Diverse Workplace (1.5 cr)

BUAD 521 Business Analytics (1.5 cr)

BUAD 522 Economics for Managers (3 cr)

BUAD 523 Strategic Marketing (3 cr)

BUAD 524 Financial Management (3 cr)

BUAD 525 Managing People, Teams, and Projects (3 cr)

BUAD 526 Managing Operations, Systems, and Processes (3 cr)

BUAD 527 Global Strategy and Venturing (3 cr)

Elective Courses (9 credits)

BUAD 569 Supply Chain and Manufacturing Professionals Electives (1.5 cr)

BUAD 579 Health Care and Medical Professionals Electives (1.5 cr)

BUAD 589 General Electives (1.5 cr)

Courses identified as BUAD 569 and BUAD 579 satisfy elective requirements for the **Supply Chain and Manufacturing Professionals** and the **Health Care and Medical Professionals** tracks, respectively, but are intended for enrollment by all MBA students. Courses identified as BUAD 589 are general electives intended for all MBA students.

Students may repeat for credit any course numbered BUAD 569, BUAD 579 or BUAD 589, as long as the specific course titles are different.

COURSE DESCRIPTIONS

A

Accounting [ACCT]

FOR DESCRIPTIONS OF BUAD COURSES, SEE SECTION ON BUSINESS ADMINISTRATION

ACCT 205 [4 CR] FINANCIAL ACCOUNTING

A complete and balanced treatment of the concepts and procedures used by business organizations to measure and report their performance. Emphasizes the accounting cycle and preparation of the income statement, balance sheet and statement of cash flows. Financial statement analysis and interpretation is introduced. Covers income from merchandising operations, internal control, current and long-term assets, liabilities and stockholders' equity. Prerequisite: sophomore standing or instructor's consent.

ACCT 206 [4 CR] MANAGERIAL ACCOUNTING (FOR NON-ACCOUNTING MAJORS)

The course includes managerial information for planning, controlling and decision-making. Cost concepts and behaviors are studied and used for product costing in job order and standard costing systems and for performance evaluation, tactical and budgeting decisions. The emphasis is on the use of accounting information by managers. This course is not open to accounting majors. Prerequisites: ACCT 205, BUAD 142 or CSCI 110, BUAD 284. BUAD 284 can be taken concurrently with ACCT 206.

ACCT 229 [2 CR] FRAUD INVESTIGATION I

This course explores the various forms of occupational fraud: who commits fraud, why and how fraud is committed, and how to prevent and detect fraudulent activities. Prerequisites: BUAD 142, BUAD 210, BUAD 231, ACCT 205 with a grade of "C" or better.

ACCT 305 [4 CR] ACCOUNTING INFORMATION SYSTEMS

This course combines methodologies, controls and accounting techniques with information technology. Topics include processes and flow of various

business transaction cycles, recognition and implementation of internal controls, data integrity and security, database theory and application, and current trends in information systems. Prerequisites: BUAD 142; ACCT 205; MATH 128. Spring semester.

ACCT 315 [4 CR] MANAGERIAL COST ACCOUNTING (FOR ACCOUNTING MAJORS)

Covers concepts, systems, planning and control, cost behavior, and decision-making. The course integrates both traditional and contemporary issues in cost management and decision-making. The course emphasizes both the preparation of reports and the accountant's role in the management decision-making process. Students who have already taken ACCT 206 cannot take this course. Prerequisites: ACCT 205; BUAD 284; BUAD 142 or CSCI 110. BUAD 284 can be taken concurrently with ACCT 315. Fall semester.

ACCT 316 [2 CR] ADVANCED COST ACCOUNTING

This course is designed for accounting majors that require advanced study in cost accounting topics. Topics covered may include, but are not limited to, contemporary management, quantitative techniques, report generation and analysis. Prerequisite: ACCT 206 or ACCT 315. Spring semester during first seven weeks.

ACCT 318 [4 CR] AUDITING

This course is a broad introduction to the field of auditing. It emphasizes the philosophy and environment of the auditing profession, including the nature and purpose of auditing, auditing standards, professional conduct, auditor's legal liability, and the approach followed in performing financial statement audits. Other topics include internal control, audit sampling, accumulating audit evidence, reporting responsibilities, other attestation and accounting services, and internal, compliance and operational auditing. Prerequisite: ACCT 325. Fall semester.

ACCT 320 [2 CR]
ACCOUNTING FOR GOVERNMENT AND NOT-FOR-PROFIT

This course conducts an overview of accounting methods, procedures and financial reporting primarily for state and local governments and non-profits. Students will be able to comprehend the similarities and differences between fund types and be able to understand and prepare various reporting statements. This course is optional, however, the topic is tested on the CPA exam. Prerequisites: ACCT 205, BUAD 284. ACCT 320 can be taken concurrently with BUAD 284. Spring semester.

ACCT 325 [4 CR]
INTERMEDIATE ACCOUNTING 1

This first intermediate course covers comprehensive and complex issues of financial accounting. The course pays special attention to contributions to the accounting field made by professional and research groups. Topics include primary financial statements and their preparation, accounting and the time value of money, cash and receivables, investments, inventories, acquisition and disposition of property, plant and equipment, depreciation and depletion, intangible assets, and revenue recognition. Prerequisites: grade of "C" or better in ACCT 205, BUAD 284. ACCT 325 can be taken concurrently with BUAD 284. Fall semester.

ACCT 326 [4 CR]
INTERMEDIATE ACCOUNTING 2

This second intermediate course continues the study of comprehensive and complex financial accounting concepts and procedures. Topics include current liabilities, long-term liabilities, contributed capital, retained earnings, dilutive securities, earnings per share, accounting for income taxes, pensions, leases, accounting changes, and statement of cash flows. Prerequisite: ACCT 325. Spring semester.

ACCT 329 [2 CR]
FRAUD INVESTIGATION 2

This course is an extension of Fraud Investigation I and provides an overview of financial statement fraud. The course introduces you to various forms of financial statement fraud in areas such as revenue, inventory and liabilities. Prerequisites: ACCT 229, ACCT 325 or BUAD 350.

ACCT 419 [4 CR]
FEDERAL INCOME TAX

Topics include individual, partnership, corporate, payroll, installment sales, depreciation and asset cost recovery systems, sales and exchanges, capital gains

and losses and legal basis for gain or loss. Prerequisites: ACCT 205, BUAD 284. Fall semester.

ACCT 421 [2 CR]
ADVANCED FEDERAL INCOME TAX

This is an advanced study of corporations, partnerships, estates and trusts, gift taxes, specially taxed corporations, capital changes and securities. Prerequisite: ACCT 419. Spring semester during first seven weeks.

ACCT 422 [2 CR]
ACCOUNTING BUSINESS COMBINATIONS

This course is a study of advanced accounting topics including business combinations, equity method of accounting for investments, purchase methods, consolidated financial statements, various intercompany transactions, multinational accounting, foreign currency transactions, and translation of foreign financial statements. Prerequisite: ACCT 326. Spring semester.

AMERICAN STUDIES [AMER]

AMER / HIST 114 [4 CR, CORE: DD]
HISTORY OF THE UNITED STATES 1

This course will trace the political, social and cultural development of the U.S. from its pre-Columbian origins through the Civil War. From encounters between early colonists and Native Americans, to midwives tending to colonial women, to 19th-century laborers adjusting to industrial changes, and finally to the slave trade. This course will pay particular attention to the role of race, class and gender in shaping society and politics.

AMER / HIST 115 [4 CR, CORE: DD]
HISTORY OF THE UNITED STATES 2

This course will trace the political, social, and cultural development of the U.S. from Reconstruction to the present. From Jim Crow segregation to labor organizing during the Great Depression to women's rights movements to the debates over immigration, this course will pay particular attention to the role of race, class, and gender in shaping society and politics.

AMER / POLI 130 [4 CR, CORE: IS]
UNITED STATES POLITICS AND GOVERNMENT

A survey of the U.S. political system at the national, state and local levels including examination of constitutions, social and political ideology, mass political behavior, parties and interest groups, Congress, the presidency, the courts, and the

development of national public policy. Focuses on the problems of policy making in a pluralistic democratic system.

AMER / MUSI 184 [4 CR, CORE: WT]
HISTORY OF AMERICAN POPULAR MUSIC

The course will cover the history of popular music in the United States from the late 19th century to the present day. Genres that will be discussed include modern styles such as rock, R&B, hip-hop, folk, country, jazz, ragtime, blues, and early musical theater. A chronological study of popular styles will expose students to important songwriters and performers and show how their music was influenced by elements like racial prejudice, political events, and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored.

AMER / THRS 221 [4 CR, CORE: DD]
RELIGION IN AMERICA

This course explores the history and character of American religion and the role of religion in American life. As a class we will address such broad questions as: is there such a thing as *American* religion, what role has religion played in shaping American culture, how have religion and belief been shaped by the particularities of the American political and geographical context? Students will read and discuss both primary and secondary source material and will have ample opportunity to develop and pursue their own questions about the myriad religious dimensions of American life.

AMER / ENGL 235 [4 CR]
SURVEY OF U.S. LITERATURE 1
(BEGINNING TO 1865)

This course introduces students to the major writers, literary movements and cultural and historical context in the U.S. from its origins to the end of the Civil War. Students examine American Indian creation stories, trickster tales, encounter narratives, Puritan prose and poetry, the literature of the Enlightenment and the Revolutionary War, slave narratives, and the rise of Romanticism. Writers include Cabeza de Vaca, Bradford, Bradstreet, Rowlandson, Edwards, Wheatley, Rowson, Irving, Equiano, Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Harding, Davis and Dickinson. Fall semester.

AMER / ENGL 236 [4 CR]
SURVEY OF U.S. LITERATURE 2
(1865 TO THE PRESENT)

This course introduces students to the major authors, periods and literary movements in the U.S. from the

end of the Civil War to the present. Students read the works of poets, fiction writers and dramatists from the rise of Realism and Naturalism through the Modernist movement in the U.S. to the Postmodern era after World War II. Writers include Dickinson, Clemens, Crane, Jewett, Chopin, Black Elk, Frost, Stevens, Faulkner, O'Neill, O'Connor, Updike, Erdrich, Ginsberg and Plath. Spring semester.

AMER 261 [4 CR, CORE: DD]
INTRODUCTION TO AMERICAN STUDIES

As an introduction to the field of American studies, this course assumes an interdisciplinary perspective on the question of what "American" means in the world of ideas using a variety of genres: history, fiction, poetry, film, sociology, journalism, speeches and essays. This course analyzes several myths that pervade American culture, always bearing in mind that while myths tend to exaggerate, they also hold grains of truth. The course examines how the notion of the American Dream, for example, has both fostered and hindered progress for individuals within this nation. Potential authors include Barbara Ehrenreich, Ernest Gaines, F. Scott Fitzgerald, W.E.B. DuBois and Sandra Cisneros. Fall semester.

AMER 289
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in American Studies exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor's consent.

AMER / PHIL 305 [4 CR, ADV CORE: WT]
AMERICAN PHILOSOPHY

A study of the major movements and figures in American philosophy and intellectual history. The course will examine the diverse philosophical themes in the American tradition including idealism, 18th-century political theory, transcendentalism and pragmatism. Figures studied include Edwards, Adams, Jefferson, Emerson, Thoreau, James and Dewey. Spring semester.

AMER / ENGL / WMGS 311 [4 CR]
WOMEN AND LITERATURE

Through exploring literary texts by women, this course analyzes how the construction of "woman," sex and gender has changed over time and investigates how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, the course engages the most pressing issues in

the field from ideas of women's literary voice to claims that challenge female authorship altogether. Special topics may include contemporary women writers, gender and 19th century novel, and ethnic women writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Margaret Atwood, Bharati Mukherjee, Leslie Feinberg, Edwidge Danticat and Marjane Satrapi. Alternate years.

AMER / POLI 317 [4 CR]
AMERICAN POLITICAL THOUGHT

This course examines the development of political thought in the U.S. from the American Revolution to the present day. Particular attention will be paid to issues of political inclusion and exclusion on the basis of race, gender, sexuality, national origin and class. Changing attitudes in the relationship between individual liberty and majority rule will also be a dominant theme of the course as well as the proper role of government in addressing social problems.

AMER / MUSI 318 [4 CR, ADV CORE: DD]
EVOLUTION OF JAZZ

The study of jazz from its origins in New Orleans to the present day. The course focuses on important performers and songwriters, types of literature, an appreciation of jazz improvisation as well as how the interaction of race, politics, economics and other elements of society influence music and musicians. Audio and video presentations will be used extensively.

AMER / HIST 322 [4 CR]
AMERICAN IMMIGRATION AND ETHNIC HISTORY

This course traces the history of immigration to the United States from the 19th century to the present. In the 19th century waves of immigrants arrived in the U.S., building communities and sparking outrage among "native" Americans. Today, many descendants of these immigrants call for tighter border control. This course will examine immigrant characteristics and motivations as well as legislation that has defined what it means to be "American" and changed patterns of migration. Throughout, we will ask: what does it mean to be an immigrant in this nation and what does it mean to be a "nation of immigrants?" Alternate years.

AMER / ENGL 323 [4 CR]
THE HARLEM RENAISSANCE

This course examines the flowering of culture in the areas of literature, music, dance and art which took place predominantly during the 1920s for black

Americans located in Harlem, New York, a movement that has become known as the Harlem Renaissance. The course places this cultural renaissance, or rebirth, within the historical context out of which it grew: the modernizing America in a post-WWI era, the rise of jazz and the blues and the Great Migration among other factors. Some of the writers, intellectuals, visual and performing artists studied may include Zora Neale Hurston, Langston Hughes, James Weldon Johnson, Nella Larsen, Claude McKay, Alain Locke, Helene Johnson, Romare Bearden, Jacob Lawrence, Bessie Smith, Ma Rainey and Duke Ellington.

AMER / HIST 324 [4 CR]
POVERTY, CHARITY AND WELFARE IN AMERICAN HISTORY

This course will examine the poor in modern America from orphans in Chicago's Home for the Friendless to sharecroppers in the Great Depression to Reagan's notorious welfare queen of the 1980s. Students will analyze primary and secondary sources to understand why they were poor and how they coped with the insecurity and instability of poverty and to investigate America's various anti-poverty crusades. Finally, considering the majority of non-white men and women living below the poverty line, we will pay particular attention to race and gender, and ask how Americans have responded to, and at times perpetuated, this disparity. Alternate years.

AMER / HIST / WMGS 327 [4 CR]
WOMEN AND GENDER IN UNITED STATES HISTORY

This course will explore women and gender in American history from colonial America to the present. We will examine how gender norms changed throughout history and how individuals interacted with those norms. Students will analyze how women and notions about gender shaped American politics through cultural trends like fashion; through family and daily life; and through social movements like suffrage, temperance and welfare rights. Students will ask: when did gender constrict the choices that individuals face, and when did individuals expand and even disassemble gender norms?

AMER / ENGL 329 [4 CR]
LITERATURE OF SERVICE

This course addresses concepts of American culture through the dual lenses of literary texts and community-based learning. The course explores individuals and communities in crisis or transition as a result of poor health, poverty, immigration, homelessness and gendered, sexual, racial or ethnic

discrimination. Throughout the semester paired students regularly volunteer at local community service agencies and expand their knowledge of these concepts by writing reflection journals as well as various forms of researched persuasive critical writing (literary analysis, opinion editorials, grant proposals and newsletters). Authors may include Dorothy Day, Robert Coles, Jane Addams, William Carlos Williams, Charlotte Perkins Gilman, Fae Myenne Ng or Li-Young Lee.

AMER / POLI 335 [4 CR]
CONGRESS AND LEGISLATURES

An examination of the power, structure and functions of legislative bodies at the national and state levels in the U.S. Focuses on the various factors that influence the performance of these bodies. Fall semester, alternate years. Prerequisite: POLI 130.

AMER 389 [4 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in American Studies exists for a member of the faculty and a sufficient number of students.

AMER 489 [4 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in American Studies exists for a member of the faculty and a sufficient number of students.

AMER 490 [4 CR]
INDEPENDENT STUDY

Individual study of an approved topic in American Studies under the direction of an American Studies faculty member. Permits faculty and students to explore together some subject of special or personal interest. Past topics have included Narratives of the U.S. West and AIDS Literature, Art and Culture. Reading, tutorial discussion and written work are required. Prerequisites: instructor's consent and approval of the associate dean of humanities.

AMER 499 [0 CR]
AMERICAN STUDIES RESEARCH PROJECT

American Studies minors are required to complete an interdisciplinary research project as part of their final American studies elective course outside their major at the 300 level or above (see list of elective courses). Students enroll in AMER 499 concurrently with their final elective course.

ART [ART]

ART 110 [4 CR, CORE: WT]
HISTORY OF WESTERN ART

This course will advance the belief that art is an irreplaceable way of understanding and expressing the world — equal to but distinct from other methods of inquiry and certainty. By charting the emergence of unique and continuous traditions of visual imagery from Chauvet to the last works of the Post-Impressionists, this course will highlight canonical paintings and sculpture from major periods of Western culture. Focusing on the key innovations, personalities and styles of Western art, this general survey class will encourage a basic appreciation, analysis, recognition and interpretation of art.

ART 112 [4 CR, CORE: WT]
HISTORY OF MODERN DESIGN

This course will explore how humans interact with everyday products, environments and visual mediums that we encounter on a daily basis. The course is a survey of design history beginning with the Arts and Crafts movement (1880-1910) through Post Modernism.

ART 115 [4 CR, CORE: WT]
HISTORY OF MODERN ART

A survey course rooted in the Modernist injunction, "Astonish me!", this class will examine major figures, movements, and breakthroughs made by the Western artistic imagination in the late 19th and early 20th centuries. Different conceptions of modern art that emerged during this period, particularly the images and objects by Pablo Picasso and Andy Warhol, will be presented and discussed. Basic principles of general art appreciation, analysis, recognition and interpretation will be emphasized. Art as an experience that awakens, enlarges, refines and restores our humanity will characterize this class.

ART 124 [4 CR]
BASIC DIGITAL PHOTOGRAPHY

This course is an introductory digital photography course. Students will learn the basic techniques that will help them take better photographs. Framing, exposure and lighting will be discussed as well as hands-on work with images in the digital environment preparing photographs for output. This course is not graded using a traditional letter grade system. Students will receive a grade of either satisfactory "S" or unsatisfactory "U." This course does not replace ART 280 Introduction to Photography and Digital Imaging. A digital camera is required for this course.

ART 125 [4 CR]**INTRODUCTION TO ADOBE PHOTOSHOP
(FOR NON MAJORS)**

An introductory elective course that explores the process of digital image manipulation using Adobe Photoshop as the primary tool. The course examines various aspects of the digital process including digital image capture (scanner and camera), digital image manipulation and preparation of images for electronic publication. J-Term and Summer Session. This course is not graded using a traditional letter-grade system. Students will receive a grade of either satisfactory (“S”) or unsatisfactory (“U”).

ART 130 [4 CR]**INTRODUCTION TO DESIGN**

This course is an introduction to design focusing on fundamental principles of two-dimensional design and the process of creating assorted design-related projects. A focus on projects that incorporate design elements that may include line, shape, space, motion, value, color, pattern and texture. It will also focus on design principles including process, unity, scale and proportion, balance and rhythm. The course is designed to provide students with a general understanding of concepts, theories and language related to two-dimensional design.

ART 131 [4 CR]**INTRODUCTION TO STUDIO ART**

This course is an introduction to studio art focusing on fundamental principles of design, fine art technical processes and methods of production. This course is designed to provide students with a general understanding of concepts, theories and language related to two- and three-dimensional studio art practice, as well as forms of time-based media. There is an emphasis on skills and principles required to create and critique art and design, particularly in the context of contemporary art practices. Students will learn to solve aesthetic, visual and conceptual problems through a variety of media and materials.

ART 134 [4 CR]**BASIC DRAWING**

This course is an introduction to the fundamentals of drawing. Line, modeling, light and shadow, composition, Renaissance, and intuitive perspective will be explored with a strong emphasis on life drawing.

ART 141 [4 CR, CORE: EI]**DRAWING AND VISUAL PERCEPTION**

This studio course explores the foundational practice of drawing from observation. The course explores

drawing using a variety of media and techniques. Drawing from observation is essential in the study of the visual arts. This practice develops key interpretive and reflective skills. Focused attention and observation enhances one’s ability to interpret their surrounding environment and to process the information around them critically through the focused physical interpretation of sight.

ART 144 [4 CR, CORE: EI]**INTRODUCTION TO VIDEO PRODUCTION**

An introductory video production elective course designed to fully explore the production process using professional digital editing and production software. Students will be creating their own work from concept to final realization exploring the range from pre-production to post-production and exporting for final output. A digital video camera is required for this course. Summer session.

ART 145 [4 CR, CORE: EI]**ROTSOSCOPE ANIMATION**

An introductory animation production elective course designed to fully explore the animation production process using both traditional and digital techniques. Students will be creating their own animation projects from concept to final realization, exploring the range of animation techniques from traditional hand-drawn animation to digital rotoscoping. Rotoscoping is an animation technique in which animators trace over live action source footage frame by frame to achieve more realistic movement in their animated work. The primary software tool for the course will be iStopMotion. Summer session.

ART 205 [4 CR, CORE: EI]**ART, TECHNOLOGY AND SOCIETY**

This course is a research- and writing-intensive course exploring technological developments in the fine arts since the advent of photography. The course will examine the development of photography, film, video and digital technologies and their impact on the fine arts, as well as the way artists have utilized these technologies to reflect upon, analyze, critique and investigate social issues of their day.

ART 215 [4 CR, CORE: CI]**SACRED ART AND ARCHITECTURE**

This course is an examination of the pliancy of sacred art and architecture within the history of Catholic belief and sacramental celebration. Focusing primarily on liturgical accouterments, sacred art and religious environments, devotional practices and the key historical figures, themes, rites and rituals within Catholic culture, this class will explore how the Catholic imagination has responded to evolving

concepts of divinity, holiness, memory, gender and sanctity over the course of two millennia.

ART 224 [4 CR]

INTRODUCTION TO SCULPTURE

An introduction to three-dimensional form, processes and materials. The course introduces the elements of art in a three dimensional context with an emphasis on skill building, basic tool introduction and exploration of materials. Assignments require students to work independently outside of the sculpture studio. Demonstration, critique and focused studio practice are primary methods of instruction. Prerequisite: ART 130 or ART 131.

ART 230 [4 CR]

INTRODUCTION TO PRINTMAKING

This course is an introduction to a variety of basic printmaking processes and equipment. Techniques may include monotypes, intaglio and relief. Multiple original images are produced. Assignments require students to work independently in the print shop outside of class hours. Prerequisite: ART 130 or ART 131.

ART 240 [4 CR]

INTRODUCTION TO PAINTING

Introduction to painting materials and techniques with an emphasis on direct painting methods and painting from observation. Students will investigate color, form and composition. Demonstration, critique and focused studio practice are primary methods of instruction. Prerequisite: ART 130 or ART 131.

ART 280 [4 CR]

INTRODUCTION TO PHOTOGRAPHY AND DIGITAL IMAGING

An introductory studio-based photography course exploring the tools and techniques of digital photography and digital imaging. This course provides essential foundational skills required for a career in photography. Primary software includes Adobe Photoshop and Adobe Bridge. A DSLR with manual control is required. Prerequisite: ART 130 or ART 131.

ART 324 [4 CR, ADV CORE: EI]

INTERMEDIATE SCULPTURE

A focused exploration of sculptural techniques and strategies with an emphasis on mold making, casting and forming with plastic materials. More in-depth use of tools and technical processes as well as a special emphasis on the development of personal statements and interest. In addition to demonstration, critique and studio practice, student presentations, artist research and discussions are also modes of instruction. Prerequisite: ART 224.

ART 330 [4 CR, ADV CORE: EI]

INTERMEDIATE PRINTMAKING

This is an intensified printmaking course with an emphasis on building multi-layered and more complex images. Techniques may include photo-serigraphy, intaglio, relief and book arts. Assignments require students to work independently in the print shop outside of class hours. Prerequisite: ART 230.

ART 335 [4 CR]

ADVERTISING DESIGN

An introduction to problem solving and the basic elements of graphic design. Emphasis is placed on the development of concepts and skills in the layout of typography, illustration and photography. Prerequisite: ART 350.

ART 340 [4 CR, ADV CORE: EI]

INTERMEDIATE PAINTING

Along with continued development of the methods and techniques explored in ART 240, students investigate indirect painting methods and contemporary painting practices and theory. Traditional and contemporary approaches to painting the human figure are introduced and students develop independent projects and individual artist statements. Prerequisite: ART 240.

ART 350 [4 CR]

COMPUTER GRAPHICS

An introduction to various graphic applications on the Macintosh platform: Modern graphic design history, layout, electronic illustration and photographic manipulation are covered in this course. Prerequisite: ART 130 and ART 131 or consent of instructor.

ART / WMGS 375 [4 CR, ADV CORE: DD]

RACE, GENDER AND CONTEMPORARY ART

A survey of how artists explore and express personal identity, unique bias and social marginalization and how contemporary art reflects society's evolving and changing attitudes toward matters of life, love and death.

ART 380 [4 CR]

CONTEMPORARY PHOTOGRAPHIC STRATEGIES

A studio-based photography course exploring the strategies, techniques and approaches in contemporary fine art photography. The main objectives of the course are increasing control of the photographic process and increasing sophistication in developing projects from their initial intent to their desired outcome within the context of contemporary

fine art photographic strategies. A DSLR camera is required. Prerequisite: ART 280.

ART 389 [4 CR]

SPECIAL TOPICS

An in-depth study of an artistic issue of special interest. ART 389 may focus on one or more art forms, an artistic movement or comparison of movements, or a theme. Students are challenged to evaluate trends in historical and contemporary art production as it relates to their own art making. Prerequisites: ART 110, ART 130, ART 131 and ART 134.

ART 424 [4 CR, ADV CORE: EI]

ADVANCED SCULPTURE

In this advanced course, students pursue individual courses of study through the creation of an overall proposal and timeline for the semester with an emphasis on artistic research, interests and ideas. Students should demonstrate the ability to create cohesive, thematic bodies of work for exhibition and that they can work independently. Prerequisite: ART 324.

ART 425 [4 CR]

SCULPTURE TOPICS IN CLAY

In this advanced course, students pursue individual courses of study through the creation of an overall proposal and timeline for the semester. There is an emphasis on developing a deeper understanding of ceramic processes, materials and concepts, including slip casting, wheel throwing, hand building and other surface and firing techniques. Students should demonstrate the ability to create cohesive, thematic bodies of work for exhibition and demonstrate that they can work independently. Prerequisite: ART 224, ART 324 or consent of instructor.

ART 430 [4 CR, ADV CORE: EI]

ADVANCED PRINTMAKING

This course is an upper level printmaking course with student-proposed independent projects. Students are expected to demonstrate greater independence in working and to produce more thematically consistent bodies of work for a final exhibition. Assignments require students to work independently in the print shop outside of class hours. Prerequisite: ART 330.

ART 440 [4 CR, ADV CORE: EI]

ADVANCED PAINTING

Under the guidance of the instructor, students pursue individual courses of study. Through a concrete synthesis of content development and technical skill, each student creates a cohesive body of paintings. Emphasis is placed on the articulation of art process, content and philosophy. Prerequisite: ART 340.

ART 460 [4 CR]

DIGITAL STUDIO

This is a fine arts digital studio course that explores the impact of digital technologies on contemporary art practice. The course includes the production of motion graphics, video production and animation. Theory and history relating to technology and art will be explored and discussed. While working within the context of fine art, this course will explore skills and techniques required for a career in multi-media production. A video camera is highly recommended. Prerequisite: ART 350 or consent of instructor.

ART 480 [4 CR]

ADVANCED STUDIO

Advanced Studio is an intensive guided independent studio course that builds upon skills and strategies introduced throughout previous studio coursework. This course will include guided independent production and research in studio practice, art or design history, and critical theory. Students will develop a number of independent projects and will be expected to complete a major research project in relation to their studio productions. The research project will include art historical and theoretical inquiry relating to their studio-based work.

ART 485 [4 CR]

DESIGN FOR THE WEB

This studio course explores web site design and production. It includes preparing web graphics, designing and assembling web pages, and publication of web sites. It covers terminology and current topics associated with the Internet, web design and web publishing. Prerequisite: ART 350.

ART 490 [4 CR]

INDEPENDENT STUDY

Specially qualified students under the guidance of an instructor may study various aspects of art. Note: this course may not be used to replace the 400 level studio requirement. Prerequisites: instructor's consent and approval by associate dean of visual and performing arts.

ART 494 [4 CR]

INTERNSHIP

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of corporations and agencies, a chance to work in their field of study, and to gain experience with projects and technologies that reflect the applied sector. Prerequisites: junior/senior standing and instructor's consent.

ART 499 [0 CR]
SENIOR ART CAPSTONE
(REQUIRED FOR ALL ART MAJORS)

The Senior Art Capstone emphasizes studio and professional practice, art theory and critical research. Students refine recent work and develop new work in preparation for the Senior Art Exhibition, which is the culminating experience of the art major. Students are introduced to professional practice skills: planning, marketing and promoting artwork, documenting work and preparing materials for grants, and scholarship and residency applications. Students learn to develop an artist talk, portfolio, biography, artist's statement and curriculum vitae. Senior year.

B

BIOLOGY [BIOL]

BIOL 105 [4 CR, CORE: PN]
HUMAN BIOLOGY AND SOCIETY

Human biology includes discussion and study of selected topics in biology of particular relevance to humans and to human health and disease. Topics include the biology of human cells and selected organ systems; exercise physiology; cancer biology, early detection and prevention; genetics and genetic diseases; cardiovascular disease; the immune system and immunologic diseases such as AIDS; human nutrition and nutritional effects; and microbial human diseases. Each unit of study will include references to human evolution, human impact on society and the environment, and how each of these factors has played a role in shaping human health and the health care system. Laboratories will include the application of experimental methods and techniques for understanding the relationship between cell structure and function; exploration into human health; and the effect of humans on the environment.

BIOL 106 [4 CR, CORE: PN]
HUMANS AND THE ENVIRONMENT

This course is an introduction to cell- and systems-level biology in humans and other animals that will allow students to understand how our activity affects our own biology and that of other organisms, with a focus on topics such as sustainability, environmental protection, and social responsibility in the face of advancing science relating to advances in manufacturing, medicine/pharmaceuticals and genetic engineering.

BIOL 107 [4 CR, CORE: WT]
HUMAN EVOLUTION, EXTINCTION AND SCIENTIFIC THINKING

This is a problem-oriented course focusing on human evolution and variation. It includes a consideration of the interaction between biological and cultural factors in human evolution and a critical examination of theories of evolutionary changes from a paleontological perspective. It provides a detailed examination of human evolution through a discussion of the fossil record, associated archaeological material (such as stone tool technology and rock art), and the theories used to explain this evidence. The course will provide a broad overview of these important topics. Other topics such as hominin dispersals, the origin of modern humans and prehistoric colonization will be treated in greater detail. There will be laboratory sessions examining, describing and discussing hominin skeletal material and associated archaeological evidence.

BIOL 108 [4 CR, CORE: PN]
BIODIVERSITY

This course is designed to introduce students to the amazing diversity of organisms in our world. Students will discuss how organisms within this diversity survive, function, reproduce, and behave in their natural environment. In addition, students will learn how environmental change, both natural and human-caused, affects diversity. Meanwhile, the class will explore interesting questions scientists ask about diversity. Ultimately, each student will leave this course with an enhanced appreciation for the diversity of life on Earth, an understanding of how this diversity has arisen, an awareness of the effects of humans on diversity, an understanding of how scientists ask and answer questions, and an understanding of the complex interactions that take place within biological communities.

BIOL 120 [4 CR]
GENERAL BIOLOGY 1

A lecture and laboratory study of living systems with particular emphasis on the molecular, cellular, and tissue levels of organization in plants, animals and prokaryotes. Genetic mechanisms and aspects of development are included. Fall semester.

Note: BIOL 120 and BIOL 121 are considered an introductory sequence for biology majors in both the biomedical and organismal concentrations in biology and are recommended for pre-professional students who desire an emphasis in biological sciences, and does not fulfill the Core PN requirement.

BIOL 121 [4 CR]
GENERAL BIOLOGY 2

A lecture and laboratory study of living organisms with emphasis on heterotrophic protists, plants, fungi and animals. Evolutionary theory and processes, morphology, taxonomy, physiology, ecology and diversity are covered in detail. Prerequisite: BIOL 120. Spring semester.

Note: BIOL 120 and BIOL 121 are considered an introductory sequence for biology majors in both the biomedical and organismal concentrations in biology and are recommended for pre-professional students who desire an emphasis in biological sciences, and does not fulfill the Core PN requirement.

BIOL 201 [4 CR]
BOTANY

A lecture and laboratory course that concentrates on the study of plant structure and function. Topics discussed include plant growth and development, metabolism, reproduction, and response to the environment. The principles of plant biotechnology are also introduced. Lectures emphasize plant physiology while lab exercises concentrate on plant morphology and structure (gross and microscopic examinations). Labs include some plant physiology and tissue culture experiences, introduction to taxonomy, and the major plant groups. Prerequisite: BIOL 120. Fall or spring semester.

BIOL 215 [4 CR]
HUMAN ANATOMY AND PHYSIOLOGY (NURSING STUDENTS ONLY)

A lecture and laboratory study of the structure and function of human cells, tissues, organs and body systems, designed for BCON nursing program students. The lecture portion of the course will emphasize the functions of and interactions amongst components of each level of organization in normal and diseased states. Laboratory sessions will concentrate on anatomical terminology, the histology and gross anatomy of tissues, organs and organ systems including human cadaver dissection and some measurement of physiological variables in human subjects across these systems. Prerequisite: BIOL 120.

BIOL 220 [4 CR]
COMPARATIVE VERTEBRATE ANATOMY

A lecture and laboratory course that includes a comparative study of vertebrate morphology with an emphasis on the functional significance of structure. A systemic approach is used beginning with an overview, principles of evolution and basic

developmental biology. Laboratories involve dissecting representative organisms from the major vertebrate groups and studying skeletal preparations. Prerequisite: BIOL 121. Fall semester.

BIOL 228 [4 CR]
ECOLOGY

A lecture and laboratory course on the relationships of plants and animals to one another and to their biotic and physical environment. Field trips and laboratory work provide firsthand knowledge of organisms and their ecological significance in the De Pere area. Prerequisite: grade of "C" or better in BIOL 121. Required for biology majors in the Organismal Biology concentration. Fall semester.

BIOL 244 [4 CR]
GENETICS
(REQUIRED FOR ALL BIOLOGY MAJORS)

A lecture and laboratory course demonstrating the basic principles of gene structure, gene action and gene transmission as found in various organisms. Topics covered include DNA structure, replication, transcription and translation, recombinant DNA technology, bacterial genetics and genome structure. Laboratory exercises include DNA electrophoresis, PCR, bacterial transformation and inheritance in both *Drosophila* and plants. Prerequisites: grade of "C" or better in BIOL 120, BIOL 121.

BIOL 250 [4 CR]
INTRODUCTORY MICROBIOLOGY
(NURSING STUDENTS ONLY)

A lecture and laboratory course designed for students in the BCON nursing program dealing with the basics of microorganisms including bacteria, viruses and fungi. Topics covered include bacterial structure and function, metabolism, basic molecular biology, and the essentials of the host-microbe interaction. An emphasis is placed on aspects of microbiology important to the allied health professions. Laboratory work focuses on the culture, staining and identification of bacteria. Prerequisite: BIOL 120.

BIOL 310 [4 CR]
TROPICAL BIOLOGY

A lecture and laboratory course designed to provide a sound foundation in ecological concepts and biology of tropical ecosystems around the world. The ecosystems to be studied include tropical dry forests, cloud forests, savannas, mangroves and coral reefs, but special emphasis will be placed on tropical rain forests. Nutrient cycles, production, trophic interactions, plant/animal interactions, biodiversity and conservation biology are discussed. Prerequisite: BIOL 244 or instructor's consent.

BIOL 320 [4 CR]
HUMAN ANATOMY AND HISTOLOGY

A lecture and laboratory study of the gross anatomy and microscopic anatomy of the human body. The course uses a regional approach with emphasis on the upper limb, thorax, abdomen, pelvis, lower limb and brain. Students learn to identify muscles, nerves, vessels, organs and tissues of the human body. The laboratories involve cadaver dissections and light microscopy. One-third of the course includes information/laboratory work emphasizing human histology. Recommended for pre-professional students interested in health-related professions and students interested in medical illustration.

Prerequisites: grade of "B" or better in BIOL 220, BIOL 372 and instructor's consent. Spring semester.

BIOL 325 [4 CR]
DEVELOPMENTAL BIOLOGY

This course covers fundamental concepts and mechanisms of animal development. Students explore the underlying cellular and molecular basis for embryonic development and the role of various determinants, factors, and other biomolecules in cell movement, migration, differentiation and orientation. Developmental model systems (frog, chick, zebra fish, mouse, *C. elegans*, *Drosophila*) are used to explain both the commonality as well as the diversity of development. Labs combine classical embryology, observation of live animals as well as basic molecular techniques in development. Prerequisite: BIOL 244.

BIOL 338 [4 CR]
LIMNOLOGY

A lecture and laboratory course dealing with the physical, chemical and biological aspects of freshwater ecosystems and the interrelationships of organisms in these habitats. Field trips and laboratory experiences provide firsthand knowledge of aquatic organisms and their ecological significance.

Prerequisite: BIOL 228. Fall semester, alternate years.

BIOL 350 [4 CR]
MICROBIOLOGY

A lecture and laboratory course dealing with the study of viruses, their interaction with their hosts and their effect on the environment. Themes include pathogenicity of viruses, vaccination and emerging viruses. In addition, a special topic relating to recent scientific findings will be chosen on a yearly basis. Lab includes the preparation of media, and the isolation, detection, cultivation, and characterization of viruses. Prerequisite: grade of "C" or better in BIOL 244.

BIOL 353 [4 CR]
BIOTECHNOLOGY IN A GLOBAL SOCIETY

A lecture and discussion course that deals with advances and application of biotechnology in the context of the entire living world, both the society of human beings and the larger, living environment. Due in large part to the ability to clone genes, as well as many plants and animals, and to genetically engineer these organisms (perhaps even humans), biotechnology is revolutionizing both the means and pace of our intervention in the global community. Students become aware of the techniques and advances of biotechnology and are better prepared to make informed decisions about their application. This course also provides students with the necessary scientific background to understand the ethical problems posed by biotechnology. Infrequently offered.

BIOL 360 [4 CR]
MEDICAL MICROBIOLOGY

A lecture and laboratory course dealing with the interaction between microbial pathogens and a eukaryotic host. Topics studied include the development and normal functioning of the immune system and allergic reactions and their relationship to microbial pathogens. A survey of the important bacteriological, mycological and viral pathogens in terms of their mechanisms of disease production is also included. Prerequisites: BIOL 350, CHEM 220.

BIOL 361 [4 CR]
VIROLOGY

A lecture and laboratory course dealing with the study of bacterial and animal viruses. Themes include structure and pathogenicity of viruses, vaccination, and emerging viruses. In addition, a special topic relating to recent scientific findings will be chosen on a yearly basis. Labs include preparation of media, isolation and detection of viruses, and cultivation of and characterizing viruses. Prerequisite: grade of "C" or better in BIOL 244.

BIOL 365 [4 CR]
IMMUNOLOGY

A lecture and laboratory course dealing with the immune response of vertebrates with special emphasis on mammalian systems. The development and anatomy of the immune system, as well as the various cellular components (leukocytes) and proteins (cytokines, antibodies, complement proteins) are studied in detail. Topics covered include antigen presentation, T and B cell function, immunoglobulin structure and function, innate and acquired immune responses, granulocyte mediated responses, immunity

to pathogens, various forms of hypersensitivity including allergies and autoimmune diseases, and applied topics such as transplantation immunity. Labs deal with induction and measurement of an immune response. Prerequisite: grade of "C" or better in BIOL 244.

BIOL 368 [4 CR]

PARASITOLOGY

A lecture and laboratory course dealing with eukaryotic disease-causing organisms, with special emphasis on pathogens of medical and veterinary significance. It deals with important human diseases including malaria, sleeping sickness, Leishmaniasis, as well as roundworm, tapeworm, fluke and arthropod diseases. The morphology, physiology, pathology and immunology of the various parasitic diseases are considered in detail. Labs emphasize morphology and diagnostics (morphological and molecular) and may include an experimental component. Prerequisites: BIOL 121 and BIOL 244. Every third year or by special arrangement.

BIOL 371 [4 CR]

CELLULAR PHYSIOLOGY

A lecture and laboratory course concentrating on the structure and function of the eukaryotic cell. Topics covered include membrane structure and function, post-translational processing and transport of proteins, cell adhesion and communication, signal transduction pathways, the control of the cell cycle (cancer), and the tools/methods used in cellular-level studies. Prerequisites: BIOL 120, BIOL 244 and CHEM 220.

BIOL 372 [4 CR]

SYSTEMIC PHYSIOLOGY

A lecture and laboratory course concentrating on the function of organ systems and their role in the entire organism. Emphasis is placed on integration and control mechanisms. Topics covered include neurophysiology, cardiovascular, respiratory, renal and muscle physiology. Prerequisites: BIOL 121, BIOL 220, CHEM 220.

BIOL 373 [4 CR]

MOLECULAR BIOLOGY

A course involving an in-depth study of the organization and function of genes in prokaryotes and eukaryotes. The main themes of molecular genetics are emphasized. Topics discussed include DNA structure, organization, replication, transcription and control of gene expression. In addition to the text, readings from current literature are also assigned. Prerequisite: grade of "C" or better in BIOL 244. Spring semester.

BIOL 375 [4 CR]

THE BIOLOGY OF THE CANCER CELL

This course will present the basic cell and molecular biology of cancer cells. The roles of signal transduction pathways, chemical carcinogens, oncogenes and viruses in carcinogenesis will be discussed. The processes of apoptosis, angiogenesis and metastasis will also be covered. Strategies and mechanisms of cancer treatment will be introduced. The laboratory component of the course will involve the maintenance and use of cancer cell lines in guided laboratory exercises and an independent research project. Laboratory work will require some student availability outside of regularly scheduled laboratory time. Prerequisite: grade of "C" or better in BIOL 244.

BIOL 385 [4 CR]

ENDOCRINOLOGY

A lecture and laboratory course on hormones, the mechanisms by which hormones control cellular function, and the interactions among the endocrine and other body systems, especially the digestive and reproductive systems. Prerequisite: BIOL 372. Fall semester.

BIOL 386 [4 CR]

NEUROSCIENCE

A lecture, laboratory and discussion course on the scientific study of the nervous system. Topics covered include a history of the field, nerve, and glial cell physiology, the evolution of neurotransmission, learning, and memory especially relating to sensitive periods, sexual differentiation of the nervous system, and nervous system disorders. Laboratory exercises will focus on histological techniques, immunohistochemical localization of components of neuroendocrine systems, neuroanatomy and gene expression patterns in rodents, and stereotaxic surgery. Current articles from the primary literature as well as those seminal to the field of neuroscience will be discussed. Prerequisites: BIOL 120 and BIOL 121. BIOL 372 preferred. J-term.

BIOL 388 [4 CR]

MAMMALOLOGY

A study of mammals with emphasis on principles of mammalian ecology, conservation and biodiversity. Topics include characteristics of mammals, classification, natural history, ecology, biodiversity, conservation and techniques in field study. Special emphasis will be given to mammals residing in Northeastern Wisconsin. Prerequisite: BIOL 121.

BIOL 390 [4 CR]
ICHTHYOLOGY

A lecture and laboratory course on the classification, morphology, physiology and ecology of fish. Laboratory activities include individual student projects and the collection and identification of Wisconsin fish. Prerequisite: BIOL 121. Every third year or by special arrangement.

BIOL 428 [4 CR]
ADVANCED ECOLOGY

A course involving an original student laboratory and/or field investigation of an ecological or related problem, under faculty supervision, culminating in a final research thesis. Prerequisites: BIOL 228 and instructor's consent.

BIOL 430 [4 CR]
PALEOBIOLOGY

A lecture and laboratory course exploring the evolutionary history of invertebrates and vertebrates by studying fossils and geology. Prerequisite: BIOL 121 or GEOL 105. Alternate years.

BIOL 460 [4 CR]
BIOLOGY SEMINAR

An in-depth study of biologically oriented topics in an area not usually covered by scheduled courses. Emphasis will be on current literature with student independent study and presentations. Prerequisites: BIOL 244 and instructor's consent.

BIOL 489 [4 CR]
SPECIAL TOPICS

A course designed for group study of subject matter of special interest. The organization, methodology, and objective of the course will be determined by the instructor and may include a laboratory experience. Prerequisite: junior and senior biology majors or instructor's consent.

BIOL 490 [4 CR]
INDEPENDENT STUDY

A course that allows students to pursue an area of study on an individual basis with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior and senior biology majors, instructor's consent, and approval of the associate dean of natural sciences.

BIOL 492 [4 CR]
DIRECTED RESEARCH

A course that allows a student to conduct research under the direction of a faculty member, usually as a

continuation of BIOL 490. Prerequisites: junior standing, instructor's consent and approval of the associate dean of natural sciences.

BIOL 496 [4 CR]
RESEARCH AND THESIS

Original student laboratory and/or field research of a biological problem under faculty supervision, culminating in a bachelor's thesis when approved. The student interested in research will seek a staff member willing to direct the work. The student will submit to his or her prospective research director a written proposal of the project. The staff member then forms a committee which he or she will chair with two other faculty members to consider the student's research proposal and the merit of research accomplished, to approve the preparation of a thesis, and to recommend acceptance of the thesis to the discipline (or division when inter-disciplinary).

Approval of the student research proposal should be received no later than the end of the student's junior year. The student will present his or her work in a public forum at a time set by his or her committee. Prerequisites: biology major and instructor's consent.

BUSINESS ADMINISTRATION [BUAD]

FOR DESCRIPTIONS OF ACCT COURSES, SEE SECTION ON ACCOUNTING

BUAD 142 [4 CR]
COMPUTER APPLICATIONS IN BUSINESS

This course focuses on the use of information technology in business. Specifically, this course will help students understand basic information technology terminology and concepts; demonstrate competency in using the computer and business application software; apply knowledge and understanding of information technology to solve real world business problems; analyze and use the information provided by information technology; evaluate the use of emerging information technology in shaping new processes, strategies and business models, and critique the ethical implications of information technology. Prerequisite: MATH 102 or placement beyond MATH 102.

BUAD 210 [2 CR]
BUSINESS ETHICS

This course examines the role and purpose of ethics in business. Students are exposed to methods and frameworks for moral reasoning and for resolving ethical dilemmas. Students will also learn about the

concept of corporate social responsibility and explore its relevance to ethical business activities and obligations. Prerequisite: sophomore standing.

BUAD 231 [2 CR]

INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

Organizational behavior is a field of study that investigates the impact that individuals, groups and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. Topics include motivation of individuals and groups, group dynamics, leadership and influence processes, the exercise of social power and authority in groups, formal and informal organization, and the social and ethical context of decision-making processes. Prerequisite: sophomore standing.

BUAD 232 [2 CR]

INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

This course provides a basic examination of the human resource function. Participants will examine topic areas including human resource planning, employment law, staffing, training and development, performance management, total rewards and compensation, and employee relations. The course includes readings, lectures, class discussions and application activities. Prerequisite: sophomore standing.

BUAD 233 [2 CR]

INTRODUCTION TO OPERATIONS AND SUPPLY CHAIN MANAGEMENT

This course introduces students to the effective management of resources and activities that produce or deliver goods and services in manufacturing and service organizations. This includes the effective management of people, materials, equipment, and processes that businesses need to design, produce, and deliver goods and services. Prerequisite: sophomore standing.

BUAD 256

PERSONAL FINANCE

Introduction to the basic financial and economic decisions made by nearly all individuals and families over the course of a lifetime. Includes some basic keys to investing wisely, purchasing a home, buying the appropriate amount of insurance, obtaining credit, managing your payment account and planning for future financial security. Although open to students majoring in business, this course may not be counted as an advanced requirement in the business administration major. Prerequisites: MATH 115 and sophomore standing. Infrequently offered.

BUAD 262 [4 CR]

INTRODUCTION TO INTERNATIONAL BUSINESS

The course will introduce students to the international business environment, including the political, social, economic and cultural dimensions of foreign countries. Students are also expected to participate in the operation of Discoveries International, a not-for-profit corporation on campus managed by students. Prerequisite: sophomore standing, IBLAS or Business major. Fall semester.

BUAD 270 [4 CR]

MARKETING CONCEPTS AND ISSUES

Introduction to marketing as an essential business function. Covers the role of marketing in companies, the marketing mix and its management, and selected platforms such as marketing internationally and on the Internet. Emphasizes responsible decision-making within regard to various constituents. Prerequisite: sophomore standing.

BUAD 284 [4 CR]

STATISTICS FOR BUSINESS AND ECONOMICS

Introduction to the basic statistical concepts and techniques used to analyze data in business and economics. Covers descriptive and inferential statistics, probability and probability distributions, sampling and estimation, hypothesis testing, regression and correlation analysis, and other selected topics. Includes statistical software applications. Prerequisite: MATH 124 or MATH 128 or MATH 131.

BUAD 333 [4 CR]

OPERATIONS MANAGEMENT

This course is a survey of relevant quantitative techniques and decision-support systems for use in managerial systems, all within the context of a total quality management and a supply chain operations context. Topics include broad-based descriptions of models and quantitative techniques, and actual applications and manipulations of various quantitative models through computer applications. Specific models such as forecasting, logistics and materials management, facility design and location, project management and control, resource allocation, waiting line, statistical process control and work measurement, simulation and design are presented. Prerequisites: BUAD 233, BUAD 284. Alternate years.

BUAD 334 [4 CR]

SUPPLY CHAIN MANAGEMENT

This course deals with the effective management of resources and activities that produce or deliver goods

and services in manufacturing and service organizations. This includes the effective management of people, materials, equipment, and processes that businesses need to design, produce, and deliver goods and services. Prerequisite: BUAD 233.

BUAD 336 [4 CR]

INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

This course focuses on the individual as the unit of analysis. Introduces the basic psychological issues of motivation, testing and the measurement of human potential and performance. Considers the personnel functions of human resource planning, job description and specification, recruitment, selection, Equal Employment Opportunity, orientation and training, occupational health and safety, wage and salary compensation, fringe benefits, performance review and appraisal, discipline, and separation. It studies the history and background of the labor movement, union organizational activities, and contract negotiation and administration.

Prerequisites: BUAD 231, BUAD 232, BUAD 284. Fall semester.

BUAD 337 [4 CR]

BEHAVIOR IN ORGANIZATIONS

This behavioral course focuses on the micro-level of group behavior as a management concern. Topics include motivation of individuals and groups, group dynamics, leadership and influence processes, the exercise of social power and authority in groups, formal and informal organization, and the social and ethical context of decision-making processes. Elements of behavioral theory and research are presented. Prerequisite: BUAD 231, BUAD 232.

BUAD 338 [4 CR]

ORGANIZATIONAL THEORY AND PRACTICE

This course focuses on the macro-level of organization as a concern of management and elaborates upon the principles of management and the administrative approach to management. Topics include organizational goals, boundaries, size and structure, and the environmental factors and technological considerations that affect organizations. Bureaucratic, environmental and technological theories of organization; classical line, staff, functional and matrix organizational designs; and contemporary organic concepts are presented. Students learn to analyze the design of organizations and to assess the impact of such designs on the performance of the organizations. Prerequisite: BUAD 231 or instructor's consent.

BUAD / CSCI 345 [4 CR]

BUSINESS APPLICATIONS USING SYSTEMS ANALYSIS AND DESIGN

This course is designed to provide students with an understanding of systems analysis and design in business applications. The students completing this course should be able to identify and analyze business problems and create solutions using systems analysis and design techniques, evaluate and choose appropriate software tools, and create design documents that can be used to implement the system. Students will also learn about user interface design, database design, systems architecture and implementation, systems operation, support, and security. Prerequisite: BUAD 142, or computer science major. Alternate years.

BUAD 350 [4 CR]

CORPORATE FINANCE

As an introductory course in finance, this course acquaints students with the fundamental tools and concepts used in financial decision-making and financial management. In addition to an overview of the financial system, this course covers discounted cash flow analysis, financial ratio analysis, security valuation, risk and return, financial forecasting, capital budgeting, capital structure and other selected topics including international dimensions of finance. Prerequisites: ACCT 205, ECON 102, BUAD 128 or MATH 321 or SSCI 224.

BUAD 351 [4 CR]

INVESTMENTS

This course acquaints students with various types of investments, why individuals invest, and how individuals invest. As such, the intent is to provide the fundamental concepts, theories and techniques of investing in financial assets including stocks, bonds, mutual funds and derivatives. The course also introduces students to the area of portfolio management. The global aspect of investing will also be discussed. This course provides the opportunity for students to experience hands-on investing through managing an online portfolio. Prerequisite: BUAD 350. Fall semester.

BUAD 352 [4 CR]

FINANCIAL INSTITUTIONS AND MARKETS

This course will provide a conceptual and practical overview of financial institutions and markets. Students will study the financial management of bank and non-bank financial institutions. Emphasis will be placed on studying the major trends and problems faced by these institutions, both on a national and an international level. Attention will also be given to

money and capital markets and to the role and determinants of interest rates. Prerequisite or co-requisite: BUAD 350.

Note: Students may not get credit for both BUAD 352 and ECON 390.

BUAD 355 [4 CR]

ADVANCED FINANCIAL MANAGEMENT

An in-depth analysis of the financial manager's decision-making role. Through use of the case method, students are faced with realistic problems that permit them to apply financial theory as well as utilize and enhance the problem-solving skills developed in previous courses. Student groups prepare written case reports and make case presentations. Prerequisite: BUAD 350.

BUAD 356 [4 CR]

RISK MANAGEMENT AND INSURANCE

The course begins with an exploration of the nature, sources, and measurement of risks. The course includes the evaluation of risks and the risk management process; both noninsurance and insurance solutions to the risk management problem are considered. Applications include risks faced by auto owners, homeowners, and individuals in terms of life and health risks. Finally, the course will cover the insurance industry. Students will learn about the various types of insurers, the functions of insurers, and the regulation of the insurance industry. Prerequisite: junior standing.

BUAD 371 [4 CR]

SALES MANAGEMENT

This course provides an integrated application of management and marketing principles to the corporate selling function. Concepts covered include demand forecasting, production planning, sales quota and territory assignments, consumer behavior, selling techniques, and sales force recruitment and supervision. Cases provide an integrative policy orientation to this course. Prerequisite: BUAD 270. Alternate years.

BUAD 372 [4 CR]

MARKETING RESEARCH

This course provides an introduction to marketing research as an essential marketing function. Covers the options and decisions to be made in finding problems, formulating research models, choosing research designs, collecting and evaluating data, and presenting results. The course consists of two integrated parts — learning about the institutions, tools and methods of marketing research and applying them to a practical research project.

Prerequisites: BUAD 270, BUAD 284, or SSCI 224 or MATH 321.

BUAD 374 [4 CR]

MARKETING PROMOTIONS

Introduction to promotions as an essential marketing function. Study of promotional tools such as advertising, sales promotion, and public relations in the context of both traditional and electronic platforms. Both the development of promotion strategies and their implementation through various media are covered. Prerequisites: BUAD 270, BUAD 284 or SSCI 224 or MATH 321.

BUAD 375 [4 CR]

CONSUMER BEHAVIOR

This course concentrates on the psychological and sociological aspects of the marketing function. Topics include motivation, learning and memory, socialization, attitude formation, and lifestyle expression. Prerequisite: BUAD 270, ECON 102.

BUAD 390 [4 CR]

BUSINESS LAW

Students will study basic principles of law as it relates to business. Topics include civil procedure, tort, contract, agency, employment, partnerships and corporations. Prerequisite: junior standing.

BUAD 436 [4 CR]

ADVANCED HUMAN RESOURCE MANAGEMENT

This course is about both the design and execution of human resource management. This course has two central themes: how to think systematically and strategically about aspects of managing the organization's human resources and what really needs to be done to implement these policies to achieve competitive advantage. It adopts the perspective of a general manager and addresses human resource topics including reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, Equal Employment Opportunity laws, workforce diversity, and union / management relationships from a strategic perspective. Prerequisite: BUAD 336. Alternate years.

BUAD 437 [4 CR]

COMPENSATION MANAGEMENT

The purpose of this course is to provide students with a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Students examine the context of compensation practice, the criteria used to compensate employees, compensation design issues,

employee benefits, and contemporary challenges that compensation professionals will face well into the 21st century. You will learn core compensation systems concepts and tools through lectures, assigned text readings, and other ancillary assignments. Prerequisite: BUAD 232, BUAD 284.

BUAD 438 [4 CR]
SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM) SEMINAR

The students enrolling in this course will attend the Society for Human Resource Management (SHRM) annual conference in June, plus additional information sessions before and after the conference. This course offers an exciting and spectacular learning and networking experience. Most conference issues that will be addressed will be globally related, including sexual harassment, compensation planning, disabilities, flexible workplaces, global education, and legal perspectives, along with numerous other topics directly related to the HR body of knowledge. Details about the conference can be found at: <http://annual.shrm.org/>. There are additional fees (conference registration, hotel, airfare, etc.) beyond course registration. Prerequisite: BUAD 232.

BUAD AND
BUAD 469 [TWO SEMESTERS]
IBLAS SENIOR SEMINAR 1 AND 2

These two capstone courses, required for all senior IBLAS majors, attempt to integrate the knowledge and skills derived from prerequisite courses in business, language, mathematics, political science and economics. The format includes lectures, oral presentations by students, visitors, panel discussions, field trips and visits to conferences, case analyses and hands-on responsibility for the student-run import retailing operation, Discoveries International. Prerequisite: senior IBLAS major, Global Business Concentration, or instructor's consent. BUAD 468 fall semester and BUAD 469 spring semester. Prerequisite for BUAD 469: BUAD 468.

BUAD 471 [4 CR]
MARKETING MANAGEMENT AND STRATEGY

This capstone course takes an analytical and a learning-by-doing approach to marketing with particular regard to strategic decisions. It deals with optimizing marketing management decisions by using quantitative tools. Among the issues covered are customer loyalty and relationship marketing, branding, product launch, pricing, promotion budgets, and customer-segment analysis. At the center of the course is the development of a hands-on semester project. Prerequisites: BUAD 270, BUAD 284.

BUAD 485 [4 CR]
STRATEGIC MANAGEMENT SEMINAR

An integrated approach to strategic decision-making is taken through the use of such activities such as case studies, simulations and role-playing. Emphasis is placed on synthesizing the knowledge and skills derived from Accounting, Economics, Finance, Marketing and Management courses. Prerequisites: ACCT 206 or 315, BUAD 210, BUAD 231, BUAD 232, BUAD 233, BUAD 270, BUAD 350 and senior standing.

BUAD 486 [4 CR]
SMALL BUSINESS VENTURES

This is a seminar course offered whenever a mutual interest in a more specialized topic in business administration exists for a member of the faculty and a sufficient number of students. Pre: BUAD 206 or 315, 270, 350, and senior standing. Infrequently offered.

BUAD 489 [4 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in Business Administration exists for a member of the faculty and a sufficient number of students.

BUAD 490 [2 OR 4 CR]
INDEPENDENT STUDY

Individual study of an approved topic in business under the direction of a Business faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading, tutorial discussion and written work are required. Prerequisite: instructor's consent and approval of the associate dean of social sciences.

BUAD 492
DIRECTED RESEARCH

Qualified students may perform business research projects under the supervision of a Business faculty member. Prerequisite: instructor's consent and approval of associate dean of social sciences.

BUAD 494
INTERNSHIP

Appropriate work experience with business firms or government agencies may be undertaken for course credit when directly related to the educational goals of the student. The work done or a description of the field experience is not sufficient for academic credit, there must also be evidence of reflective analysis and interpretation of the experience which relates it to the basic theory in related areas. Students must submit an

Internship Course Application to the course instructor to be approved for academic credit before registering for the course. Prerequisite: business or accounting major, instructor approval, junior or senior standing.

Note that the summer offering of this course is done online.

GRADUATE COURSES

BUAD 500 [2 CR]

FUNDAMENTALS OF ACCOUNTING AND FINANCE

This course is an introductory study of the accounting and finance theories used while making business decisions. It assumes no prior accounting or finance knowledge. The two major learning objectives for the course are that students learn how to use the basic financial statements to make business decisions, and how to evaluate various business decisions using relevant quantitative and qualitative managerial accounting information. At the discretion of the dean of the Schneider School, the successful completion of relevant prior coursework in accounting and finance coursework may be substituted for completion of this course.

BUAD 510 [1 CR]

INTRODUCTION TO BUSINESS LEADERSHIP

This course provides a gateway experience for students entering the program. Through readings and case study analyses, faculty will build a sense of team/community among enrolled students. The concept of “leadership as vocation” will be introduced. In addition, students will learn about special features and requirements of the SNC MBA, and will learn about general expectations for graduate work.

BUAD 511 [3 CR]

LEADERSHIP AND MANAGING ORGANIZATIONAL CHANGE

This course prepares innovative leaders to put fresh ideas to work and do so responsibly. It will examine the skills and tools required to be a transformational, charismatic leader. Students will explore how successful leaders influence groups, understand behavior, and lead people toward the achievement and realization of the organizational vision. (Taken early in the program.)

BUAD 512 [3 CR]

BUSINESS ETHICS AND VALUES-BASED LEADERSHIP

This course examines the roles played by values and ethics in the many decisions faced by business organizations. Students will examine how their values are determined and how they inform responsible behavior in organizations. Further, the

course will analyze the role of firms in promoting sustainability in the communities in which they operate. (Taken early in the program.)

BUAD 520 [1.5 CR]

MANAGING IN A DIVERSE WORKPLACE

As organizations become increasingly diverse, managers must develop skills and sensitivities for leading effectively in such an environment. This course explores various forms of diversity in the workplace, including gender, race, generation, and cultural background. The focus is on acquiring the knowledge and skills to embrace and creatively engage this diversity to enhance both individual and organizational outcomes.

BUAD 521 [1.5 CR]

BUSINESS ANALYTICS

This course provides an introduction to the many ways in which data, statistical and quantitative analysis, and predictive modeling can be used to drive decisions in organizations. The development and use of data warehouses will be discussed along with the use of dashboards and scorecards for performance assessment.

BUAD 522 [3 CR]

ECONOMICS FOR MANAGERS

This course is primarily focused on applied microeconomics for business decision-making, covering topics such as market analysis and price determination, cost determination, and demand analysis. The course will also provide students with an introduction to the macroeconomic variables that managers should understand in order to assess changes in the business environment.

BUAD 523 [3 CR]

STRATEGIC MARKETING

This course takes a strategic and analytical approach to the study of consumers, products and markets. Attention focuses on the recognition of opportunities, the development of marketing strategies, and the design of an effective marketing mix both for consumer and business markets. Work with simulations makes participants aware of the financial impact of marketing strategies.

BUAD 524 [3 CR]

FINANCIAL MANAGEMENT

This courses focuses on the major financial decisions faced by organizations as they look to enhance firm value. Students will develop various tools of financial analysis and apply them to the major decision areas such as the investment decision (capital budgeting), the financing decision (capital structure) and working capital management.

BUAD 525 [3 CR]
MANAGING PEOPLE, TEAMS AND PROJECTS

This course examines the design and implementation of management practices for aligning human resource practices and the strategic intent of the organization. Similarly, the challenge of managing groups and teams will be addressed. In addition, project-management fundamentals and principles from the standpoint of the manager who must organize, plan, implement and control non-routine activities to achieve schedule, budget and performance objectives will be explored.

BUAD 526 [3 CR]
MANAGING OPERATIONS, SYSTEMS AND PROCESSES

This course focuses on how to use operations and systems to gain strategic advantage. Transforming inputs into outputs and using information to improve that transformation are the keys to the success of firms – from manufacturers managing their supply chain to service providers.

BUAD 527 [3 CR]
GLOBAL STRATEGY AND VENTURING

Managers make significant strategic decisions as part of their jobs as they seek to grow a business. Such decisions may include developing and introducing a new product or process, acquiring another firm, responding to a competitor or to a crisis, forming a strategic alliance, or entering a new market. These decisions are complex and must take all business functions (finance, marketing, human resource management, operations) into consideration.

C

CHEMISTRY [CHEM]

CHEM 100 [4 CR, CORE: PN]
APPLICATIONS OF CHEMISTRY

This course is primarily designed as a terminal course for non-science majors but is open to all students. Many of the traditional chemical theories will be presented but always in association with a topic of everyday interest. The selection and sequence of topics will vary with the instructor and times. Labs illustrating applications will be carried out where appropriate. A student who has received credit for CHEM 105 or CHEM 107 may not take CHEM 100 for credit without the registrar's consent.

CHEM 105 [4 CR, CORE: PN]
GENERAL CHEMISTRY 1

This course outlines the basic principles, laws and definitions of chemistry. Students will also learn atomic theory and basic reaction chemistry. Gas laws and enthalpy are also introduced. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. Course consists of both weekly lectures and scheduled laboratory. Prerequisite: One year of high school chemistry. Student must test into a math class higher than MATH 102 to enroll. Fall semester.

CHEM 107 [4 CR]
GENERAL CHEMISTRY 2

This course is a continuation of the topics presented in CHEM 105. Emphasis will be on the study of ions in solutions and chemical equilibria. Both chemical kinetics and thermodynamics will be covered. Course consists of weekly lectures and scheduled laboratory. Prerequisite: CHEM 105 or instructor's consent. Spring semester.

CHEM 211 [4 CR]
QUANTITATIVE ANALYSIS

An introductory course in the principles of quantitative techniques and calculations. Topics include statistics, acid-base chemistry, as well as acid-base, complexation and EDTA titrations. The weekly laboratory experiments are selected to provide experience in the analytical methods described in the lecture. Prerequisite: CHEM 107. Fall semester.

CHEM 220 [4 CR]
ORGANIC CHEMISTRY

The purpose of this course is to introduce students to the basic language of organic chemistry. Selected topics include organic nomenclature, orbital hybridization, stereochemistry, and the chemistry of alkanes, alkenes, alkynes and a few common instrumental methods (NMR, IR and GC-MS). Success in this course will depend on students' abilities to engage in a process that requires applying basic principles to the analysis of complex problems. Four lectures, one lab per week. Prerequisite: CHEM 107. Fall semester.

CHEM 222 [4 CR]
ORGANIC CHEMISTRY: INTERMEDIATE

This course is intended for, but not limited to, students who are completing majors outside of Chemistry (e.g. Biology, Environmental Science or Natural Science). Selected topics include redox chemistry, carbonyl chemistry, aromatics,

cycloadditions and the applications of instrumental methods (NMR, IR, GC-MS). In addition, select topics in bioorganic chemistry will be covered that serve to illustrate the application of mechanistic organic chemistry to the solution of problems of biochemical or medicinal interest. The lab component of the course will serve to reinforce topics discussed during the lectures. Prerequisite: CHEM 220.

CHEM 232 [4 CR]

ORGANIC CHEMISTRY: RESEARCH EMPHASIS

This course is intended for, but not limited to, students who are completing a major in Chemistry, including those pursuing the Biochemistry concentration in the major. Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and a few common instrumental methods (NMR, IR, GC-MS). The course will have an expanded, project-based laboratory. Prerequisite: grade of "C" or better in CHEM 220.

CHEM 302 [4 CR]

ENVIRONMENTAL CHEMISTRY

This course uses the principles of chemistry to understand natural systems and assess human impact on these systems. Lecture topics will include atmospheric chemistry, the chemistry of natural aqueous systems, data collection and interpretation, and the chemistry of pollutants such as anthropogenic organic compounds and heavy metals. The laboratory aspect of the course will focus on analytical techniques commonly used in environmental analysis. Prerequisite: CHEM 107.

CHEM 305 [4 CR]

INORGANIC CHEMISTRY

An in-depth study of properties, structures, bonding and reactions of inorganic compounds. Topics include molecular orbital theory, organometallics, coordination chemistry and catalysis. The weekly laboratory is designed to provide students with experience in inorganic synthesis and representative analytical methods of inorganic chemistry. Prerequisite: CHEM 312, CHEM 222 or CHEM 232.

CHEM 307 [4 CR]

BIOORGANIC CHEMISTRY

An advanced special topics course in organic chemistry with emphasis on the mechanistic aspects of biomolecular action and drug design. Topics of discussion include anti-tumor agents, antibiotics, cholesterol-regulating agents, coenzymes and catalytic antibodies. Prerequisite: CHEM 222 or CHEM 232. Summer session, alternate years.

CHEM 310 [4 CR]

ORGANIC CHEMISTRY: ADVANCED

A study of modern methods for the asymmetric synthesis of organic compounds with emphasis on reaction mechanisms. Prerequisite: grade of "C" or better in CHEM 222 or CHEM 232.

CHEM 312 [4 CR]

INSTRUMENTAL ANALYSIS

The objectives of this course are to provide a conceptual understanding of instruments and instrumental methods and to provide hands-on experience in the lab. Four major topics are covered: spectrophotometric methods including ultraviolet-visible, atomic absorption, inductively coupled plasma and fluorescence spectroscopy; chromatographic separations including high-performance liquid chromatography and gas chromatography; electroanalytical methods including potentiometry, amperometry, coulometry and voltammetry; and mass spectrometry. Prerequisite: grade of "C" or better in CHEM 211. Spring semester.

CHEM 330 [4 CR]

PHYSICAL CHEMISTRY 1

The first semester of a yearlong sequence utilizing the mathematical approach in the study of chemistry. Topics include the first, second and third laws of thermodynamics, the thermodynamics of ideal and real solutions, and an introduction to solution and gas phase kinetics. The laboratory experiments involve the application of these concepts to calorimetry, spectroscopy, electrochemistry, chemical kinetics and chemical equilibrium. Prerequisite: CHEM 211 and CHEM 222 or CHEM 232, MATH 132, PHYS 122 or (with instructor's consent) PHYS 112. Fall semester.

CHEM 332 [4 CR]

PHYSICAL CHEMISTRY 2

The second semester of the yearlong sequence introduces the concepts of quantum theory of atoms and molecules. The development of quantum mechanics is traced from the Bohr model of the atom to modern applications of computational chemistry. In the laboratory, students use computational chemistry and spectroscopy to illustrate the theoretical and mathematical concepts developed in the course. Prerequisite: CHEM 330. Spring semester.

CHEM 350 [4 CR]

BIOCHEMISTRY 1

The first half of the course covers the chemistry of carbohydrates, proteins, nucleic acids and lipids. Particular attention is given to enzyme kinetics and

other methods available to study protein structure and function. The second half of the course focuses on bioenergetics and metabolism. Glycolysis, gluconeogenesis, the pentose phosphate pathway, citric acid cycle and oxidative phosphorylation are covered in detail. Weekly experiments are selected to provide experience in modern biochemical lab techniques. Students must present a paper published in the primary literature to their peers. Prerequisite: grade of "C" or better in BIOL 244 (or instructor's consent) and "C" or better in CHEM 222 or 232.

CHEM 351 [4 CR]
BIOCHEMISTRY 2

This course is designed as a continuation of CHEM 350. Topics include metabolism of lipids, proteins and nucleic acids, integration and regulation of metabolism and photosynthesis. Students are expected to read and discuss current publications from the primary literature. In addition, students must write a review article on an approved topic of their choice and present their findings to the class. The laboratory component of this course focuses on recombinant protein technologies. Prerequisite: grade of "C" or better in CHEM 350.

CHEM 389 [4 CR]
SPECIAL TOPICS

Lecture, laboratory and/or literature studies at an advanced level. The intent is to provide students with the opportunity to increase their understanding of chemistry beyond the scope of the basic core courses. Representative topics include areas such as advanced biochemistry, organometallic chemistry, polymer chemistry and heterocyclic chemistry. Prerequisite: instructor's consent.

CHEM 490 [2 OR 4 CR]
INDEPENDENT STUDY

A course that allows students to pursue research on an individual basis under the direction of a faculty member in Chemistry. The specific topic of study is mutually agreed upon by the student and the faculty member directing the research. Prerequisite: instructor's consent and approval of the associate dean of natural sciences.

CHEM 492 [2 OR 4 CR]
DIRECTED RESEARCH

An independent study course involving laboratory experiences under the direction of a faculty member in Chemistry. A written report is due two weeks before the end of class. Students who wish to use a summer research experience performed at a site other than St. Norbert College as a substitute for CHEM 492 must have the discipline's approval prior to undertaking the activity. Prerequisite: instructor's consent.

CLASSICAL STUDIES [CLAS]

CLAS / LATN 101 [4 CR]
ELEMENTARY LATIN

An introduction to classical Latin with emphasis on the grammar, syntax and vocabulary necessary for reading Latin prose and poetry. The course also stresses the influence of Latin on English vocabulary. Fall semester.

CLAS / LATN 102 [4 CR, CORE: SL]
INTERMEDIATE LATIN

A continuation of CLAS 101, with extended reading passages in Latin prose and poetry. Prerequisite: CLAS 101. Spring semester.

CLAS / GREK 111 [4 CR]
ELEMENTARY GREEK 1

An introduction to Attic Greek with emphasis on the grammar, syntax and vocabulary necessary for reading Greek prose and poetry. Fall semester.

CLAS / GREK 112 [4 CR, CORE: SL]
ELEMENTARY GREEK 2

A continuation of CLAS 111, with extended reading passages in Greek prose and poetry. Prerequisite: CLAS 111. Spring semester.

CLAS / LATN 203 [4 CR, CORE: SL]
READINGS IN LATIN

After learning more about Latin grammar, students will translate a variety of texts that will bring them in touch with the rich humanity of thoughtful human beings who lived 2000 years ago; authors considered will include Catullus, Cicero, Horace and Pliny. Prerequisite: CLAS 102. Fall semester.

CLAS / LATN 204 [4 CR, CORE: SL]
ADVANCED READING IN LATIN

This course will continue to develop proficiency in Latin vocabulary and grammar through readings of Latin literature selected by the students. The course will assist students incorporating the Latin language and the skills developed in previous Latin courses into their daily lives and chosen career paths. Prerequisite: CLAS 203.

CLAS / PHIL 207 [4 CR]
GREEK PHILOSOPHY

A study of the ancient Greek thinkers who initiated Western philosophy. The course begins with the pre-Socratic philosophers and then focuses on Plato and Aristotle. Fall semester.

CLAS / PHIL 209 [4 CR]
HELLENISTIC PHILOSOPHY

The course introduces students to the three major schools of Hellenistic philosophy that dominated Greek thought after Aristotle (Skepticism, Stoicism and Epicureanism) and their respective attempts to refine or reject the classical conception of the good life. Students explore principally the ethical implications of the Hellenistic movement, though certain issues in metaphysics and epistemology are covered as well.

CLAS / GREK 213 [4 CR, CORE: SL]
INTERMEDIATE GREEK

Continued study of grammar, syntax and vocabulary of Greek prose and poetry. Readings may include selections from Herodotus, Thucydides, Plato or early Christian texts. Prerequisite: CLAS 112. Fall semester.

CLAS / PHIL / POLI 314 [4 CR]
CLASSICAL AND MEDIEVAL POLITICAL THOUGHT

An examination of the political theories of major ancient and medieval thinkers, with primary emphasis on the writings of Plato, Aristotle, Augustine and Aquinas. Students will investigate issues such as the origin, nature, and purpose of political societies, the types of political constitutions, the concepts of rulership and authority, the meaning of citizenship, and the relation of the individual to society. Fall semester, alternate years.

CLAS / WOLT 325 [4 CR, ADV CORE: WT]
CLASSICAL MYTHOLOGY

This course will study both Greek and Roman mythology in their literary and cultural contexts. The course will consider the meanings, purposes and universality of various myths, such as the stories of Prometheus, Orpheus, Oedipus and Aeneas. It may also include comparative elements, touching, for example, Norse, Celtic and American Indian myths.

CLAS / HIST 326 [4 CR]
THE HISTORY OF ANCIENT GREECE

This course explores ancient Greek civilization from its dawn in the second millennium B.C. to its absorption by the Roman Empire in the third century B.C. Key themes will include: tyranny and democracy; innovations in philosophy and science; competition through warfare and athletics; mythology, poetry and history; and new standards in art and architecture. This course seeks to illustrate how different our world would be without the vibrant and creative culture of ancient Greece. Fall semester, alternate years.

CLAS / THRS 327 [4 CR, ADV CORE: CI]
ANCIENT WISDOM AND THE MODERN SEARCH FOR MEANING

What is the good life? What can a person truly know? Is there justice in the world? These are some of the fundamental, universal questions of the human condition. This course will raise these questions and look at how the biblical wisdom literature answers them along with similar writings from elsewhere in the ancient world as well as modern literature and film. As a result of this analysis, students will have the opportunity to construct a coherent and viable structure of meaning for their own life journeys.

CLAS / HIST 328 [4 CR]
THE HISTORY OF ANCIENT ROME

This course is an exploration of Roman civilization from its origin in a tiny Italian village in the eighth century B.C. to the decline of its vast empire in the fifth century A.D. Key themes include political, administrative and legal achievements; conquest, imperialism and multiculturalism; the shift from republic to empire; daily life in town and country; the impact of Christianity; architecture and urbanism. This course is designed to provide students with a firm grounding in the Roman experience and a keen awareness of what we today owe the Romans of the distant past. Spring semester, alternate years.

CLAS / PHIL 334 [4 CR, ADV CORE: EI]
TRAGEDY AND PHILOSOPHY

A study of tragedy as a dramatic and literary form, and the different Western philosophical theories of tragedy inspired by that art form. One half of the course concentrates on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato, Aristotle) and modern. The second half examines both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Spring semester, alternate years.

CLAS 335 [4 CR, ADV CORE: BB]
A BRIEF HISTORY OF BODY PARTS

The course traces the impact of ancient medical thought on modern medical theory and practice, studying how concepts foundational to modern medicine got their start in the classical world. Such concepts include not only certain anatomical structures and physiological functions, but the very idea of anatomy itself — literally a “dividing up” of the body into parts — as the basis for a naturalistic understanding of health and disease and ultimately for the therapeutic approaches characteristic of Western medicine.

CLAS 490
INDEPENDENT STUDY [2 OR 4 CR]

This course allows a student and instructor to read a major classical author or text of particular interest. Prerequisite: instructor's consent and approval of the associate dean of humanities.

COMMUNICATION AND MEDIA STUDIES [COME]

COME 122 [4 CR]
PRINCIPLES OF INTERPERSONAL COMMUNICATION

Develops basic principles, characteristics, types and summary propositions of personal communication. Examines the relationships between concepts such as language, perceptions, self-concept, listening and values in their bearing upon personal communication.

COME 124 [4 CR]
PRINCIPLES OF MASS COMMUNICATION

Development and application of basic communication principles in mass media. Examination of a variety of media — print, film, electronic.

COME 222 [4 CR]
SMALL GROUP COMMUNICATION

Develops basic communication concepts with application to small group decision-making. Explores role behavior and leadership, problem solving, conformity and deviance, individual and group behavior, risk, size and other variables that influence small group communication. Prerequisite: COME 122. Spring semester.

COME 252 [4 CR]
WRITING FOR MEDIA

An intensive writing course designed to introduce print and broadcast, and web writing styles and conventions. Covers style rules, editing, lead writing, libel law, story construction, interviewing, rewriting and other topics. Prerequisite: COME 124.

COME 322 [4 CR]
BUSINESS AND PROFESSIONAL SPEAKING

Study and practice in three areas of communication that most business and professional people encounter within organizations: speaking to groups - the theory and practice of clearly presenting information and ideas; speaking one-on-one – the theory and practice of interviewing, job selection, application, and professional relationship building; and leadership

abilities – the theory and practice of effective leadership practices. Prerequisite: junior or senior standing.

COME 323 [4 CR]
NONVERBAL COMMUNICATION

An examination of theory and research in several non-linguistic codes and the effects on human communication behavior. Topic areas covered include touch, movement, space, vocal characteristics and appearance. Prerequisite: COME 122.

COME 324 [4 CR]
PERSUASION

Examines theoretical and practical applications of persuasive communication. Students are exposed to traditional theories of persuasion and to current trends in empirical persuasion research. Students construct and deliver persuasive messages in group and individual settings. Prerequisite: COME 122. Fall semester.

COME 327 [4 CR]
HEALTH COMMUNICATION

Examines effects of a wide range of factors that influence interactions and behaviors of individuals and organizations in the context of communicating health. Those primary factors are individual traits, race and gender, affects and emotions, empowerment, efficacy, social support, technology, crisis, and culture. The interdisciplinary approach of the course covers various theories in interpersonal, intercultural and mass communication.

COME 328 [4 CR]
FAMILY COMMUNICATION

This course examines the ever-changing nature of families and the role communication plays in creating and maintaining family relationships. Topics will be developed through critical examination and application of social scientific research and theory. Specific issues explored include family member roles, family types, and current issues (e.g., secrets, conflict, divorce) that impact families.

COME / POLI 329 [4 CR, ADV CORE: WT]
POLITICAL COMMUNICATION

This course uses rhetorical theory and criticism, as well as empirical evidence concerning the content and effects of political messages, to aid citizens in becoming better consumers and critics of political communication. Political speeches, political advertisements, political debates, and political media will be explored in the context of both primary and general election campaigns. Fall semester.

COME 330 [4 CR, ADV CORE: DD]
INTERCULTURAL COMMUNICATION

This course focuses on the concepts necessary to understand people from other cultures, their patterns of communication and our interactions with them. Cultural, sociocultural and psycho-cultural influences on the communication process are studied. Fall semester.

COME 352 [4 CR, ADV CORE: IS]
MEDIA EFFECTS

This course will examine theories and social scientific research regarding media effects. A variety of topics will be covered – such as effects of media violence, effects of sexual content, emotional reactions to media, effects of stereotypes in media, effects of media on children.

COME 364 [4 CR]
MEDIA LAW AND REGULATION

Consideration of federal regulations and regulatory practices. Current issues in changing policies. Some Supreme Court decisions and their effects on the media. Fall semester.

COME 383 [4 CR]
MEDIA ETHICS

Those who work in media face growing ethical dilemmas and this course will explore them and their possible solutions while providing an appreciation for the complexities of media structures and purposes. Spring semester.

COME 384 [4 CR]
COMMUNICATION TECHNOLOGY AND SOCIAL CHANGE

We are in an information age where phrases such as “information superhighway,” “internet” and “cyberspace” have become common. What do these phrases mean? What effect do they have on us? How can we make better use of them? This course will explore these new technologies as well as the evolution of older technologies such as television and cable and their impact on our lives. Spring semester.

COME 389
SPECIAL TOPICS

This course concentrates on a topic pertaining to the current needs and interests of faculty and students. The topics covered will vary from semester to semester and will be announced in the timetable of courses whenever the course is offered.

COME 426 [4 CR]
ORGANIZATIONAL COMMUNICATION

A study of organizational communication theory and research. Traces development of current

organizational communication perspectives, examines potential constraints and barriers to effective communication in organizations, and studies communication processes both within and between organizational components. Prerequisites: COME 122 and senior standing. Fall semester.

COME 427 [4 CR]
COMMUNICATION THEORY

Examines the various ways of approaching the study of communication processes. Focuses on the historical development of theoretical perspectives with emphasis on significant research trends that influence the understanding of communication. Prerequisites: COME 122 and senior standing. Spring semester.

COME 467 [4 CR]
TELEVISION CRITICISM

Applies classical critical approaches to the study of television content. In addition to approaches such as genre studies, content analysis and historical analysis, the course considers economic and cultural factors that affect content. The ultimate goal of the course is to gain a broader understanding of why the media gives us what they give us. Prerequisites: COME 124 and senior standing. Spring semester.

COME 468 [4 CR]
MASS COMMUNICATION THEORY

Examines the various ways of understanding media’s impact on society. Focuses on the historical development of theoretical perspectives with emphasis on the major theories and research trends that influence the understanding of mass communication. Prerequisites: COME 124 and senior standing. Fall semester.

COME 490
INDEPENDENT STUDY

A course allowing students and faculty to explore topics of special interest together. Prerequisites: instructor’s consent and approval by the associate dean of humanities.

COME 494
INTERNSHIP

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience with state-of-the-art equipment and practices. Junior/senior standing. Does not fulfill a 400 level requirement for the major.

COMPUTER SCIENCE [CSCI]

CSCI 110 [4 CR, CORE: QR]

INTRODUCTION TO COMPUTER PROGRAMMING

A lecture and laboratory course which provides an introduction to structured and object-oriented programming using the language C++. Topics include the role of a stored program, problem definition, algorithm design, coding and testing, and documentation as well as functions, parameters, control structures, arrays, structs, file streams and the use of standard objects. Applications are taught through classroom examples, laboratory exercises and programming assignments. Structured programming and top-down design are emphasized throughout the course. Weekly laboratory sessions reinforce programming techniques and the process of program design. Co-requisite or prerequisite: MATH 115.

CSCI 150 [4 CR, CORE: QR]

APPLICATIONS OF DISCRETE STRUCTURES

Discrete structures are sets of distinct or unconnected elements. These structures are useful when solving problems that require counting objects, exploring the relationship between finite sets, and analyzing an algorithm (a finite sequence of steps) for its effectiveness and efficiency. Discrete structures can be used to answer questions in a variety of disciplines. In this course students learn techniques for solving problems and defending their solutions while improving their ability to think logically, algorithmically, and quantitatively. Weekly laboratory sessions provide opportunities for students to analyze problems and experiment with their solutions. This is not a programming course. Prerequisite: Completion of or placement above MATH 115. Spring semester.

CSCI 205 [4 CR]

SOFTWARE ENGINEERING AND ELEMENTARY DATA STRUCTURES

A continuation of CSCI 110, this lecture and laboratory course introduces elementary data structures and advanced programming concepts needed to solve more challenging problems. Software engineering principles and object-oriented concepts are studied and applied to various types of problems. Object-oriented topics include class inheritance, encapsulation, polymorphism, error handling and error recovery. Additional topics include dynamic memory, pointers, linked lists, stacks, recursion, activation records and binary files. Special focus is given to software engineering principles including

abstraction, modularity, generality, portability, robustness, and internal and external documentation. Laboratory sessions reinforce concepts presented in lecture sessions, introduce methods of experimentation and present new concepts. Prerequisite: CSCI 110.

CSCI 220 [4 CR]

ADVANCED DATA AND FILE STRUCTURES

A continuation of CSCI 205, this lecture and laboratory course focuses on advanced data structures and the analysis of their performance. After reviewing pointers, linked lists, stacks and recursion, the following topics and their associated algorithms are studied in detail: multi-linked lists, simulating recursion, queues, trees and graphs. Advanced sorting and searching algorithms are also analyzed. Some file structures such as B-trees and hash files are studied. Labs and assignments are used for experimentation, to present new algorithms and concepts, to analyze and compare algorithms, and to reinforce lecture material. Students apply their knowledge to new problems, developing solutions by extending or enhancing various algorithms. Prerequisites: CSCI 205 and either CSCI 150 or MATH 250. Spring semester.

CSCI 225 [4 CR]

MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE

This lecture and laboratory course provides an introduction to the internal operations of digital computers. Topics include computer architecture, memory control, processing, I/O devices, machine language, microcode, instruction types and format, fetch-execute cycle, timing, I/O operations, interrupt handling, data representation, basic computer arithmetic, addressing modes and assembly language programming. Weekly laboratories will extend concepts discussed in lectures and focus on using the computer as an experimental tool. Working in teams, students will research a topic in computing, design a web site describing their findings and formally present their results. Prerequisite: CSCI 205. Fall semester.

CSCI 289 [2 OR 4 CR]

SPECIAL TOPICS

This is a course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. This course can be used to incorporate new material, new technologies, and new methodologies to be introduced into the curriculum. instructor's consent required.

CSCI 310 [4 CR, ADV CORE: IS]
COMPUTING IN A GLOBAL SOCIETY

Computing has brought the people of the world closer together but has also divided us in significant ways. This course will examine the development of the global computing society, compare its impact and influence on developed and developing countries, and discuss the responsibilities of those who dominate it. This course will address the effects that computing has on the global society and its individuals rather than the technical content of computing. Hands-on experiences will be used to illustrate the disparity of computing resources among societies, the immediate and global impact of computing on the global society, and differences in how societies control access to computing resources.

CSCI 321 [4 CR]
ANALYSIS OF ALGORITHMS

This is a lecture and laboratory course that studies effectiveness, efficiency and clarity considerations in algorithm design and implementation. Both sequential and parallel algorithms are included. General techniques such as divide and conquer, greedy methods, dynamic programming, backtracking, searching and various traversals will be studied. Methodologies for analyzing algorithm efficiency are reviewed, providing the basis for studying computational complexity, and the classification of problems as being in classes P, NP and NP-complete according to their inherent difficulty. Students will distinguish tractable problems (problems with efficient solutions) from intractable problems (problems whose known solutions are impractical regardless of how powerful the computer becomes). Prerequisite: CSCI 220. Alternate years.

CSCI 322 [4 CR]
PROGRAMMING LANGUAGES

A programming language is a tool for instructing computers and computerized equipment, a means for programmers to communicate with each other, a method for expressing high-level design, a notation for algorithms, and a tool for experimentation. Students obtain an understanding of these essentials of programming languages, such as syntax, semantics, run-time structure, and data and procedural abstraction. Students study the underlying structures of programming languages along with necessary tools for critical evaluation of existing and future programming languages, concepts, and paradigms. Principles that distinguish languages and paradigms are stressed. Familiar and unfamiliar programming paradigms are covered in lectures and laboratories. Prerequisites: CSCI 220 and CSCI 225. Fall semester.

CSCI 323 [4 CR]
THEORY OF COMPUTATION

This is a lecture and laboratory course that formalizes a definition of a computation model, and then uses it to study the fundamental question, "What can and cannot be computed?" Students study deterministic and non-deterministic computational models such as finite automata, push-down automata and Turing machines, as well as regular expressions and grammars. Types of problems that can and cannot be solved by each of these models of computation are identified. The Church/Turing thesis, which attempts to describe what is and is not solvable by our current model of computation, is also studied. Prerequisite: CSCI 220. Alternate years.

CSCI 330 [4 CR]
DATABASE TECHNIQUES AND MODELING

This is a lecture and laboratory course that introduces fundamental concepts of database modeling, database design and the languages and facilities provided by database management systems. It investigates data structuring implementation techniques appropriate for databases. Entity/relationship diagrams are used for modeling. A three-layered view of database architecture is studied. The relational database model is stressed but other models are also discussed. Students work within a team environment to model and design a solution to a substantial database problem. Teams implement their solution using a robust user-interface that communicates with a database management system. Prerequisite: CSCI 205. Alternate years.

CSCI 340 [4 CR]
ARTIFICIAL INTELLIGENCE

The study of artificial intelligence involves the exploration of the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language and computer vision. Students will implement real-time systems that use feedback loops and the techniques mentioned above to modify the behavior of the system. Prerequisites: CSCI 220 and CSCI 225.

CSCI / BUAD 345 [4 CR]
BUSINESS APPLICATIONS USING SYSTEMS ANALYSIS AND DESIGN

This course is designed to provide students with an understanding of systems analysis and design in

business applications. Students completing this course should be able to identify and analyze business problems and create solutions using systems analysis and design techniques, evaluate and choose appropriate software tools, and create design documents that can be used to implement a system. Students will also learn about user interface design, database design, systems architecture and implementation, systems operation, support, and security. A combination of lectures, assignments, group projects and case studies using systems analysis and design principles will be used. Prerequisite: BUAD 142 or computer science major. Alternate years.

CSCI 350 [4 CR]

EVENT PROGRAMMING WITHIN A WINDOWING ENVIRONMENT

This is a lecture and laboratory course in event programming using a Windows-type environment. Focus is on the design and implementation of Windowing programs using an object-oriented language and other object-oriented development tools. Windowing class libraries are studied in detail and are used to implement common windowing features. Students will design and implement a substantial event-driven program using a variety of Windowing techniques and features. Prerequisite: CSCI 205. Alternate years.

CSCI 370 [4 CR]

INTRODUCTION TO OPERATING SYSTEMS

This is a lecture and laboratory course that investigates the algorithms, principles, design and implementation of modern operating systems. Major topics include history and evolution, tasking and processes, process coordination and synchronization, physical and virtual memory organization, I/O systems and device drivers, and security and protection. Laboratories concentrate on the practical considerations of operating systems including UNIX and Windows and case studies. Laboratory sessions focus on experiments that complement and enhance lecture topics. Closed labs will also be used to develop skills in system tools and utilities. Prerequisites: CSCI 220 and CSCI 225. Spring semester.

CSCI 373 [4 CR]

COMMUNICATIONS / NETWORKS

This is a lecture and laboratory course that explores networking from the ground up. This course is built around the study of the various components of the theoretical OSI networking model from beginning to end. Moreover, students study various practical implementations of the OSI layers. Topics include data transmission, wired and wireless networking,

multiplexing and switching, error detection and correction, routing and network addressing, flow and congestion control, socket programming and network security. Prerequisites: CSCI 220 and CSCI 225.

CSCI 460 [4 CR]

SENIOR CAPSTONE EXPERIENCE

This is the capstone experience for the computer science major. It is designed to allow students to learn more about a particular topic in computer science, to help them further develop the skills necessary to learn on their own, to help develop presentation skills, and to help develop an awareness of the legal and ethical issues inherent in the discipline of computer science. Students will be given an individual project that integrates and extends concepts covered in other CSCI courses. The projects range from research to experimentation to design and implementation of a small system. Students present results in open forums and closed defenses. Prerequisites: senior standing and instructor's consent. Spring semester.

CSCI 489 [2 OR 4 CR]

SPECIAL TOPICS

A course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. Prerequisite: junior or senior standing and instructor's consent.

CSCI 490 [2 OR 4 CR]

INDEPENDENT STUDY

A course which allows students to pursue an area of study on an individual basis, with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing and instructor consent. Independent study courses usually do not count as a computer science major requirement.

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ECONOMICS [ECON]

ECON 101 [4 CR, CORE: IS]

PRINCIPLES OF MACROECONOMICS

Introduction to macroeconomic problems — unemployment and inflation. National income accounting — measures of gross domestic product. Aggregate demand and supply. Fiscal and monetary policies. Open-economy issues.

ECON 102 [4 CR, CORE: IS]**PRINCIPLES OF MICROECONOMICS**

Resource allocation by consumer and producer. Derivation of demand and supply curves. Market structure — perfect competition and imperfect competition. Determination of wages and other factor prices.

ECON 251 [4 CR]**INTERMEDIATE MACROECONOMICS AND CONTEMPORARY ISSUES**

Theories of national income, employment, interest rates, exchange rates and the price level, along with an in-depth analysis of the open economy. This course will explore these notions in a theoretical and applied macroeconomic context including topics such as fiscal and monetary policies, financial crises, currency crises, sovereign debt, income inequality and other contemporary issues. Prerequisite: ECON 101, ECON 102. Spring semester.

ECON 252 [4 CR]**INTERMEDIATE MICROECONOMICS**

Consumer demand theory, utility maximization, elasticity. Theory of the firm; production and cost functions, profit maximization. Price and output decisions under perfect competition, monopoly and imperfect competition. Factor markets. General equilibrium and pareto-optimality, income distribution. Market failure. Prerequisite: ECON 102. Fall semester.

ECON 300 [4 CR, ADV CORE: WT]**HISTORY OF ECONOMIC THOUGHT**

Study of the principal thinkers in economic philosophy. Topics include: ancient and medieval economic thought; mercantilism and the dawn of capitalism; the classical period; criticisms of classical economics; socialism; marginalism; the neoclassical period; institutionalism; John Maynard Keynes; the Austrian school; and the Chicago school. Readings from primary sources. Prerequisite: junior or senior standing.

ECON 325 [4 CR]**INTRODUCTION TO ECONOMETRICS**

Regression analysis, ordinary least squares method of estimating parameters of linear equation involving two or more variables. Hypothesis testing. Problems of estimation. Model building and forecasting. Use of econometric software. Prerequisites: BUAD 284 or SSCI 224 or MATH 321, ECON 101 or ECON 102 or instructor's consent.

ECON 326 [4 CR]**ADVANCED APPLIED ECONOMETRICS**

Topics in advanced econometric analysis. Incorporating lags optimally, stationarity and cointegration, simultaneous models, pooling data and systems of equations. Recommended for students interested in graduate study. Prerequisite: ECON 325. Infrequently offered.

ECON 330 [4 CR]**LABOR ECONOMICS**

Theory of labor supply and demand. Theory of human capital. Compensation issues, wages, fringe benefits, minimum wage. Unions and collective bargaining. Employment and unemployment, measurement issues, labor force participation, full employment, immigration. Income distribution, discrimination. Prerequisites: ECON 101 and ECON 102.

ECON 335 [4 CR]**INDUSTRIAL ORGANIZATION**

Theory of the firm, nature of different market structures, relationship between industry structure and performance, pricing strategies, vertical integration and restriction, role of information and advertising, antitrust policy and its effects. Prerequisite: ECON 102. Infrequently offered.

ECON 340 [4 CR]**ECONOMICS OF SPORTS 1**

Economic analysis of the professional spectator sports industry. Sports fans as consumers. Teams as profit-maximizing firms. Athlete labor markets. Economics of sports and media. Sports leagues as cartels. Stadium subsidies. Sports anti-trust policy. Prerequisites: ECON 102, BUAD 284 or SSCI 224.

ECON 341 [4 CR]**ECONOMICS OF SPORTS 2**

Survey of major issues in sports economics research literature. Considers topics in individual sports/leagues (e.g. MLB, NBA, NHL, NFL, European soccer, women's athletics, college athletics) and topics across different sports (e.g., measuring athlete labor productivity, athlete discrimination, competitive balance, demand estimation issues). Prerequisite: ECON 340. Infrequently offered.

ECON 345 [4 CR]**AN ECONOMIC APPROACH TO RELIGION**

The purpose of this course is to apply principles of economics involving, for example, resource allocation and competition in an effort to increase our

understanding of religious behavior. The content is driven by economic theory, but we will see it informed by the important contributions of sociology, psychology, and political science (among other disciplines). The majority of the course employs standard rational economic theory that has been prominent in the modern study of economic behavior. Some of our work will relax this assumption to reflect the contribution of behavioral economics which has recently gathered attention within the discipline. The course will employ both theoretical and empirical analyses. Consequently, the class will develop or extend economic concepts in a step-by-step fashion in order to lead students to predictions of various aspects of religious behavior enabling them to test these predictions with data. Prerequisites: ECON 101 and ECON 102.

ECON 350 [4 CR]

ENVIRONMENTAL ECONOMICS

The study of the economic aspects of environmental issues such as water and air pollution, global warming and deforestation, in a microeconomic framework. Possible consequences of economic activity on the environment. Design of policies meant to foster economic development along with environmental protection. Benefit-cost analysis. Optimal use of natural resources. Prerequisite: ECON 102.

ECON 357 [4 CR, ADV CORE: BB]

ECONOMICS OF GLOBALIZATION

This course is an introduction to the economics behind globalization and is designed for students with little or no previous training in economics. The course explores the historical development of international trade and finance. Examination of data will lead to the establishment of various economic theories to explain trade patterns and will cover theories ranging from those of Ricardo to those related to new trade theorists such as Paul Krugman. The course will explore many of the contentious issues related to international trade and international finance, and will consider the forces that drive increased economic integration.

ECON 375 [4 CR]

GROWTH AND DEVELOPMENT

Characteristics of developing countries. Theories of economic growth: neoclassical and structuralist models, endogenous growth. Importance of physical and human capital. Export-led growth vs. import substitution. Fiscal, monetary and exchange-rate policies. Regional and global trade agreements. Country studies. Prerequisites: ECON 101 and ECON 102. Infrequently offered.

ECON 376 [4 CR]

INTERNATIONAL TRADE

Comparative advantage, theories of international trade, terms of trade and welfare. Commercial policy-tariffs and quotas. Regional trading blocs, international trade agreements. Prerequisites: ECON 101 and ECON 102.

ECON 377 [4 CR]

INTERNATIONAL FINANCE AND MONETARY ECONOMICS

Balance of payments — current account and capital account. Exchange rate determination, purchasing power parity. Open-economy macroeconomics, fiscal and monetary policies, fixed and flexible exchange rates. The role of IMF and World Bank, international debt crisis. Prerequisites: ECON 101 and ECON 102.

ECON 380 [4 CR]

MANAGERIAL ECONOMICS

The application of microeconomic theory to managerial decision-making regarding demand, production and cost. Traditional neoclassical theory of the firm combined with modern adaptations addressing property rights, transaction costs, imperfect information and global markets. Use of linear programming techniques, emphasis on critical-thinking skills in managerial problem-solving. Prerequisite: ECON 102.

ECON 390 [4 CR]

MONEY AND BANKING

The nature of money and the function of money in an economy. How banks and financial institutions affect the economy and the role of the Federal Reserve as a policy-making and stabilizing force. Monetary policy and its effectiveness in the context of various macroeconomic models and in the world economy. Prerequisites: ECON 101 and ECON 102.

Note: Students may not get credit for both BUAD 352 and ECON 390.

ECON 391 [4 CR]

PUBLIC FINANCE

Role of government — allocation, distribution, stabilization. Welfare economics, externalities, public goods. Public choice theory. Government expenditures, cost-benefit analysis. Government finance, tax vs. debt financing, deficits and the public debt. Taxation theory, income, consumption and wealth taxes. Fiscal federalism, state and local government issues. Prerequisites: ECON 101 and ECON 102.

ECON 489 [2 OR 4 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in Economics exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor's consent.

ECON 490 [2 OR 4 CR]
INDEPENDENT STUDY

Individual study of an approved topic in economics under the direction of an Economics faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisite: instructor's consent and approval of associate dean of social sciences.

ECON 492 [2 OR 4 CR]
DIRECTED RESEARCH

Qualified students may perform economics research projects under the supervision of an Economics faculty member. Prerequisite: instructor's consent and approval of associate dean of social sciences.

ECON 494
INTERNSHIP

Appropriate work experience with business firms or government agencies may be undertaken for course credit when directly related to the educational goals of the student. Prerequisite: instructor's consent and approval of associate dean of social sciences.

EDUCATION [EDUC]

EDUC 125 [4 CR]
FOUNDATIONS OF U.S. EDUCATION

This course addresses the development of schools as institutions from historical, philosophical, political and sociological perspectives. It traces the evolution of schools, educational systems and educational thought in the U.S. in relation to the major traditions of education and the larger movements of American life.

EDUC 130 [4 CR, CORE: IS]
PSYCHOLOGY FOR TEACHING

Course content features learning and motivation theories and recommended teaching and assessment strategies. Concepts and required coursework are applied to primary, elementary, middle and secondary classroom situations.

EDUC 223 [2 CR]
INSTRUCTIONAL TECHNOLOGY

An integrated approach for selecting and using technology in the classroom forms the structure of this course. With an emphasis on the application of technology to transform teaching and learning, students demonstrate their proficiency in the ISTE NETS-T while exploring current issues and best practices in instructional technology. Pre-professional block. Prerequisite: meet all Gate 1 requirements.

EDUC 226 [2 CR]
ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES METHODS

This course provides a theoretical, historical and philosophical examination for teaching social studies in the elementary school. Social studies methods are considered as well as evaluation, theories of learning, curricular development and contemporary classroom practices. Pre-professional block course. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in EDUC 223, EDUC 249, EDUC 281, EDUC 285, EDUC 286, and EDUC 362.

EDUC 235 [2 CR]
TEACHING METHODS IN THE ARTS

This course explores strategies for integrating art, music and drama activities into K-8 classrooms. It offers practical experiences in the creation and teaching of arts activities while providing students with an understanding of the relationship of the arts to the core curriculum. Students will engage in learning experiences which support the use of the arts in the classroom. The goal of the course is that skills acquired in this class will lead to more creative approaches to teaching and learning.

EDUC 249 [2 CR; 150 CLOCK HOURS]
**PRE-STUDENT TEACHING EXPERIENCE,
ELEMENTARY SCHOOL**

A practicum experience for prospective Elementary Education candidates. For five weeks, students are assigned full-time to a certified teacher as an assistant in a public or parochial school. Emphasis is placed on direct application of theory in the classroom. The focus is on determination of effective teaching / learning practice. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Graded on S/U basis. Concurrent enrollment in EDUC 223, EDUC 226, EDUC 281, EDUC 285, EDUC 286, and EDUC 362.

EDUC 250 [2 CR; 150 CLOCK HOURS]
PRE-STUDENT TEACHING EXPERIENCE,
SECONDARY SCHOOL

A practicum experience for prospective Secondary Education candidates. For five weeks, students are assigned full time to a certified teacher as an assistant in a public or parochial school. Emphasis is placed on direct application of theory in the classroom. The focus is on discrimination of effective teaching / learning practices. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Graded on S/U basis. Concurrent enrollment in EDUC 223, EDUC 252, EDUC 254, EDUC 281, and EDUC 351.

EDUC 252 [2 CR]
THE COMPREHENSIVE HIGH SCHOOL

This course is an introduction to the unique characteristics of the comprehensive U.S. high school. Early Adolescent/Adolescent certification students will begin by examining the origins of the comprehensive high school, originally described in 1918 as “the people’s college.” The evolution of the high school to its contemporary format will be examined. Students will review seminal documents developed over the last century intended to reform the American high school and assess their relative impact. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements.

EDUC 254 [2 CR]
INSTRUCTIONAL METHODOLOGIES FOR
ADOLESCENTS

This course examines the theoretical, philosophical and historical origin of the field in which students will be gaining certification. Students will study current practices in their certification area, both methodological and curricular, to gain a more complete understanding of contemporary practice. Concepts common to all teaching areas including teaching methods, lesson planning, evaluation and learning theories will be considered, along with methodologies more specific to selected teaching areas. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements.

EDUC 269 [4 CR]
FINE ARTS IN THE GROWTH AND DEVELOPMENT OF
YOUNG CHILDREN

This course concentrates on two areas: arts in the curriculum and music and movement in preschool. Arts in the curriculum explores strategies for integrating art and drama activities into K-8 classrooms. It offers practical experiences in the creation and teaching of arts activities while

providing students with an understanding of the relationship of the arts to the core curriculum. Students will engage in learning experiences that support the use of the arts in the classroom. Music and movement for preschoolers is designed to investigate the child’s potential for self-expression and discovery. Music and rhythms will be studied as a way to stimulate the child’s natural tendency to use movement as an instrument of play and self-expression. Students will study chants and rhythms, dance and musical games, percussion instruments, and movement and self-expression using classical and modern music. Prerequisite: meet all Gate 1 requirements.

EDUC 272 [4 CR]
A MULTICULTURAL APPROACH TO EARLY
EDUCATION CURRICULAR ISSUES AND
INSTRUCTIONAL METHODS

This course examines multicultural issues in education. It is intended to help pre-service teachers gain an understanding of multicultural issues that emerge in schooling and society. This course is designed to teach skills on creating developmentally appropriate teaching methods and materials that are sensitive and relevant to a multicultural student population. Prerequisite: meet all Gate 2 requirements. Fall semester (service-learning component) and spring semester.

EDUC 275 [4 CR]
PLAY AND HEALTH IN EARLY CHILDHOOD
EDUCATION

This course investigates the importance of play and health in the young child’s social, cultural, psychological and physical development. Play and playful learning will be explored as a means to develop dispositional characteristics essential for growth. Pre-service teachers will learn to infuse play and playful learning into curriculum design, lesson planning and the core curriculum. Movement, games, rhythms, early fitness testing and sport skills will be discussed as a basis for self image development, nutrition awareness, cardiovascular health, and emergency first aid/safety.

EDUC 278 [2 CR]
EARLY CHILDHOOD: CLASSROOM MANAGEMENT
AND CONFLICT RESOLUTION

This course addresses the academic and non-academic needs of early learners. It examines the theoretical principles of classroom management for children. It is designed for early childhood certification students to understand developmentally appropriate strategies and methods for creating, organizing, and maintaining healthy, safe, and caring learning environments that are conducive for growth.

The topics in this course include classroom management, cognitive behavior modification, conflict resolution, and communication with family and community members. It provides the pre-service teacher with strategies to identify and respond to all behaviors. Pre-service teachers will examine the relationship among students, teachers, families, community and the learning environment, and the role it plays in creating a positive, inclusive and empowering setting. Prerequisite: satisfactory completion of pre-professional block, concurrent enrollment in EDUC 396.

EDUC 281 [2 CR]
TEACHING CHILDREN WITH DISABILITIES

The unique needs and rights of children and adolescents eligible for special education services will be studied. Specific classifications of exceptionality include: cognitive, learning, emotional, speech / auditory, visual, physical / health, autism and gifted / talented. Conditions of prevalence, eligibility, transition, assessment, special pedagogy and multicultural considerations will be studied. Students also learn to be informed users of tests, to bring to the task certain domains of knowledge – including knowledge of the basic uses of tests, the important attributes which lead to the development of good tests, and the kinds of behaviors tested by particular tests. References to current issues, legislation and court cases will also occur. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in pre-professional block.

EDUC 285 [2 CR]
ELEMENTARY SCHOOL SCIENCE METHODS

This course integrates research-based strategies, constructivist teaching principles and student passions with science instruction. Science can be a dynamic, creative and enlightening subject when applied to personal interests and goals and the innate wonders of the natural world. This course will focus on classroom management, content knowledge of science and science standards — including biology, chemistry, physics and earth science, and the application of research-based, student-centered instructional strategies in the science classroom. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in pre-professional block.

EDUC 286 [4 CR]
ELEMENTARY SCHOOL MATH METHODS

This course focuses on research-based strategies, constructivist teaching principles and student passions with mathematics instruction. Current practices using manipulatives, essential questioning

skills and assessment strategies will be evaluated in the coursework and through dialogue with the class. This course will also study classroom management, unit planning, content knowledge of mathematics, and mathematics standards, and the application of research-based, student-centered instructional strategies in the mathematics classroom. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in pre-professional block.

EDUC / GEOL 287 [4 CR, CORE: PN]
INTEGRATED SCIENCE METHODS AND INTRODUCTORY GEOLOGY 1

This is the first half of a year long sequence that integrates the teaching of science methods for elementary pre-service teachers with a science course. Students will learn the basic concepts and skills of geology, in conjunction with how to teach those concepts and skills to elementary students. The content of part one and part two of the course will be similar to the combined content of EDUC 285 and GEOL 105 Introductory Geology. To fulfill the requirement of science methods in the education program, students must complete part one and part two of the year long sequence.

EDUC / GEOL 288 [4 CR]
INTEGRATED SCIENCE METHODS AND INTRODUCTORY GEOLOGY 2

This is the second half of a yearlong sequence that integrates the teaching of science methods for elementary pre-service teachers with a science course. Students will learn the basic concepts and skills of geology, in conjunction with how to teach those concepts and skills to elementary students. The content of part one and part two of the course will be similar to combined content of EDUC 285 and GEOL 105 Introductory Geology. To fulfill the requirement of science methods in the education program, students must complete part one and part two of the year long sequence. Prerequisite: EDUC / GEOL 287.

EDUC 289 [2 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

EDUC 290 [2 CR]
INDEPENDENT STUDY

This course provides the opportunity to investigate, through independent inquiry and critical analysis, educational theories, practices and agencies which influence the work of teachers. Prerequisites:

instructor's consent and approval of associate dean of social sciences.

EDUC 310 [2 CR]
METHODS IN TEACHING ENGLISH AS A SECOND LANGUAGE

This course is for prospective teachers pursuing ESL certification. It provides instruction in the following areas: methods and approaches to teaching ESL, background and techniques for teaching basic language skills, second language acquisition, learner variables, assessment, and lesson planning. Spring semester.

EDUC 315 [2 CR]
CHORAL MUSIC METHODS FOR JUNIOR AND SENIOR HIGH SCHOOL

A study of the techniques of choral singing, performance style of various periods of music, swing choir techniques, the presentation of high school musicals, choral arranging and the administration of a choral program in the junior and senior high school. Prerequisite: MUSI 381. Fall semester.

EDUC 316 [2 CR]
INSTRUMENTAL MUSIC IN THE SCHOOLS

All aspects of administration, budgeting, music literature and rehearsal techniques for the total instrumental music program will be explored. The unique problems of brass, percussion, string and woodwind instrumental music will be studied. The course will include observation and participation in the schools, current marching band techniques and arranging. Prerequisite: MUSI 381. Fall semester.

EDUC 317 [2 CR]
GENERAL MUSIC IN THE ELEMENTARY SCHOOL

This course provides music education majors with the knowledge, skills, methods and materials needed for successful teaching in the elementary general music setting. Music development in children and successful methodologies for elementary music instruction are studied and applied. Piano accompanying and recorder performance skills are reinforced. Prerequisites: Music Education majors, sophomore standing. Fall semester.

EDUC 318 [2 CR]
GENERAL MUSIC IN SECONDARY SCHOOL

General music programs for adolescents are reviewed in depth. This course explores performance and non-performance opportunities. Music education majors will gain the knowledge, skills, methods, and materials needed for the successful planning and teaching in secondary general music settings. Guitar accompaniment skills are included in this course.

Prerequisites: EDUC 317, music education major, sophomore standing. Spring semester.

EDUC 330 [2 CR]
THE EARLY ADOLESCENT: CLASSROOM MANAGEMENT AND CONFLICT RESOLUTION

This course addresses the non-academic needs and issues of the middle school student. The developmental characteristics and affective needs of middle school students are central to the educational environment that teachers must create in those classrooms to ensure student achievement. The topics in this course include classroom management and behavior management, conflict resolution, advisory and communication with parents. The course is integrated with the other Early Adolescence Block (EAB) courses and particularly with the EAB field experience. Prerequisites: meet all Gate 2 requirements, satisfactory performance in pre-professional block and concurrent enrollment in EDUC 332, EDUC 333, and EDUC 334.

EDUC 332 [2 CR]
THE ADOLESCENT: PSYCHOLOGY AND METHODS IN THE MIDDLE SCHOOL

This course reviews the principles and theories of young adolescent growth and development already introduced in SSCI 220 and EDUC 120. It focuses on the cognitive, emotional and social development of young adolescents especially as they relate to pedagogy for the middle school. The course also includes the study of the educational research and practice related to middle school curriculum development, implementation and evaluation as well as the history and organization of the middle school. Taken concurrently with EDUC 330, EDUC 333 and EDUC 334. Prerequisite: meet all Gate 2 requirements and satisfactory performance in pre-professional block.

EDUC 333 [2 CR]
THE EARLY ADOLESCENT: ASSESSMENT

Assessment, evaluation and grading / reporting will be covered during this course. A focus on assessing in a differentiated classroom will be key to the discussion of these topics. The course is integrated with the other EAB courses and particularly with the EAB field experience. Prerequisites: meet all Gate 2 requirements, satisfactory performance in pre-professional block, and concurrent enrollment in EDUC 330, EDUC 332, and EDUC 334.

EDUC 334 [2 CR]
MIDDLE SCHOOL FIELD EXPERIENCE

Integrated experience working with early adolescents in the field. Projects are explicitly connected to

theory and research presented in the Early Adolescent block courses. Students plan, teach and reflect on age-appropriate learning experiences. Prerequisites: meet all Gate 2 requirements, satisfactory performance in pre-professional block. Concurrent enrollment in EDUC 330, EDUC 332, and EDUC 333.

EDUC 350 [4 CR]

DEVELOPMENTAL READING AND THE LANGUAGE ARTS

This course is designed for early childhood / middle childhood / early adolescence certification students. Students will develop skills in working with emergent readers, study the interrelationships between reading, writing, speaking and listening and how these language arts can be infused across the curriculum. Current approaches, theories and materials used in literacy instruction are closely examined. In addition, students will acquire basic working knowledge of the speech sound system of English. Prerequisite: meet all Gate 2 requirements and satisfactory performance in pre-professional block.

EDUC 351 [4 CR]

READING AND LANGUAGE ARTS ACROSS CONTENT AREAS

This course is part of secondary sophomore block. It is the first course in a two-course sequence focusing on literacy and language arts across content areas in early adolescent and adolescent education. This course addresses six key areas: adolescent identities and literacies, effective reading and learning practices, expanding comprehension, teacher and student assessment of literacy development, learning strategies, and vocabulary knowledge. This course is based on a constructivist philosophy and includes active participation by all learners. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in pre-professional block courses.

EDUC 352 [2 CR]

ADVANCED READING IN THE CONTENT AREAS

This is the second course in a two-course sequence focusing on literacy and language arts across content areas in early adolescent and adolescent education. The course focuses on four key areas: facilitating student motivation, applying writing-to-learn approaches, implementing information and communication technology (ICT) techniques, and employing multiple sources as teaching tools. This course builds on skills acquired in EDUC 351 and on insights on teaching and learning obtained during sophomore block field experiences. Prerequisite:

satisfactory performance in pre-professional block and meet all Gate 2 requirements.

EDUC 362 [4 CR]

CHILDREN'S LITERATURE

The goal of this course is to introduce pre-service teachers to the depth and breadth of children's literature while facilitating their understanding of the role children's literature plays in education. At the successful conclusion of this course students will be able to recognize and select quality children's literature, identify outstanding authors and illustrators in the field of children's literature, identify and appreciate culturally diverse children's literature, select literature in accordance with children's developmental needs, describe a range of genres in children's literature and how to incorporate each within the curriculum, use children's literature to teach curriculum in other content areas. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in EDUC 223, EDUC 226, EDUC 249, EDUC 281, EDUC 285, and EDUC 286.

EDUC 373 [4 CR]

**THE WRITING PROCESS:
SOCIO/PSYCHOLINGUISTIC ELEMENTS**

This course examines the social, cognitive and linguistic perspectives of language development and how this influences the development of writing. Teachers will be able to utilize appropriate writing and assessment opportunities as it pertains to those seeking early childhood / middle childhood / early adolescence certification. This course is grounded in research in transactional theory of reading and writing. Prerequisite: satisfactory performance in pre-professional block and meet all Gate 2 requirements.

EDUC 386 [4 CR]

**READING IMPROVEMENT IN THE
ELEMENTARY/MIDDLE SCHOOL**

This course consists of class work and directed teaching experiences. Instruction is provided in diagnosis, instructional planning for remediation, ongoing evaluation of reading progress and the use of authentic literature. Students will design and implement instruction based on children's needs. Students are supervised in a field experience as they assess, then teach children for two to three hours each week. Prerequisite: EDUC 350.

EDUC 392 [4 CR]

**HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD
EDUCATION PROGRAMS**

This course is based on readings in early childhood education and related literature. It introduces students to various historical, philosophical and theoretical

bases for early childhood programs. The course introduces recent developments in the education of the young child. The selection and application of appropriate curriculum and activities is grounded in classical theory. Special emphasis is given to the development and administration of early childhood programs. Prerequisite: satisfactory performance in pre-professional block and meet all Gate 2 requirements.

EDUC 394 [4 CR]

CURRICULUM AND INSTRUCTIONAL PLANNING FOR YOUNG CHILDREN

This course will focus on curriculum, methodology, instructional content and classroom management for pre-school and kindergarten-age children. Examples include attention to number concepts, science and investigation, early language experiences, the use of art and drama, and classroom design with special consideration of health and safety issues. Attention will be given to the implementation of developmentally appropriate practice as it relates to selecting, planning, organizing, presenting and evaluating educational experiences appropriate to the developmental level and cultural background of children. Classroom management will be put into practice during labs in the St. Norbert College Children's Center. Prerequisite: satisfactory completion of sophomore block and Gate 2 requirements.

EDUC 396 [2 CR]

EARLY CHILDHOOD: ASSESSMENT OF EARLY LEARNERS

This course addresses the assessment of young children from birth through age eight. It is designed for early childhood certification students to understand the historical, theoretical, and research groundings that inform current assessment practices. Pre-service teachers will explore the role of assessment in early childhood education and examine the various forms of assessment. Pre-service teachers will examine the various methods of assessment to best meet the needs of individual students and will discuss the process of establishing an instructional plan using assessment data. Prerequisite: satisfactory completion of pre-professional block.

STUDENT TEACHING COURSES

EDUC 440 [4 OR 8 CR]

STUDENT TEACHING: EARLY CHILDHOOD

Pre-service teachers spend nine weeks of full participation at a kindergarten or in a primary grade

under the direction of a cooperating teacher and college supervisor at a local public or private school. A weekly seminar is held. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 445 [4 OR 8 CR]

STUDENT TEACHING: MIDDLE CHILDHOOD

Pre-service teachers spend nine weeks of full participation in an elementary classroom under the direction of a cooperating teacher from a local public or private school and a college supervisor. During the student teaching practicum each student must participate in a seminar once a week. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 450 [4 OR 8 CR]

STUDENT TEACHING: EARLY ADOLESCENCE

Pre-service teachers spend nine weeks of full participation in a middle school classroom under the direction of a cooperating teacher from a local public or private school and a college supervisor. During the student teaching practicum each student must participate in a seminar once a week. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 455 [4 OR 8 CR]

STUDENT TEACHING: ADOLESCENCE

Pre-service teachers who seek certification to teach in a high school spend nine weeks of full participation in a local public or private high school under the direction of a cooperating teacher and a college supervisor. During the student teaching practicum each student must participate in a seminar once a week. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 469 [4 OR 8 CR]

STUDENT TEACHING: GENERAL MUSIC

Prospective general music teachers spend nine weeks of direct observation and participation in a local public or private elementary and/or middle school under the direction of a cooperating teacher and a college supervisor. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 470 [4 OR 8 CR]

STUDENT TEACHING: CHORAL MUSIC

Prospective choral music teachers spend nine weeks of direct observation and participation in a local public or private elementary and/or middle school under the direction of a cooperating teacher and a college supervisor. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 475 [2, 4 OR 8 CR]**STUDENT TEACHING:****INSTRUMENTAL MUSIC 1**

Prospective instrumental music teachers spend nine weeks of direct observation and participation in a local public or private secondary school under the direction of a cooperating teacher and a college supervisor. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 477 [0 CR]**STUDENT TEACHING ABROAD**

Pre-service teachers spend half of their placement student teaching abroad. Placements have been made in England, Ireland, Wales, Scotland, Costa Rica, New Zealand, Ghana and St. Lucia. Prerequisite: approval to student teach in the United States, demonstrated evidence of dispositions, and an overall GPA of 3.0 or higher. Graded on a S/U basis.

EDUC 489 [2 OR 4 CR]**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

EDUC 490 [2 OR 4 CR]**INDEPENDENT STUDY**

Individual study of an approved topic in education or teacher training under the direction of an education faculty member. Independent study permits faculty and students to explore together some subject of special or personal interest. Prerequisites: instructor's consent and approval of the associate dean of social sciences.

EDUC 492 [2 OR 4 CR]**DIRECTED RESEARCH**

Qualified students may perform projects in educational research under the supervision of an education faculty member. Prerequisites: instructor's consent and approval of the associate dean of social sciences.

EDUC 494**INTERNSHIP**

Appropriate work experience in schools, government agencies or firms and foundations supporting education may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: instructor's consent and approval of the associate dean of social sciences.

ENGLISH [ENGL]**ENGL 101 [4 CR, CORE: WI]****ENGLISH COMPOSITION**

This course introduces the basics of college-level writing. In it, students will learn effective strategies of argumentation, including: creating a coherent claim or thesis; analyzing and responding to others' arguments; handling and citing evidence; and adapting written work to different audiences and subjects. Students will also learn how to make their ideas clear and coherent at the level of sentence, paragraph and document. Writing assignments may be on a variety of topics and students should expect to draft and revise their writing. Available only through the College Credit Program. ENGL 101 does not fulfill an English major requirement.

ENGL 150 [4 CR, CORE: EI, WI]**INTRODUCTION TO LITERARY STUDIES**

In this course, students cultivate an appreciation for literature and develop the skills of close reading and analysis of selected works from the genres of poetry, fiction, drama and nonfiction prose according to the various principles and techniques of literary criticism.

ENGL 203 [4 CR, CORE: EI]**SCIENCE FICTION AND FANTASY**

Science Fiction and Fantasy explores the importance of these two popular genres. Focal questions in the course are: what are the defining characteristics of science fiction and fantasy, and what are the larger thematic issues these genres propose. More specifically, the course looks critically at constructions of race and gender, of spirituality, of technology, of colonization and of political utopian/dystopian worlds. Authors may include George MacDonald, H.G. Wells, J.R.R. Tolkien, Ursula K. LeGuin, Peter S. Beagle, Philip K. Dick, Octavia Butler, Walter M. Miller, William Gibson, Philip Pullman, Neil Gaiman and a graphic novel.

ENGL / WMGS 206 [4 CR, CORE: DD]**SEXUALITY AND LITERATURE: GAY, LESBIAN AND TRANSGENDER TEXTS**

When Lord Alfred Douglas, Oscar Wilde's partner, famously said, "I am the love that dare not speak its name," referring to his own hidden sexual identity, he articulated a conundrum in gay identity: how do you tell your story when it is unspeakable? This introduction to the lesbian, gay and transgender tradition in literature tackles this question among others. This course focuses primarily on 20th-century U.S. texts (fiction, poetry, drama, non-fiction, film and theory). Students will read such authors as E.M.

Forster, Walt Whitman, Radclyffe Hall, James Baldwin, Audre Lorde, Jeanette Winterson, Gloria Anzaldua, Leslie Feinberg and Tony Kushner.

ENGL 212 [4 CR, CORE: WT]
THE MODERN BRITISH NOVEL

This course traces the development of the British novel in the 20th century by studying such writers as Conrad, Joyce, Woolf, Lawrence, Greene, Spark, Murdoch, Golding, Lessing and McEwan. It looks at the ways these authors have used and transformed their chosen literary genre – the novel and it also examines the modern philosophical, psychological, and sociological ideas that they have dealt with in their works.

ENGL 221 [4 CR, CORE: DD, WI]
THE AMERICAN SHORT STORY

This course concentrates on the development of the American short story by studying selected works of Irving, Hawthorne, Poe, Harte, Bierce, Crane, James, Anderson, K.A. Porter, Fitzgerald, Hemingway, Steinbeck, Faulkner, O'Connor, Welty, Carver and others. The course includes analysis of individual stories and some attention to literary history and theory.

ENGL 222 [4 CR]
MODERN POETRY

This course explores modern poetry by poets in the context of modernism – an international, interdisciplinary movement that spanned both world wars and included literature, music, drama, art and film. Featured poets may include progenitors Walt Whitman and Emily Dickinson, as well as W.B. Yeats, Ezra Pound, T.S. Eliot, Claude McKay, Wilfred Owen, William Carlos Williams, Robert Frost, H.D., Gertrude Stein, Mina Loy, Marianne Moore and Langston Hughes.

ENGL 225 [4 CR]
SURVEY OF ENGLISH LITERATURE 1 – BEGINNINGS TO JOHNSON

This course provides an overview of the continuity and development of the tradition of literature of the British Isles from the Anglo-Saxon period through Samuel Johnson. Readings aim to develop understanding and appreciation of the broad sweep of English literature and include such major works as “Beowulf” and “Sir Gawain and the Green Knight” and such authors as Chaucer, Spenser, Shakespeare, Jonson, Milton, Behn and Pope. Fall semester.

ENGL 226 [4 CR]
SURVEY OF ENGLISH LITERATURE 2 – BLAKE TO THE PRESENT

This course provides an overview of the continuity and development of the tradition of literature written in the British Isles from William Blake to the present. The course includes such authors as the Romantic poets, the Victorian poets and prose writers — Yeats, Woolf, Joyce, Beckett and Heaney. In addition, it covers the various historical movements of the English tradition — neoclassical, romantic, Victorian, modern and postmodern. The course fosters an appreciation for and understanding of the broad sweep of modern English literature. Spring semester.

ENGL 228 [4 CR, CORE: BB]
THE CONTINENTAL NOVEL

This course examines an assortment of major European novels, in excellent English translations, from the late 19th century to the present. Each novel is studied as a literary text but also as a representation of its time and place. Featured novelists include Tolstoy, Dostoevsky, Kafka, Colette and others.

ENGL / AMER 235 [4 CR]
SURVEY OF U.S. LITERATURE 1 – BEGINNINGS TO 1865

This course introduces students to the major writers, literary movements and cultural and historical contexts in the U.S. from its origins to the end of the Civil War. Students examine American Indian creation stories, trickster tales, encounter narratives, Puritan prose and poetry, the literature of the Enlightenment and Revolutionary War, slave narratives and the rise of romanticism. Writers include Cabeza de Vaca, Bradford, Bradstreet, Rowlandson, Edwards, Wheatley, Rowson, Irving, Equiano, Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Harding Davis and Dickinson. Fall semester.

ENGL / AMER 236 [4 CR]
SURVEY OF U.S. LITERATURE 2 – 1865 TO THE PRESENT

This course introduces students to the major authors, periods and literary movements in the U.S. from the end of the Civil War to the present. Students read the works of poets, fiction writers and dramatists from the rise of realism and naturalism, through the modernist movement in the U.S., to the postmodern era. Writers include Dickinson, Clemens, Crane, Jewett, Chopin, Black Elk, Frost, Stevens, Faulkner, O'Neill, O'Connor, Updike, Erdrich, Ginsberg and Plath. Spring semester.

ENGL 240 [4 CR, CORE: CI]
MODERN CATHOLIC FICTION

The Catholic intellectual tradition has been particularly fruitful for fostering artistic ways of imagining humans' encounters with the divine – the Mystery undergirding all that is – because of Catholicism's sacramental imagination, its tendency to approach the divine through human images and stories. This course will explore a variety of modern Catholic fiction writers who have done just that – they have used fiction as a way to express, probe, and critique images of the divine and experiences of faith (and of the struggle with faith). The writers who will be studied may include James Joyce, Graham Greene, Flannery O'Connor, Mary Gordon, Andre Dubus and Colm Toibin.

ENGL 289
SPECIAL TOPICS

This small-group seminar concentrates on a variety of literary concerns and special interests, ranging from single authors to movements, motifs or themes. Recent examples include: classical and contemporary fairytales; fiction of Joseph Conrad and Graham Greene; literary humor; creative nonfiction; and readings from hell. Course is repeatable with advisor's and instructor's consent.

ENGL 290 [4 CR]
THE ENGLISH LANGUAGE

This course helps students increase their understanding of the nature and theory of language and improve their proficiency in its use. Included are such topics as the history of the English language, phonology, morphology, syntax, semantics and the relationship between language and society. The course also includes the study of traditional and transformational grammar. Fall semester.

ENGL 304 [4 CR]
CREATIVE NONFICTION WORKSHOP

Designed to introduce students to creative nonfiction, a genre that includes the personal essay, memoir and literary journalism. Students will read and discuss published essays, practice elements of the genre, share work with classmates and compose and revise several essays.

ENGL 305 [4 CR]
LITERARY THEORY AND WRITING

This course is designed to help students develop their critical writing skills and to prepare them for the kinds of writing they will do in upper-level literature

classes, including research-based essays. The course will explore writing as a process – from generating and organizing ideas, to peer reviewing, revising, editing and publishing. Furthermore, the course will introduce students to the discourse community of English by examining various theoretical approaches to literature, including close reading, psychoanalytic, feminist and gender, Marxist, poststructuralist, multicultural, new historicist and reader-response criticism. This course introduces students to library research methods and documentation and to the creation of individual WordPress sites to house their electronic portfolios.

ENGL 306 [4 CR]
PROFESSIONAL WRITING

This course teaches students to write effectively in a professional context. In it, students will become acquainted with the basic genres of professional communication, such as research briefs, project/grant proposals, public outreach documents, web design, résumés, and cover letters. They will also learn a range of strategies for controlling their argumentation, organization, and prose style in a professional setting. Importantly, students will conduct this work on behalf of a local non-profit organization. In that way, they will be asked to apply the skills learned in this course for a variety of real-life readerships, each with its own strongly held values.

ENGL 307 [4 CR]
FICTION WORKSHOP

This course covers the fundamental principles of writing short stories: plausibility, plot construction, point of view, characterization, setting, style and the use of evocative details. The approach is workshop/tutorial. Some readings in short fiction and in theories of fiction are required.

ENGL 308 [4 CR]
POETRY WORKSHOP

This course focuses on the writing of poetry. The approach is workshop tutorial. Students will read and critique each other's works; they will also read works by currently publishing poets.

ENGL 309 [4 CR]
AFRICAN-AMERICAN NOVEL

Beginning with one of the most important texts in the African-American literary canon, Frederick Douglass' slave narrative, the course traces the historical trajectory from antebellum autobiography to the contemporary protest novel in African-American literature. The course analyzes these texts in relation to a variety of social, political and artistic

historical moments: the rise of slavery, reconstruction, the Harlem Renaissance, the black arts movement and the civil rights movement. Writers include Harriet Jacobs, Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Nella Larsen, Richard Wright, Ralph Ellison and Toni Morrison.

ENGL / WMGS 310 [4 CR]

RACE AND SEX IN CONTEMPORARY U.S. TEXTS

This course examines race and ethnicity in American-Indian, Latino, African-American and Asian-American texts in the contemporary United States (1960s to present). The course investigates recurrent issues like immigration, memory and identity, and the legacy of slavery, as we understand the political and cultural underpinnings of the texts. Writers include Louise Erdrich, Sherman Alexie, Junot Diaz, Sandra Cisneros, Toni Morrison, Walter Mosley, Gish Jen and Don Lee. This course meets the Literature and Cultural Diversity requirement for English majors with secondary education certification. Spring semester.

ENGL / AMER / WMGS 311 [4 CR]

WOMEN AND LITERATURE

Through exploring literary texts by women, this course analyzes how the construction of “woman,” sex and gender has changed over time and investigates how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, the course engages the most pressing issues in the field from ideas of women’s literary voice to claims that challenge female authorship altogether. Special topics may include contemporary women writers, gender and 19th century novel, and ethnic women writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Margaret Atwood, Bharati Mukherjee, Leslie Feinberg, Edwidge Danticat and Marjane Satrapi.

ENGL 312 [4 CR]

SINGLES AND COUPLES

This course looks at works of literature from various times and traditions that present two different ways of looking at the human self: in isolation (singles) and in relationship (couples). The course also addresses the larger issue of the connection (or disconnection) between literature and lived human experience. Authors studied may include Euripides, Shakespeare, Dostoevsky, Virginia Woolf and Anne Tyler.

ENGL 317 [4 CR]

NINETEENTH-CENTURY AMERICAN NOVEL

This course studies American novels of the 19th century that were produced during a creative and

industrial heyday in American literary history. Students will explore examples from romantic, gothic, sentimental, abolitionist, naturalist, and sensational novels, focusing on such issues as canonicity, popularity, “masterpieces,” readership, and accessibility. Authors covered may include Cooper, Hawthorne, Southworth, Melville, Stowe, Fern, Davis, Twain, Wilson, Harper, and Chesnutt.

ENGL 318 [4 CR]

THE MODERN AMERICAN NOVEL

This course traces the development of the American novel from 1900 to the present. Placing examples of the genre within the changing social, artistic, political and historical patterns of the 20th-century United States, the survey includes the modernist voices of such writers as Fitzgerald, Hemingway, Faulkner, Steinbeck and McCullers and the contemporary and postmodern experiments of Dreiser, Wharton, Ellison, Kerouac, Vonnegut, Seattle, Morrison and DeLillo.

ENGL 321 [4 CR, ADV CORE: WT]

DANTE: THE DIVINE COMEDY

This course studies Dante Alighieri’s “Divine Comedy” as a mutual endeavor on the part of students and instructor to appreciate and comprehend that great medieval vision of human nature, purpose and values, and to confront the questions about values that Dante poses for contemporary human beings. In this process readers journey through hell, purgatory and heaven, eventually returning to live in the here and now with a fuller understanding of who they are.

ENGL 322 [4 CR]

MEDIEVAL LITERATURE

This course follows the development of Western thought as exhibited in literature from the late classical to the Renaissance (modern) world, using such texts as “On Christian Doctrine,” “The Consolation of Philosophy,” “Beowulf,” “The Song of Roland,” “The Quest of the Holy Grail,” “The Cloud of Unknowing,” and “Le Morte D’Arthur.” The course shows how aspects of medieval religion, philosophy and aesthetics linger and influence the ways we think, read and write today. It addresses concerns and themes that pervade works of the early and late medieval periods (quest, apocalypticism, the value of this world, mystical experience) and uncovers links that define the Middle Ages as a period historically, culturally and artistically.

ENGL / AMER 323 [4 CR]

THE HARLEM RENAISSANCE

This course examines the flowering of culture — in the areas of literature, music, dance and art — which

took place predominantly during the 1920s for black Americans in Harlem, New York, a movement that has become known as the Harlem Renaissance. The course places this cultural renaissance, or rebirth, within the historical context out of which it grew — the modernizing America in a post-WWI era, the rise of jazz and the blues, and the Great Migration, among other factors. Some of the writers, intellectuals, visual and performing artists studied may include Zora Neale Hurston, Langston Hughes, James Weldon Johnson, Nella Larsen, Claude McKay, Alain Locke, Helene Johnson, Romare Bearden, Jacob Lawrence, Bessie Smith, Ma Rainey and Duke Ellington.

ENGL 325 [4 CR]

CHAU CER

This course discusses Chaucer's early poetry, "Troilus and Criseyde," and "Canterbury Tales" from linguistic, historical and especially artistic points of view. Spring semester, alternate years.

ENGL 326 [4 CR]

SHADOWS AND ILLUMINATIONS

This course examines the spiritual quest for meaning or transcendence, which can be thought of metaphorically as either a journey down or a journey up. Seen as a journey down, this is a descent into depth, into what Joseph Conrad called "the heart of darkness;" this is a realm of shadow and often uncanny fear and uncomfortable journey and yet it is often a necessary — perhaps even beautiful and life-expanding — part of the search for meaning. The journey up is the ascent to enlightenment or illumination, described by many different religious traditions and portrayed by literary artists as diverse as Shakespeare, Hawthorne and Morrison. The course will use works from various periods, traditions and genres to examine these two aspects of the spiritual journey and to reflect on the way literary texts can present, enhance and perhaps even embody such a journey.

ENGL / AMER 329 [4 CR]

LITERATURE OF SERVICE

This course addresses concepts of American culture through the dual lenses of literary texts and community-based learning. The course explores individuals and communities in crisis or transition as a result of poor health, poverty, immigration, homelessness and gendered, sexual, racial or ethnic discrimination. Throughout the semester, paired students regularly volunteer at local community service agencies and expand their knowledge of these concepts by writing reflection journals as well as various forms of researched persuasive critical

writing (literary analysis, opinion editorials, grant proposals and newsletters). Authors may include Dorothy Day, Robert Coles, Jane Addams, William Carlos Williams, Charlotte Perkins Gilman, Fae Myenne Ng or Li-Young Lee.

ENGL 334 [4 CR]

MILTON

This course begins with a study of Milton's early poetry and prose and moves to a concentration on his greatest works — "Paradise Lost," "Paradise Regained" and "Samson Agonistes." Spring semester, alternate years.

ENGL 339 [4CR]

SHAKESPEARE'S DRAMA

This course surveys Shakespeare's drama and usually includes representative plays from the following categories: history, comedy, tragedy and romance. In essence, it includes a dramatic sampler of Shakespeare's finest works. Fall semester.

ENGL 356 [4 CR, ADV CORE: BB]

POSTCOLONIAL LITERATURE

This course covers 20th and 21st century literature composed by writers grappling with colonialism or its enduring legacy. Students will read and respond to a variety of postcolonial literature and cultures, which may include poetry, short fiction, novels, film, and postcolonial theory. The course will usually cover literature written in English from India, Pakistan, Africa, and the Caribbean, but may also explore literature from other countries or continents with a history of colonialism.

ENGL 358 [4 CR]

NINETEENTH-CENTURY ENGLISH NOVEL

This course studies representative novels and emphasizes the movement from romanticism to Victorian social criticism and on to the beginning of modernism. It may include works by Austen, Dickens, Thackeray, the Brontës, Trollope, Meredith, Collins, Braddon, Stevenson, Eliot and Hardy.

ENGL 385 [4 CR, ADV CORE: WT]

HEROES AND SAGES

Participants will consider how concepts of heroism and wisdom pervade human cultures and how they evolve. The syllabus will include readings about famous heroes and sages from several cultures from both the ancient and modern worlds. Books may include "The Odyssey," "The Bhagavad-Gita," "The Shah-Nameh," "Beowulf," "Aurora Leigh," "Jane Eyre," "The Tao Te Ching," "Zen Flesh," "Zen Bones," and "The Rubaiyat of Omar Khayyam," among many others, and we will also view and discuss selected films. Our interdisciplinary approach will include both Western and non-Western classics

as we consider how through our history we have struggled to evaluate what we consider brave and wise.

ENGL 425 [4 CR]

ADVANCED SEMINAR IN CREATIVE WRITING AND CONTEMPORARY LITERATURE

Students critique each other's fiction, poetry, and creative nonfiction and study the works of contemporary writers and poets. The class includes individual tutorial sessions. Students are expected to complete a course portfolio of selected original works. Prerequisites: ENGL 307, ENGL 304 or ENGL 308.

ENGL 489 [4 CR]

ADVANCED SEMINAR IN ENGLISH LITERARY STUDIES

This seminar offers junior and senior English majors (and minors with instructor's consent) the opportunity to concentrate on a special problem or theme or on an author or combination of authors. Recent examples include: James Joyce's "Ulysses", T. S. Eliot, Authoring Arthur, Henry James, Charles Dickens, Gender and Sexuality in 19th Century U.S. Literature, Zora Neale Hurston and Toni Morrison. The course is repeatable with advisor's and instructor's consent.

ENGL 490 [2 OR 4 CR]

INDEPENDENT STUDY

This course allows staff and students to explore together topics of special interest.

ENGL 491 [4 CR]

ADVANCED TUTORIAL IN CREATIVE WRITING

Students work with the instructor and three to five other students on the writing of poetry, fiction or creative nonfiction. Some readings of contemporary writers will be assigned. Students are expected to write and revise a substantial creative project of their own design. Prerequisite: ENGL 307 or ENGL 308. Course is repeatable with advisor and instructor's consent.

ENGL 494

INTERNSHIP

An internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations by having a chance to work in their field of study and by gaining experience with state-of-the-art equipment and practices. Prerequisites: junior or senior standing and instructor's consent.

ENGL 499 [0 CR]

ENGLISH PORTFOLIO

All English majors are required to collect and submit a senior English portfolio (one essay or writing assignment from each ENGL course taken, plus a self-evaluative introductory essay) in order to fulfill the ENGL 499 graduation requirement. During their four years of coursework, English majors should electronically store their essays and writing assignments, and the final portfolio will be built from this stored written work. Senior English majors enroll in ENGL 499 during their final semester, and completed portfolios are due at the conclusion of the semester. Prerequisite: senior standing.

ENGLISH AS A SECOND LANGUAGE

[ESLI]

ESLI 042 [0 CR]

BEGINNING READING

Students increase their vocabulary, read faster, and understand more of what they read. They develop reading strategies such as skimming, scanning, guessing meaning from context, previewing and predicting. Students practice reading authentic material such as short reading passages, simplified short stories and news articles, and an abridged ESL novel.

ESLI 043 [0 CR]

BEGINNING WRITING

Students improve their ability to write in English by learning to write simple and compound sentences in English and short, well-organized simple paragraphs which include title, topic sentence, supporting sentences, and a conclusion. Students practice rules of punctuation and capitalization, as well as learn spelling rules. In addition to learning basic writing skills, students study simple verb tenses, nouns, pronouns, adverbs and adjectives.

ESLI 044 [0 CR]

BEGINNING SPEAKING

Students learn to communicate in English in everyday situations. They learn to ask and answer questions, use the telephone, take messages, pronounce and note simple numbers, and perform functions such as initiating conversations, asking for directions, making invitations, closing conversations, etc. Class activities include performing simple role plays, participating in small groups, and presenting three-minute visual presentations. Students engage in authentic dialogue.

ESLI 045 [0 CR]
BEGINNING LISTENING

Students practice listening to authentic taped conversations and monologues on topics of general and cultural interest. The focus in this class is on listening to discourse that is no more than five minutes in length. Students work on understanding phrases, simple sentences and questions, as well as perceiving stress and basic intonation patterns.

ESLI 052 [0 CR]
ELEMENTARY READING

This reading skills course develops skills in reading speed and comprehension. Students are introduced to reading strategies such as skimming, scanning, guessing meaning from context, previewing, predicting, making inferences and giving opinions. Reading materials include short stories, news articles, computer passages and a simplified novel.

ESLI 053 [0 CR]
ELEMENTARY WRITING

In this course students learn to write well-organized and coherent paragraphs that include a topic sentence and detailed supporting sentences. Students practice a variety of writing styles and forms, which may include narrative, descriptive and expository paragraphs, journals, and letters. By the end of the term, students understand and write a three-paragraph essay. Grammar study includes review and practice of the simple and present perfect tenses, study and practice of noun forms, adjectives, modals, gerunds and infinitives.

ESLI 054 [0 CR]
ELEMENTARY SPEAKING

In this course students actively practice speaking skills for a variety of situations including requesting and giving information, and practice strategies for beginning, maintaining and ending a conversation. Special attention is given to pronunciation, intonation and correct grammar usage. Activities may include making introductions, giving demonstrations and short speeches, role playing, and group discussions. Active participation in daily classroom activities is required.

ESLI 055 [0 CR]
ELEMENTARY LISTENING

In this course students learn to listen for details and inferences as well as main ideas. Students summarize passages heard on tape or video. Students learn to

discriminate between different stress and intonation patterns, recognize and identify verb tenses, possession markers and plurality.

ESLI 065 [0 CR]
AMERICAN SOCIETY

In this content-based listening/speaking course, students are introduced to American culture and values. Class themes include education in America, ethnic and racial assimilation, women and work, American government, religion, and entertainment. Activities may include reading, discussing and analysis of video/movie segments. Classes are frequently supplemented with class trips in the community. Students develop confidence in their ability to use American English as they gain a better understanding of American society.

ESLI 066 [0 CR]
CULTURALLY SPEAKING

This speaking course introduces students to American culture through classroom discussions and role-playing. The class focuses on improving aural/oral skills while giving students the opportunity to communicate in authentic language situations. Students improve listening and speaking skills by comparing and contrasting cultures, including their own.

ESLI 067 [0 CR]
PUBLIC SPEAKING

This course develops the oral communication skills of intermediate and advanced-level ESL students. Emphasis is given to speaking in academic, business and professional situations. Reading and writing are also required components of the class. Students develop analytical skills by identifying issues, evaluating options and solving problems. A wide variety of materials and methods may be used to achieve course goals.

ESLI 072 [0 CR]
INTERMEDIATE READING

This intermediate-level reading class emphasizes reading strategies such as skimming for ideas, scanning for specific information, separating fact from opinion, guessing meaning from context, making inferences and understanding humor. Students improve reading speed and comprehension using such materials as short stories, news articles, and abridged and unabridged novels. An important part of the course is the transition from ESL reading material to authentic first-language texts.

ESLI 073 [0 CR]
INTERMEDIATE WRITING

This course teaches students to develop a written paper into a unified, coherent, well-supported five-paragraph college-style essay that incorporates clearly written sentences in a variety of styles and mature (complex) sentences. Writing tasks include in-class timed essays, out-of-class process essays with two to three drafts each, summaries of newspaper and magazine articles, and reactions to readings with opinions and personal reflections.

ESLI 074 [0 CR]
INTERMEDIATE SPEAKING

Students develop oral communication skills. Emphasis is given to speaking in academic, business and professional situations. Reading and writing are also required components of the class. Students develop analytical skills by identifying issues, evaluating options and solving problems. A wide variety of materials and methods may be used to achieve course goals.

ESLI 075 [0 CR]
INTERMEDIATE LISTENING

This course introduces students to pre-college academic lectures and note taking as well as to different aspects of American humor through the use of taped lectures and radio broadcasts. Students develop skills to understand main ideas and significant details, inferences and cultural aspects of American humor.

ESLI 081 [0 CR]
CURRENT EVENTS / NEWS

In this course students continue to improve listening comprehension and speaking skills. Students participate in discussions of current social and political issues. Students gather and organize information from sources that include television news, newspapers, magazines, personal interviews and electronic media. Students engage in a variety of activities including out-of-class research, in-class listening exercises, small and large group discussions of news reports, and oral and written presentations.

ESLI 085 [0 CR]
BUSINESS ISSUES

This is a multi-skill course that introduces students to current business issues in American economic life. Students read, write and discuss business issues in the context of American cultural values. Students read, write, listen and discuss issues from television news reports, the Wall Street Journal and other daily or weekly business publications. Grammar is reviewed and assigned for homework as needed.

ESLI 086 [0 CR]
INTRODUCTION TO U.S. POLITICAL HISTORY

Students learn about the impact of the Revolutionary War and Civil War on American society. Students will discuss the factors that led to war, the politics involved before and during the war, and the major battles fought in each war. Course materials include videos, Internet research, readings and speeches. Major assignments for this course will include presentations, tests and quizzes, written assignments, and a research paper.

ESLI 088 [0 CR]
INTRODUCTION TO AMERICAN LITERATURE

This content-based course gives students an overview of various genres in American literature to introduce the most distinguished American authors and their works. The course focuses on aspects of American life and its reflection through literature.

ESLI 089 [0 CR]
INTRODUCTION TO INTERCULTURAL COMMUNICATION

Students listen to, write about, and discuss the meaning of culture and how it influences communication with people from other cultures. Students identify culturally determined values and beliefs about their own culture and identify reasons for the success or failure of intercultural communication. The course combines readings and lectures with problem-solving activities using role plays, discussions, simulations, reflection papers and group discussions.

ESLI 091 [0 CR]
ADVANCED LECTURE AND NOTE TAKING

In this class students practice listening to extended speech and lectures, identify key ideas, supporting details and organizational patterns. Content includes guest lectures and recorded lectures. Students are required to observe and report on several college lecture classes. Students learn to take comprehensible notes using note-taking symbols and abbreviations.

ESLI 092 [0 CR]
ADVANCED READING

In this class students are exposed to the kinds of reading that they can expect to find in their college courses. Course materials include college textbook material, newspaper and journal articles, essays, a full-length unabridged novel, short stories and poetry. Students continue to practice inferencing, skimming, scanning, and summarizing. Students respond to readings through writing, discussions and oral reports.

ESLI 093 [0 CR]
ADVANCED WRITING

This pre-college writing course requires students to use all writing skills to write timed and drafted essays, complete essay exam questions and complete a 6-10 page research paper. Skills taught include brainstorming, outlining, researching, drafting and redrafting, preparing and using notes, source and bibliography cards. Students research, analyze and evaluate issues. In addition, students summarize, paraphrase, quote and document sources.

ESLI 096 [0 CR]
ISSUES FOR DEBATE AND DISCUSSION

This listening/speaking course is for high intermediate and advanced-level students. Students continue to build confidence in speaking by participating in class discussions and debates and by making individual oral presentations. Students learn conversational strategies such as agreeing and disagreeing, interrupting and asking for clarification. Students listen to both formal and informal English. Topics of discussion typically include current events and controversial issues.

ENVIRONMENTAL SCIENCE [ENVS]

ENVS 300 [4 CR, ADV CORE: PN]
ENVIRONMENTAL SCIENCE

Environmental Science is an interdisciplinary field of study which relies on the principles of biology, chemistry and geology as well as the social sciences to explain complex natural systems. ENVS 300 is a survey course in this field and discusses how natural systems function with an emphasis on how these systems have been affected by human activity. Recent advances in scientific research indicate that in addition to the well-known local and regional effects of human activity on the environment, humans are changing the world we live in on a global scale. The possible ramifications of the environmental issues discussed in this course make the material both relevant and controversial. An attempt is made to present information in an objective, scientific manner, allowing students to reach their own conclusions regarding the proper response to environmental threats and to develop a personal environmental ethic.

Note: Environmental Science majors may not take ENVS 300 to fulfill a requirement in the Core Curriculum. Students may not take both ENVS 300 and SSCI 301 for credit.

ENVS 428 [4 CR]
ENVIRONMENTAL SCIENCE RESEARCH

In consultation with the instructor, students design and execute a research project or study in the area of environmental science or environmental chemistry. This course is generally taken by environmental science majors in their senior year.

F

FRENCH [FREN]

Students majoring in French and Francophone Studies are required to take four core courses (FREN 305, 360, 375, and 400) at St. Norbert College. Students then choose to focus on one of two tracks: the **Literature, Society and Culture** track requires FREN 320, while the **French for the Professions** track requires FREN 325. Students will also take three electives abroad which focus on their chosen track. These courses will be approved by French faculty.

FREN 101 [4 CR]
ELEMENTARY FRENCH 1

An intensive introduction to practical French with an emphasis placed on the four language skills: understanding, speaking, reading and writing.

FREN 102 [4 CR, CORE: SL]
ELEMENTARY FRENCH 2

Continuation of FREN 101.

FREN 203 [4 CR, CORE: SL]
INTERMEDIATE FRENCH 1: FRENCH LANGUAGE AND SOCIETY THROUGH FILM

FREN 203 is the first part of a two-semester sequence (203-204) leading to a transcriptable certificate in French. It focuses on the development of communication and cultural competency in listening, speaking, reading, and writing. Class discussions will focus on culturally significant films and student presentations will include topics such as art, music and cinema. FREN 203 will take students to a new level of proficiency and provide them with the self-confidence necessary to study and live in a Francophone country. Prerequisite: FREN 102.

FREN 204 [4 CR, CORE: SL]
INTERMEDIATE FRENCH 2: COMMUNICATION IN FRENCH AND FRANCOPHONE CONTEXTS

Students completing FREN 204 with a B average or better in all previous French classes at the college

will qualify for the certificate in French. Through the study of film, music and other media from the French and Francophone worlds, students will continue to improve their proficiency in reading, writing and speaking. This course is especially designed to develop students' communication skills in order to discuss contemporary topics of cultural and literary significance. It prepares students for advanced courses in French. Prerequisite: FREN 203. Spring semester.

ADVANCED COURSES IN CIVILIZATION, LANGUAGE AND LITERATURE

Students majoring in French and Francophone Studies are required to take four core courses (FREN 305, 360, 375 and 400) at St. Norbert College. Students then choose to focus on one of two tracks: the **Literature, Society and Culture** track requires FREN 320 while the **French for the Professions** track requires FREN 325. Students will also take three electives abroad which focus on their chosen track. These courses will be approved by French faculty.

FREN 305 [4 CR, ADV CORE: EI, WI] INTRODUCTION TO FRENCH LITERATURE AND SOCIETY

This course is an introduction to French Literature and is designed for students who seek to improve their French as well as learn about French literature and culture. FREN 305 examines a wide variety of literary texts – drawing on poetry, prose, and drama, from the Middle Ages through the contemporary period in order to highlight significant achievements in the French experience. Prerequisite: FREN 204 or instructor's consent. Fall semester.

FREN 320 [4 CR] MASTERPIECES OF FRENCH LITERATURE

An overview of representative masterpieces of French literature from the 17th to the 20th centuries. Topics covered include the classical period, ideas of the Enlightenment, the development of the 19th-century novel and existentialism. The course will also include film excerpts as visual texts. Prerequisite: FREN 305 or instructor's consent. Every other fall semester.

FREN 325 [4 CR] FRENCH FOR THE PROFESSIONS

This course will take an interdisciplinary approach to professional communication in French, as a language for use in business, government and the non-governmental sector. Special focus will be given to

basic professional vocabularies, oral, written and non-verbal communication, and French-American cross-cultural interaction. Prerequisite: FREN 305 or instructor's consent. Every other fall semester.

FREN 360 [4 CR] CONTEMPORARY FRANCOPHONE SOCIETIES THROUGH LITERATURE AND FILM

This course provides an analysis of the relations between France and its former colonies as manifested in the literature and film of France and the Francophone world. Questions of race and gender relations, exile, nationalism, identity and place are explored in written and visual texts. Prerequisite: FREN 305 or instructor's consent. Every other fall semester.

FREN 375 [4 CR, ADV CORE: BB] FRENCH CIVILIZATION AND IDENTITY

This course examines the representation of French identity from its origins in Roman times to its present forms. An interdisciplinary approach through the study of art, cinema and documentaries will enhance student understanding of the French intellectual tradition. Other topics will be drawn from history, human geography, the fine arts, philosophy and cultural iconography. Prerequisite: FREN 305 or instructor's consent. Spring semester.

FREN 389 SPECIAL TOPICS

Topics of special interest, dealing with Francophone literature, civilization or culture. Course may be taken more than once for credit if topic is different. Prerequisite: FREN 305 or instructor's consent. Generally taken abroad as FREN 393.

FREN 390 [4 CR] ADVANCED CONVERSATION AND COMPOSITION

Emphasis on developing facility in oral expression based on Francophone literatures and cultures. Attention to phonetics, pronunciation and syntax. Development of more difficult and sophisticated patterns of expression. Prerequisite: FREN 305 or instructor's consent. Generally taken abroad.

FREN 400 [4 CR] SENIOR CAPSTONE SEMINAR: CONTEMPORARY FRENCH SOCIETY

A study of French society as it has been shaped by the major historical and cultural events since WWII (globalization, immigration, European construction, etc.), drawing on a wide variety of textual and audio-visual media and inspired by current events such as

the tragic events in Paris in January 2015.
Prerequisite: FREN 375. Spring semester.

FREN 490 [2 OR 4 CR]
INDEPENDENT STUDY

For upper-level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers and examination required.
Prerequisite: Two courses above FREN 204 or instructor's consent.

G

GEOGRAPHY [GEOG]

GEOG 120 [4 CR, CORE: PN]
GLOBAL PHYSICAL ENVIRONMENTS

This course addresses the spatial dimensions of our planet, including energy transfer, air, water, weather and climate, landforms, vegetation and soils. Understanding of the interrelationships between these systems – and of human interaction with them – is key to forming an integrated understanding of the physical landscape and its significance to humankind. The course addresses issues of the environment and of natural hazards and includes a substantial laboratory component. Infrequently offered.

GEOG 140 [4 CR, CORE: BB]
WORLD REGIONS AND ISSUES

This course introduces geographic themes and critical issues of relevance in our global society and will enhance awareness and appreciation of other peoples and places. Through this regional survey of lands and life, students gain a grasp of differences and commonalities among the world's physical and human landscapes and how they impact life in these regions — as well as connections to our own lives. Regional profiles include the analysis of varied issues of the physical environment, population distributions, cultural landscapes, and select historical, political and economic issues primarily via the spatial point of view. This regional approach consistently emphasizes map work.

GEOG 155 [4 CR, CORE: DD]
ETHNIC GEOGRAPHIES OF THE U.S.

This course provides an overview of the geographic diversity of population in the United States. Ethnic groups such as Native Americans, African Americans, Hispanics, and Asians will be included in our discussion of the ethnic complexity of the United States. Case studies of ethnic groups from various places and regions, including Wisconsin, will be

examined via text and outside readings, online sources, and film.

NOTE: This course is offered in a hybrid format: eight face-to-face class meetings and the balance online.

GEOG 225 [4 CR, CORE: DD]
SOCIAL GEOGRAPHY

This course provides an introductory survey of geographic themes and concepts of social and cultural relevance in our fast-changing world, with a particular emphasis on the United States. The course offers an opportunity to raise understanding of and appreciation for geographic realities in the lives of others — as well as in our own daily existence. Topics include population dynamics, migration, ethnicity, gender, language, religion, urbanization and the political landscape. Geographic/spatial aspects of these issues are examined on a variety of scales in diverse locales. Map work is emphasized.

GEOG 238 [4 CR]
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

This lecture/lab course introduces the basic theory, tools and skills of Geographic Information Systems (G.I.S.) in a hands-on computer lab setting. G.I.S. integrates hardware, software and data to capture, manage, analyze and display all forms of spatially referenced information. G.I.S. has revolutionized the ways in which we can question, interpret, and visualize data across a wide range of disciplines. Students will be introduced to the spatial thinking upon which G.I.S. is built and how to apply this knowledge to real-world, interdisciplinary scenarios. The course will build students' ability to understand, visualize, analyze and solve geographic problems.

GEOG 363 [4 CR, ADV CORE: BB]
GLOBAL URBANIZATION

This course focuses on the development of the present global urban system primarily, but not exclusively, from a geographic perspective. Topics include the origins and evolution of cities in both the developed and developing world (with special attention to U.S. urban growth); aspects and models of the internal structure of cities; and the recent growth of the “world cities” (those power centers that dominate the global economy), and of the developing world's fast-growing megacities. Both the enduring promise and persistent problems of urbanization are addressed. The functions and meanings of cities and urban change will be explored from various cultural perspectives.

GEOG 489
SPECIAL TOPICS

Examination of selected topics of interest to faculty and students, such as demographics, political geography, maps and map making, advanced Geographic Information Systems, cultural landscapes, in-depth regional analysis, or other topics.

GEOLOGY [GEOL]

GEOL 105 [4 CR, CORE: PN]
GEOLOGY

A study of geological phenomena involved in the formation of the Earth's surface and subsurface features, the interrelationship between humans and the geological environment, and the application of the science of geology to problems resulting from the increasingly intense use of the materials of the Earth's crust. The course includes lectures, discussions, labs and field trips.

GEOL 107 [4 CR, CORE: PN]
ENVIRONMENTAL GEOLOGY

This course provides an introduction to geologic processes with a special emphasis on the interaction of these processes with humankind. Topics include geologic hazards (e.g. earthquakes, volcanoes, flooding), geologic resources and human impact on the natural environment such as groundwater contamination and mining. Includes lectures, discussion, labs and field trips.

GEOL 109 [4 CR, CORE: PN]
DINOSAURS AND THEIR ENVIRONMENT

This course explores the origin, evolution, and extinction of dinosaurs as well as the environment at the time the dinosaurs were alive. Dinosaurs are also used to learn about how science is used to evaluate the Earth, both past and present. Fundamental geological principles that affected the distribution and life history of dinosaurs are also covered. Includes lectures and labs.

GEOL 115 [4 CR, CORE: PN]
GENERAL OCEANOGRAPHY

This course provides an overview of the ocean sciences, with emphasis on the interplay between its geological, physical, chemical and biological processes. The impact of oceans on Earth's climate will be examined, as well as possible human impact on climate and global sea level changes. Other human concerns, including marine pollution problems and species extinction, will be addressed.

GEOL 225 [4 CR]
HYDROGEOLOGY

This course provides an overview of the hydrologic cycle with emphasis placed on the study of groundwater. Discussions include the fundamental characteristics of aquifers (porosity and permeability), the geologic settings of groundwater and the basic physics of groundwater flow. This course also provides an introduction to surface water in streams and its geomorphic effects. The course includes lectures, discussion, laboratory and field exercises. A basic knowledge of high school algebra and trigonometry is assumed. Prerequisite: GEOL 105. Offered every other year.

GEOL 250 [4 CR]
GEOMORPHOLOGY

This course provides an overview of the geologic processes responsible for shaping and modifying the Earth's surface. Emphasis is placed on the study of the following topics: physical and chemical weathering, soils, mass wasting, streams, glaciers, wind and desert processes, karst features, coastal processes, tectonic geomorphology, and landscape evolution. Includes lectures, discussions, labs and field trips. Prerequisite: GEOL 105. Offered every other year.

GEOL 275 [4 CR]
HISTORICAL GEOLOGY

This course focuses on the major events in Earth's history. In particular, the history of life through time, changes in sea level and climate, and the evolution of Earth's lithosphere are studied, with a focus on the North American continent. Interpretation of the rock and fossil records will be a key component. Includes lectures, discussions and labs. Prerequisite: GEOL 105. Offered every other year.

GEOL 280 [4 CR]
INTRODUCTION TO PALEONTOLOGY

This course focuses on the fossil record from a geological perspective. A major component of the course will involve learning how to use the distribution of fossils to correlate rock units. Other topics will include identification of major fossil groups, the preservation of fossils, and the relationship between fossil organisms and their environments. Prerequisite: GEOL 105. Recommended: GEOL 275.

GEOL / EDUC 287 [4 CR, CORE: PN]
INTEGRATED SCIENCE METHODS AND INTRODUCTORY GEOLOGY 1

This is the first half of a yearlong sequence that integrates the teaching of science methods for

elementary pre-service teachers with a science course. Students will learn the basic concepts and skills of geology in conjunction with how to teach those concepts and skills to elementary students. The content of part one and part two of the course will be similar to combined content of EDUC 285 and GEOL 105 Introductory Geology. To fulfill the requirement of science methods in the education program, students must complete part one and part two of the yearlong sequence.

GEOL / EDUC 288 [4 CR]
**INTEGRATED SCIENCE METHODS AND
INTRODUCTORY GEOLOGY 2**

This is the second half of a yearlong sequence that integrates the teaching of science methods for elementary pre-service teachers with a science course. Students will learn the basic concepts and skills of geology in conjunction with how to teach those concepts and skills to elementary students. The content of part one and part two of the course will be similar to combined content of EDUC 285 and GEOL 105 Introductory Geology. To fulfill the requirement of science methods in the education program, students must complete part one and part two of the yearlong sequence. Prerequisite: GEOL / EDUC 287.

GEOL 300 [4 CR]
MINERALOGY

This course is an introduction to the basic concepts of mineral formation and identification. The lecture portion of the course conveys the principles and concepts of mineralogy. The laboratory portion of the course will focus on the descriptive aspects of the science emphasizing the occurrence of the common minerals and developing the ability to identify hand samples. Topics also included are crystallography, crystal chemistry and microscopic identification of minerals. Prerequisite: GEOL 105.

GEOL 320 [4 CR]
PETROLOGY

This course provides an overview of the formation, occurrence, and recognition of the igneous and metamorphic rocks. The lecture portion of the course will cover the theoretical aspects of rock development with particular emphasis on the tectonic framework. The laboratory portion will emphasize macroscopic and microscopic identification of the various rock types and their associated textures. Prerequisite: GEOL 300.

GEOL 322 [4 CR]

SEDIMENTATION AND STRATIGRAPHY

A lecture and laboratory course that examines the origin and characteristics of sediments and sedimentary rocks, transportation mechanisms, and geologic environments in which sediments are deposited, unification and diagenesis, classification schemes for sedimentary rock nomenclature, and the arrangement and correlation of sedimentary rocks. Prerequisites: GEOL 105 and GEOL 300. Offered every other year.

GEOL 325 [4 CR]
STRUCTURAL GEOLOGY

This course explores the processes of deformation of the Earth's crust and how this deformation is recorded by rocks. Emphasis is placed on the correct observation and interpretation of features such as faults, folds and shear zones. Includes lectures, discussions, labs and field trips. Prerequisites: GEOL 300 and GEOL 320.

GEOL 350 [4 CR]
GLACIAL AND QUATERNARY GEOLOGY

An introduction to glacial process and environments. Emphasis is placed on the origin of landforms and landscapes produced by glaciations. Related topics covered in this course include Quaternary climate change, eolian (wind) processes, river and lake systems, and periglacial processes. Includes lectures, discussion, laboratory and field trips. Prerequisite: GEOL 105. Infrequently offered.

GEOL 354 [2 OR 4 CR]
FIELD GEOLOGY

This course provides an extended field experience for geology majors. Usually includes two to three weeks of travel and study of the geology and natural history of Costa Rica. The course focuses on plate tectonic processes, active volcanism and arid sedimentary environments in a modern geologically active region. Special emphasis is placed on careful observation, description and interpretation of geologic phenomena. Prerequisites: GEOL 105 and instructor's consent. Infrequently offered.

GEOL 389 [2 OR 4 CR]
SPECIAL TOPICS

A course designed for group study of a subject matter of special interest. Typically applied to an extended field trip offered during winter break or spring break with associated lectures, labs, research and/or literature review. Special topics courses that include a field trip require an additional fee to cover expenses, such as travel. Prerequisites: GEOL 105 and instructor's consent.

GEOL 428 [4 CR]
ENVIRONMENTAL GEOLOGY RESEARCH

Original field or laboratory study and research in the area of environmental geology. Course requirements vary depending on the research focus and must be agreed upon by the student and supervising instructor. This course is designed to satisfy the senior thesis requirement of the environmental science major. Prerequisite: instructor's consent.

GEOL 450 [6 CR]
GEOLOGY FIELD CAMP

A summer field course that integrates basic geologic skills and knowledge in the construction of geologic maps. The field camp is typically six to eight weeks in duration, and students normally attend the course during the summer between their junior and senior years. This course is not offered by St. Norbert College. Students must enroll in a field camp offered by another institution. Prerequisites: geology major and approval of field course by the geology discipline.

GEOL 490 [4 CR]
INDEPENDENT STUDY

A course that allows students to pursue an area of study on an individual basis with consultation and evaluation by a Geology faculty member. Course methodology and objectives will be mutually agreed upon by the faculty member and the student. Prerequisite: instructor's consent.

GEOL 492 [4 CR]
DIRECTED RESEARCH

An arranged course involving substantial laboratory and/or field research in an area of interest to the student and under the supervision of one or more geology faculty members. This course may be based on a group project. Students who wish to use a summer research experience performed at another institution for GEOL 492 credit must have the discipline's approval prior to undertaking the research. Prerequisite: instructor's consent or discipline approval.

GEOL 496 [4 CR]
SENIOR THESIS

Original field or laboratory research in geology under the supervision of a faculty member in the discipline. The student is required to write a thesis summarizing the objectives, methods, data and significant results of the research. In addition, presentation of research results at a professional meeting is encouraged. Prerequisites: geology major and instructor's consent.

GERMAN [GERM]

GERM 101 [4 CR]
ELEMENTARY GERMAN 1

An intensive introduction to practical German with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Required laboratory practice. Fall semester.

GERM 102 [4 CR, CORE: SL]
ELEMENTARY GERMAN 2

Continuation of GERM 101. Prerequisite: GERM 101. Spring semester.

GERM 203 [4 CR, CORE: SL]
INTERMEDIATE GERMAN 1

Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Required laboratory practice. Prerequisite: GERM 102.

GERM 204 [4 CR, CORE: SL]
INTERMEDIATE GERMAN 2

A continuation of GERM 203 with emphasis on developing facility in oral and written expression as well as reading short literary texts. Prerequisite: GERM 203.

**ADVANCED COURSES IN CIVILIZATION,
LANGUAGE AND LITERATURE**

GERM 304 [4 CR, ADV CORE: EI, WI]
GERMAN COMPOSITION

GERM 304 or GERM 305 is required of all majors and minors. The course includes a review of German grammatical structures, syntax and idioms through weekly compositions and short literary readings. Emphasis is on developing facility in diverse types of written expression. This course is comprised of composition on literary topics to prepare students for upper-level courses in German. Prerequisite: GERM 204. Fall or spring semester, as needed.

GERM 305 [4 CR, ADV CORE: EI]
**INTRODUCTION TO GERMAN LITERATURE AND
LITERARY CRITICISM**

German 304 or 305 is required of all majors. An introduction to major trends in German literature, including critical terminology and concepts, through class discussion of various literary genres: fables, fairytales, short stories, poems and drama. Prerequisite: GERM 204. Fall or spring semester, as needed.

GERM 328 [4 CR]**ENLIGHTENMENT AND CLASSICISM**

A study of the changes and literary production of the German Enlightenment and Weimar classicism as seen in the works of authors such as Gottsched, Lessing, Herder, Goethe and Schiller. Emphasis will be placed on drama. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

GERM 349 [4 CR]**REALISM AND NATURALISM**

A study of the 19th century German literary movements Realism and Naturalism with emphasis on prose and drama, exploring such authors as Stifter, Keller, Raabe, Storm, Fontane, Holz and Hauptmann. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

GERM 350 [4 CR]**MODERN GERMAN LITERATURE**

A study of recent developments in German literature, including East German literature. Literary movements include Impressionism, Expressionism, Epic Theatre, Kahlschlagliteratur, Group '47 and Neo- Subjectivism. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

GERM 355 [4 CR]**ROMANTICISM**

A study of the Romantic Movement in Germany with emphasis on fairy tales, short stories, novellas and poetry. Students will analyze the works of such authors as Hölderlin, Novalis, Tieck, Fouqué, Hoffmann, Brentano, Eichendorff and the Brothers Grimm. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

GERM 360 [4 CR]**GERMAN POETRY**

A study of German lyric poetry from Goethe to the present. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

GERM 375 [4 CR, ADV CORE: WT]**GERMAN CIVILIZATION I**

This class is meant as the first non-grammar course. Through extensive German language readings, this course acquaints students with the early cultures of German-speaking nations, German history, society and political institutions. Literature and art from 800 to 1600 are explored in depth. Prerequisite: GERM 204. Fall semester.

GERM 376 [4 CR, ADV CORE: BB]**GERMAN CIVILIZATION 2**

Continuation of German 375. A study of German-speaking countries from 1815 to the present. The course will explore the cultural, sociological and political developments of the era, with special emphasis on the art of the Weimar Period (Expressionism, Dada, Bauhaus, Early German Ufa Studio films, Käthe Kollwitz, Neue Sachlichkeit). Prerequisites: GERM 375. Spring semester, alternate years.

GERM 389**SPECIAL TOPICS**

Topics of special interest dealing with German literature, civilization or culture. Courses may be taken at the College or abroad (GERM 393) and more than once for credit if topics differ. Often taught as a beginning writing class with analysis of short literary texts, a course on the fairy tale genre, a film class, or as a business German class. Prerequisites: GERM 304 or GERM 305, GERM 375 or GERM 376, instructor's consent.

GERM 390 [4 CR]**ADVANCED CONVERSATION, GRAMMAR AND COMPOSITION**

This course reviews German grammatical structures, syntax and idioms. Special emphasis is given to developing facility in oral expression. In addition, written proficiency in the language is developed through drills, vocabulary exercises and compositions. Prerequisites: GERM 304, GERM 375 and GERM 376 or instructor's consent. Study abroad, or as an arranged course.

GERM 400 [4 CR]**SENIOR CAPSTONE SEMINAR**

This course will examine contemporary issues in post-1945 German society through various media, including literature. Focus will vary from year to year, but will generally include the following topics: post-war Germany, the "German Question" (division of Germany), Frisch, Dürrenmatt, immigration policies, Neo-Nazism, the European Community, and women's issues. Often taught as a seminar on Max Frisch's novel, *Homo faber*, or Christa Wolf's novel, *Cassandra*. Prerequisites: GERM 304 or GERM 305; GERM 375 or GERM 376. For German majors and minors only.

GERM 490 [2 OR 4 CR]**INDEPENDENT STUDY**

For upper-level students in lieu of a regular course. Plan of work must be approved before registering.

Students will be assigned reports, a paper and an examination. Prerequisite: Two courses above GERM 204. Further German courses are available at the University of Wisconsin-Green Bay when advanced students need classes not offered in a given semester.

GREEK [GREK]

GREK / CLAS 111 [4 CR] ELEMENTARY GREEK 1

An introduction to Attic Greek with emphasis on the grammar, syntax and vocabulary necessary for reading Greek prose and poetry. Fall semester.

GREK / CLAS 112 [4 CR, CORE: SL] ELEMENTARY GREEK 2

A continuation of CLAS 111, with extended reading passages in Greek prose and poetry. Prerequisite: CLAS 111. Spring semester.

GREK / CLAS 213 [4 CR, CORE: SL] INTERMEDIATE GREEK

Continued study of grammar, syntax and vocabulary of Greek prose and poetry. Readings may include selections from Herodotus, Thucydides, Plato, or early Christian texts. Prerequisite: CLAS 112. Fall semester.

H

HEBREW [HEBR]

HEBR 101 ELEMENTARY BIBLICAL HEBREW

This course introduces students to the language of the Hebrew Bible and the historical and theological methods that arise from studying the Hebrew Bible in its original language. No prior knowledge of Biblical Hebrew is assumed. The course begins by introducing the alphabet: students should be able to read many prose passages in the Hebrew Bible with relative ease and occasional recourse to the aid of a Hebrew-English lexicon. Fall semester, alternate years.

HEBR 102 INTERMEDIATE BIBLICAL HEBREW

The course is a continuation of HEBR 101. Students are exposed to longer prose passages of the Hebrew

Bible, further nuances of Hebrew syntax and the rudiments of Biblical poetry. Spring semester, alternate years. Prerequisite: HEBR 101 or instructor's consent.

HISTORY [HIST]

HIST 112 [4 CR, CORE: WT] HISTORY OF WESTERN CIVILIZATION 1: FROM THE BRONZE AGE TO THE RENAISSANCE

This course explores the development of Western Civilization from its origins in ancient Iraq to its flowering in Renaissance Europe. Key topics include society and belief in the ancient Near East; Greek philosophy, theater and politics; Roman imperialism and urbanism; Christian origins; Islamic contributions to the West; Medieval monarchy, universities and the papacy; and Renaissance art and humanism. This course seeks to provide students with a keen awareness of our debt to past cultures and with new perspectives on where human civilization may be headed. Fall semester.

HIST 113 [4 CR, CORE: WT] HISTORY OF WESTERN CIVILIZATION 2: EARLY MODERN AND MODERN EUROPE

This course will examine the development of Western civilization from circa 1500 to the end of the Cold War. After a brief treatment of the intellectual expansion called the Renaissance, this survey course studies the Age of Exploration and European expansion beyond its geographical borders, thereby introducing the theme of colonialism in Western history. Other major themes of the course include the evolution of ideas, mentalities and, more broadly, Western culture; the development of political systems; and the emergence of various structures and forces in social and economic life. As an historical overview, this course gives attention to famous leaders and dramatic events, as well as examining ordinary people, their daily lives and the continuities in Western civilization. Fall semester.

HIST / AMER 114 [4 CR, CORE: DD] HISTORY OF THE UNITED STATES 1

This course will trace the political, social, and cultural development of the U.S. from its pre-Columbian origins through the Civil War. From encounters between early colonists and Native Americans, to midwives tending to colonial women, to 19th-century laborers adjusting to industrial changes, and finally to the slave trade, this course

will pay particular attention to the role of race, class, and gender in shaping society and politics.

HIST / AMER 115 [4 CR, CORE: DD]
HISTORY OF THE UNITED STATES 2

This course will trace the political, social, and cultural development of the U.S. from Reconstruction to the present. From Jim Crow segregation, to labor organizing during the Great Depression, to women's rights movements, to the debates over immigration, this course will pay particular attention to the role of race, class, and gender in shaping society and politics.

HIST 118 [4 CR, CORE: BB]
SURVEY OF AFRICAN HISTORY

This course surveys select topics in the social, economic and political history of Africa to the present. It begins with an examination of the great medieval West African kingdoms and empires and discusses the importance of Africa's resources, including gold, to the medieval world economy. The second half of the course traces the development of interactions between Africa and the West, paying particular attention to the Atlantic slave trade, colonialism, and African nationalist movements. Spring semester.

HIST 120 [4 CR, CORE: BB]
SURVEY OF MIDDLE EASTERN HISTORY

This course traces the major political, social, economic and intellectual developments that have shaped the Middle East over the past 1,400 years. Beginning with the career of the prophet Muhammad and the rise of Islam in the seventh century, it follows the processes of political unification and cultural integration from early Arab rule to the aftermath of World War I. Special attention is given to Islamic civilization – what it achieved and what it has meant to the people of the Middle East. Fall semester.

HIST 122 [4 CR, CORE: BB]
MODERN EAST ASIA

An introductory survey of the major developments in China, Japan, Korea and Southeast Asia from 1600 to the present. Topics include modernization, the reaction to the West, nationalism, communism and postwar trends. Fall semester.

HIST 130 [4 CR, CORE: BB]
HISTORY OF LATIN AMERICA

After examining the Native American and Iberian civilizations of the late 15th century, this course will survey the European conquest and colonization of

Latin America, the evolution of colonial society, and the reforms and revolutions that led to Latin American independence. The course then traces the history of the major Latin American nations to the present, emphasizing the themes of political development, the role of the military, social justice and economic development. Fall semester.

HIST 210 [4 CR]
MAKING HISTORY: TRUTH AND MYTH

This course is designed to give History majors a better understanding of the many ways in which the past has been retrieved, sorted and recorded to create what we call "history." Often this process has involved a search for the truth, based upon verifiable evidence, in order to explain the present; perhaps just as often, it has also meant the distortion of facts, the invention of traditions, and the (re)making of myths in the service of some political or other agenda. We will begin by surveying several of the better known schools of historical writing, starting with the Classical Greeks and ending with the Post-Modernists and World Historians. Next, we will investigate some examples of historical writing as they apply to the history of the Middle East. Ultimately, we will hope to better understand what is meant by the expression "the use and abuse of history." Spring semester, alternate years.

HIST 311 [4 CR]
MEXICO SINCE INDEPENDENCE

This course examines the political, economic, social and cultural development of Mexico from its attainment of independence in the early 19th century to the present. Major topics include the emergence of political strongmen and patron-client relations, Mexico's relations with the U.S. and other foreign powers, the Native Americans' loss of their land and agrarian reform, urbanization and migration, the Revolution, and the development of the one-party state. This seminar course also emphasizes students' development in the areas of critical and analytical thinking and effective oral and written expression. Alternate years.

HIST 312 [4 CR]
SOCIAL HISTORY OF THE UNITED STATES

This course will study those people of the U.S. who have not made headlines but have nonetheless made history: at home (the family), at school (education), at worship (religion), at work (labor), at play (leisure), in community (race relations), and in conflict (crime and punishment). It will trace their journeys from the country's colonial past to the present and will assess their impact on the nation's successes and setbacks.

HIST 321 [4 CR]**THE SPANISH CONQUEST OF THE AMERICAS**

This course examines the historic encounter of the Native Americans and the Spanish in the first decades after 1492. The course focuses on the political organizations, social structures, economic systems, and cultures of Spanish and indigenous civilizations; it explores Spanish and Indian perspectives; and it assesses the historical consequences of conflict and accommodation in 16th-century America. Alternate years.

HIST / AMER 322 [4 CR]**AMERICAN IMMIGRATION AND ETHNIC HISTORY**

This course traces the history of immigration to the United States from the nineteenth century to the present. In the 19th century waves of immigrants arrived in the U.S., building communities and sparking outrage among native Americans. Today many descendants of these immigrants call for tighter border control. This course will examine immigrant characteristics and motivations, as well as legislation that has defined what it means to be American and changed patterns of migration. Throughout, we will ask, what does it mean to be an immigrant in this nation, and what does it mean to be a nation of immigrants. Alternate years.

HIST / AMER 324 [4 CR]**POVERTY, CHARITY AND WELFARE IN AMERICAN HISTORY**

This course will examine the poor in modern America: from orphans in Chicago's Home for the Friendless, to sharecroppers in the Great Depression, to Reagan's notorious welfare queen of the 1980s. We will analyze primary and secondary sources to understand why people were poor and how they coped with the insecurity and instability of poverty, and to investigate America's various anti-poverty crusades. Finally, considering the majority of non-white men and women living below the poverty line, we will pay particular attention to race and gender, and ask how Americans have responded to, and at times perpetuated, this disparity. Alternate years.

HIST / CLAS 326 [4 CR]**THE HISTORY OF ANCIENT GREECE**

This course explores ancient Greek civilization from its dawn in the second millennium B.C. to its absorption by the Roman Empire in the third century B.C. Key themes will include tyranny and democracy; innovations in philosophy and science; competition through warfare and athletics;

mythology, poetry and history; and new standards in art and architecture. This course seeks to illustrate how different the world would be without the vibrant and creative culture of ancient Greece. Fall semester, alternate years.

HIST / AMER / WMGS 327 [4 CR]**WOMEN AND GENDER IN UNITED STATES HISTORY**

This course will explore women and gender in American history from colonial America to the present. Students will examine how gender norms changed throughout history and how individuals interacted with those norms. They will analyze how women and notions about gender shaped American politics: through cultural trends like fashion; through family and daily life; and through social movements such as suffrage, temperance, and welfare rights. We will ask, when did gender constrict the choices that individuals faced, and when did individuals expand and even disassemble gender norms? Alternate years.

HIST / CLAS 328 [4 CR]**THE HISTORY OF ANCIENT ROME**

This course is an exploration of Roman civilization from its origin in a tiny Italian village in the 8th century B.C. to the decline of its vast empire in the fifth century A.D. Key themes include political, administrative and legal achievements; conquest, imperialism and multiculturalism; the shift from republic to empire; daily life in town and country; the impact of Christianity; and architecture and urbanism. This course is designed to provide the student with a firm grounding in the Roman experience and a keen awareness of what we today owe the Romans of the distant past. Spring semester, alternate years.

HIST 329 [4 CR]**THE HISTORY OF MEDIEVAL EUROPE**

This course examines the dynamic period of change in Europe from the fading of the Roman Empire through the flowering of the High Renaissance. Key topics include the fusion of Roman, Germanic and Christian cultures; warfare and kingship; the relative powers of church and state; creation of representative assemblies and universities; theology, philosophy and science; Europe and the Middle East; heresy and reform; and Romanesque, Gothic and Renaissance art and architecture. This course seeks to illustrate how different medieval people were from us, yet also how we are very clearly their political, cultural and spiritual descendants. Fall semester, alternate years.

HIST 331 [4 CR]
HISTORY OF THE BYZANTINE EMPIRE

This course will introduce students to the “other half” of Europe’s Middle Ages, the eastern half with a focus on the Byzantine Empire. The Byzantine Empire had tremendous theological, artistic and legal influence on western Europe in the Middle Ages and the Renaissance. It served as a model of advanced politics and diplomacy, of trade and commerce, and as a military bulwark against Islamic invaders, preventing their assault on eastern Europe for nearly 800 years. Spring semester, alternate years.

HIST 332 [4 CR]
THE HISTORY OF IMPERIAL SPAIN

This course surveys Spanish history from the reign of Ferdinand and Isabella to Spain’s loss of its American colonies in the early 19th century. Topics include religious unity and conflict, the roles of empire and war, society and culture, 18th-century reform, and Spain’s rise and decline. Alternate years.

HIST 333 [4 CR]
CUBA: COLONY TO CASTRO

This course examines the history of Cuba from the late 18th century to the present; this period begins with a sugar boom and the development of African slavery in the Spanish colony and ends with Cuba’s current difficulties in a post-Soviet world. Other topics of the course include the Cubans’ struggles for independence from Spain, relations with the U.S., monoculture and the export economy, political institutions and political change, race and class relations, and the Cuban Revolution (a significant portion of the course treats Cuba since 1959). This course aims to enhance the students’ knowledge and understanding of Cuba’s past and place in Latin American and world history. Alternate years.

HIST / WMGS 335 [4 CR]
WOMEN AND WORK

This course examines the topic of women and work historically, with attention to changes over time in the work histories of African and American women. Throughout, we will explore women’s working lives in the context of the gendered social norms within which they have lived. Within this general framework, the course will examine occupations including domestic work, prostitution, farming, market trading and professional/managerial work. The course will also explore the intersections of work with marriage and parenting and the effects of race and class upon women’s working lives. Fall semester, alternate years.

HIST 340 [4 CR]
ISRAEL/PALESTINE: THE ROOTS OF THE ARAB-ISRAELI CONFLICT

This course examines the origins and development of Jewish-Arab rivalry in the Middle East, beginning with the advent of Zionism in the 19th century and concluding with a review of current events. Social and economic dimensions of the conflict are considered alongside the political history. Students are introduced to a wide range of materials on the topic. Spring semester, alternate years.

HIST 341 [4 CR]
ISLAM AND VICTORIANISM IN NINETEENTH-CENTURY AFRICA

This course focuses on the lives and legends of two charismatic figures of the nineteenth century – Charles G. Gordon, the Victorian martyr-hero and Muhammad Ahmad al-Mahdi, the Sudanese holy man and revolutionary. After considering the ideals which each man died trying to uphold, we examine a variety of accounts of their lives in an attempt to understand the cultures that created these men and the discipline of history that explains them. Fall semester, alternate years.

HIST 343 [4 CR]
THE MODERN MIDDLE EAST

This course is designed to introduce students to the central issues of 19th- and 20th-century Middle Eastern history: imperialism, nationalism, secularism, modernization and Westernization and the resurgence of militant Islam. The course begins with the decline of the Ottoman Empire and then examines in detail the experiences of several countries, including Turkey, Egypt, Iran, Lebanon and Saudi Arabia. The course concludes with a survey of the present conflicts in the region, seeking to understand them in their historical dimensions. Prerequisite: HIST 120 or instructor’s consent. Fall semester, alternate years.

HIST 344 [4 CR]
COLONIALISM IN AFRICA THROUGH THE NOVEL

This course examines Africa during the years following 1900, when most of the continent came under European political control. Six novels written by Africans will be read which, in contrast to standard histories of Africa, give the reader a rich understanding of what the colonial period in Africa meant for Africans in their daily lives. Topics to be addressed include the effects of colonialism on existing African social, economic and political institutions; African responses to colonialism; anti-colonial movements; and missionary activity in Africa. The novels will be supplemented by more

conventional historical materials including a brief African history text. Fall semester, alternate years.

HIST 345 [4 CR, ADV CORE: WT]
SLAVERY IN WORLD HISTORY

This course contrasts American slavery with forms of unfree labor in other parts of the world. Six topics are covered, the precedents – slavery in the ancient world, Islamic Middle East and pre-colonial Africa; the slave experience in the Americas, including Brazil, the Caribbean and the U.S.; the economy of slavery and its effects in Africa and the Americas; slave resistance; the abolition of slavery in Africa and the Americas; and the legacies of slavery in the Americas – miscegenation, racial identity and relations, and economic development. Spring semester, alternate years.

HIST 350 [4 CR, ADV CORE: WT]
THE HISTORY OF MODERN EUROPE

This course explores the political, social, economic, military and cultural aspects of modernity in the European context from the French Revolution to the collapse of the Soviet Union. Key topics include Enlightenment values; revolution and reaction; industrial society; Romanticism, socialism and communism; nationalism, imperialism and totalitarianism; world wars and Cold War; and Europe united. This course seeks to illustrate how the ideas, movements, conflicts and personalities of modern Europe have shaped our contemporary ways of thinking, feeling and living. Spring semester.

HIST / WMGS 351 [4 CR]
WOMEN, GENDER AND IMPERIALISM

From the 1850s through the 1950s, Western women played significant roles in the British colonies in Africa and India in the fields of education, public health and missionary work. These women believed that they could improve the lives of non-Western women by acculturating them to the norms of their own middle-class, Western and Christian lives. The course will explore how these women tried to reshape key social institutions in Africa and India such as marriage, parenting, medical practices and religion. This course will also explore how the women and men these individuals came to “civilize” in turn shaped the cross-cultural encounter through their powerful reactions to the often unwelcome acculturating messages they received. The course draws upon historical material and autobiographical, literary, missionary and travelers’ accounts to investigate these events. Spring semester, alternate years.

HIST 354 [4 CR]
ISSUES IN THE CONTEMPORARY MIDDLE EAST

This course allows History majors with an emphasis on the Middle East to examine the historical roots of the most pressing issues in the region today. While the course content is expected to change somewhat each time it is taught, subjects of likely interest are U.S. involvement in the region since World War I, the Shi’ite revival since the Iranian revolution, the spread of political Islam (e.g., the Muslim Brothers, al-Qa’ida, and ISIS), and the revolts of the “Arab Spring.” Students are encouraged to take HIST 343 before this course to familiarize themselves with 20th century developments. Prerequisite: HIST 120. Spring semester, alternate years.

HIST 361 [4 CR]
MODERN CHINA

This course examines the values and institutions of traditional China as they functioned during the last dynasty (the Qing Dynasty) and the process of Westernization/modernization which resulted in the disintegration of many of these values and institutions. The course covers the period from 1644, when the Qing Dynasty was founded, through its overthrow in the 1911 revolution, to the fall of the Republic of China in 1949. The bulk of the course will deal with the century from the Opium War in 1840 to the victory of the Chinese Communists in 1949. Alternate years.

HIST 362 [4 CR]
MODERN JAPAN

A study of Japan from 1600 to the present, focusing primarily on the period after 1853 and the arrival of Commodore Perry. This course studies the Tokugawa period and its downfall, the initial attraction to, and later estrangement from, the West, the role of ultra-nationalism both domestically and in foreign policy leading to the Pacific War, and finally, the American occupation and post-war development. Alternate years.

HIST 363 [4 CR]
COMMUNISM IN CHINA

A seminar which examines communism from its beginnings in 1921 to the present, with an emphasis on the period after 1949 and includes the rise of Mao, ideological development, foreign policy, relations with the U.S., the Great Leap Forward, the Cultural Revolution, and the leadership of Deng Xiaoping, Jiang Zemin, Hu Jintao, and Xi Jinping. Alternate years.

HIST 364 [4 CR]
MODERN KOREA

An examination of Korea's history, culture, society, politics and foreign relations during the 19th and 20th centuries. Topics include traditional Choson Dynasty Korea and its decline (1392-1910), the coming of the West, Japanese imperialism and big power rivalry, domestic factionalism, the colonial period and the resultant independence movement, including the role of overseas Koreans (1910-45), the American occupation, division into hostile regimes, and current issues facing both North Korea and South Korea (1945-present). Alternate years.

HIST 368 [4 CR, ADV CORE: DD]
THE ASIAN AMERICAN EXPERIENCE

An examination of the immigration of East Asians (Chinese, Japanese, and Koreans) to the United States and the formation of Chinese-American, Japanese-American, and Korean-American communities from the 19th century to the present.

HIST 370 [4 CR, ADV CORE: WT]
THE END OF THE WORLD

This course examines the many ways that beliefs about a final judgment and an end-time event ("Apocalypse") have been put into action in Western and non-Western societies during periods of acute crisis. Students will be exposed to a variety of disciplinary approaches to the study of millenarian movements, and will be expected to reflect critically in class discussions and essays on the values that these movements reflect and their change or continuity across space and time. The course concludes with an examination of contemporary American millenarian beliefs. Spring semester, alternate years.

HIST 389 [2 OR 4 CR]
SPECIAL TOPICS

A course taught at intervals by a member of the faculty, dealing with a topic in European, Latin American, Asian, African, Middle Eastern or U.S. history. The topic will be announced each time the course is offered. The course, which counts as an advanced course in the area of concentration in which the topic falls, may be taken more than once, for credit, if the topic is different.

HIST 490 [2 OR 4 CR]
INDEPENDENT STUDY

A tutorial course for majors only involving either a directed reading program in an area of special interest to the student or a project based on research under the supervision of a faculty member.

HONORS PROGRAM COURSES
[HONR]

HONR 101 [4 CR, CORE: WI]
INTRODUCTION TO HONORS

This course introduces students to the fundamentals of a Catholic, Norbertine, liberal arts education. The focus of the course is on the understanding of the creation, development, and dynamics of communities. We will examine specific communities within our larger Fox River area community (ethnic communities, religious communities, and neighborhood communities). Critical thinking skills and inquiry methods will be used to help determine a topic of interest, identify a problem, create a question, and study an issue. Required "texts" will include scholarly articles, literary works, media, interviews, and field-based explorations. Objectives of the course include an understanding of the Norbertine heritage of the College, an awareness of and appreciation for "different ways of knowing," and increased information literacy and communication skills. Prerequisite: honors program member. Fall semester.

HONR 289 [2 CR]
HONORS TUTORIAL

Honors tutorials are designed to promote and facilitate intellectual discussion and collaboration between faculty and students. Students enroll in a series of three mini- courses, each capped at three to four students, which meet for nine weeks during the semester. Topics are chosen by faculty members and are based on either their academic area of expertise or a particular avocation. Recent tutorial topics have included "Food as Culture and Philosophy," and "The Rhetoric of Sports," "Buddhism and Neuroscience," and "The Irish Independence: The Easter Rising of 1916." A semester of tutorials substitutes for one honors course. A student may enroll in tutorials twice (two semesters of tutorials) or once if studying abroad. Prerequisite: permission of the honors program director and minimum GPA of 3.4. Graded on an S/U basis.

HONR 301 [2 CR]
PREPARING FOR LIFE AFTER SNC

This course is designed to encourage sophomore-level students to reflect on their personal and professional goals, as well as to instruct them in the steps they must take and the skills they must master if they are to successfully transition from college to graduate or professional school. The course covers such topics as: writing an excellent personal

statement; evaluating co-curricular activities; letters of recommendation; choosing the program that best suits your goals, interests, and budget, and preparing for the interviews. Open to honors program students only. Prerequisite: permission of the honors program director, minimum GPA of 3.4, sophomore standing or greater. Graded on an S/U basis. Spring semester.

HONR 302 [4 CR, ADV CORE: WT]
COEXISTENCE IN MEDIEVAL SPAIN

This four-credit honors travel-seminar offers students the opportunity to study the intersection and coexistence of the Jewish, Christian and Muslim cultures in early-modern Spain. During pre-departure seminars, students will reflect on the historical events and the social and religious values that permitted the coexistence. They will then spend approximately two weeks in Spain over J-Term, visiting and studying the most important sites of what was once Muslim Spain: Toledo, Córdoba and Granada. The assignments will include the development of a claim/inquiry, writing assignments, presentations, and the development of an inquiry which they will present via an infographic. Prerequisite: permission of the honors program director.

HONR 303 [4 CR, ADV CORE: EI]
MODERN SPANISH ART AND ARCHITECTURE

This four-credit honors travel-seminar offers students the opportunity to study the history of modern Spanish art *in situ*. Topics addressed will include the relationship between commissioner and artist; patriotism, nationalism, and war; the interplay between public and private; and the enduring influence of Muslim aesthetics. Students will attend a series of pre-departure seminars before spending approximately two weeks in Spain over J-Term where they will visit the Prado, the Reina Sofia, and the Thyssen Bornemisza Museums in Madrid, as well as museums and sites in such locations as Toledo, Bilbao, and Barcelona. The assignments will include the development of a claim/inquiry, writing assignments, presentations, and the development of an inquiry which they will present via an infographic. Prerequisite: permission of the honors program director.

HONR 499 [0 CR]
HONORS PROGRAM SENIOR THESIS

Honors students are encouraged to produce a signature assignment – an original, integrative project which allows students to use their accumulated skills and knowledge to study an important question, test a hypothesis, or produce something truly creative. The

assignment is generally associated with the students' majors, but draws from the students' other fields / areas of interest. The form of these assignments varies widely, and may include an exhibit, a video, a creative project, a research project, or a performance. Prerequisite: permission of the honors program director and minimum GPA of 3.4. Graded on an S/U basis.

DIVISION OF HUMANITIES [HUMA]

HUMA 100 [4 CR, CORE: EI, WI]
INTRODUCTION TO THE HUMANITIES THROUGH THE FINE ARTS

This course aims to help students understand ways in which literature and the fine arts can deepen their sense of what it means to be human. The course gives students practice in appreciating masterpieces of painting, music, poetry, prose narrative and theater. Required for humanities majors.

HUMA 240 [4 CR, CORE: WT]
CLASSIC AMERICAN NOVELS

This course is designed for the general student to provide her or him with in-depth knowledge of some of the great novels that make up the American literary tradition. Seven or eight novels are selected each time it is offered from a list that might include such works as Hawthorne's "The Scarlet Letter," Twain's "Huckleberry Finn," Wharton's "The Age of Innocence," Cather's "A Lost Lady," Fitzgerald's "The Great Gatsby," Hemingway's "The Sun Also Rises," Hurston's "Their Eyes Were Watching God," Spiegelman's "Maus," and Alexie's "The Absolutely True Diary of a Part Time Indian." Such works help the student understand the distinctive American culture and how it developed in all its diversity.

HUMA 252 [4 CR, CORE: BB]
FRENCH SOCIETY AND CULTURE

This course offers an overview of the history of French civilization – its history (specifically the French Revolution), its political institutions, and long tradition of excellence in the arts – but focuses on the relevance of France in the world today, as a leader within the European Union and also as a nation at odds with itself, as it were, struggling with its postcolonial heritage, permanent unemployment of more than 10 per cent, doubts about national identity, and the mounting threat of terrorism from within its borders.

HUMA 280 [4 CR, CORE: BB]

JAPANESE CULTURE AND SOCIETY

This interdisciplinary course provides students with a framework for understanding contemporary Japan. Students will examine a wide range of topics such as education, business, mass media, sports, family life, art, language and literature in relation to such major themes as hierarchical structure, group consciousness, emphasis on form and persistence of tradition in modern society. Lectures, discussion, audiovisual aids and readings in various disciplines will be part of the class.

HUMA 313 [4 CR, ADV CORE: EI]

STORIES OF WAR

Every armed conflict generates stories. Governments tell stories about the cause, justifications, and progress of a war. Soldiers and civilians tell stories about fear, pain, death, ethical and moral struggles, and all the other elements that make up a suddenly dangerous life. Writers and film makers, either during a war or long after it ends, translate these accounts into works of literature and film. This course will focus on how 20th-century literature and film represents war. We'll consider the wide range of experiences depicted in these texts, the narrative conventions used to impact their audiences, and the difficult questions that are often at the heart of a narrative about war.

HUMA 337 [4 CR, ADV CORE: CI]

COMMUNIO AND THE NORBERTINES ACROSS THE CENTURIES

This course will explore the concept of *communio* as living from and in God in community. Students explore *communio* at the beginning of Creation and its expression in the common life of the early Jerusalem community in the Acts of the Apostles. The course continues by exploring St. Augustine's model of life for his religious communities set forth in this Rule which Norbert of Xanten accepted as a core element in his reform of 12th century Catholic life. Students will study Norbert's life and a summary history of his Order, especially its missionary activity, with a special focus on the establishment of the Order in the United States. They will study the retrieval of the concept of *communio* in the Second Vatican Council and then as a key concept in the Norbertine *Constitutions*. This will provide a strong base for understanding the College's Catholic, liberal arts and Norbertine mission.

HUMA 389 [4 CR]

SPECIAL TOPICS

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily the

focus will be placed on topics which cross disciplinary lines and involve two or more Humanities disciplines. Topics will vary and will be announced in the course listings.

HUMA 403 [4 CR, ADV CORE: WT]

IDEAL SOCIETIES

This course addresses the fundamental question: What political and social system best provides for the common welfare? Various answers (and warnings) are considered through readings from political philosophy, social commentary, and utopian and anti-utopian literature ranging from classical times to the 20th century with the intention of stimulating reflection on issues and events in contemporary society.

HUMA 407 [4 CR]

SCIENCE, LITERATURE AND CULTURE

This course will introduce students to the essential interdisciplinary nature of any field of study as we consider the personal and social implications of literary books written about science (or using science) to explore issues of nature and human nature. Through our efforts here, students should aim to understand scientific and literary methods and to improve as readers, thinkers and writers.

HUMA 411 [4 CR, ADV CORE: WT]

VIETNAM IN THE WESTERN IMAGINATION

An examination of the American involvement in Vietnam through its symbolic history, the finest novels, personal memoirs, and films on the war. Primary texts — appraised as both aesthetic responses and cultural documents — will include the written works of Grahame Greene, Philip Caputo, Tim O'Brien, Bobbie Ann Mason and others. Films by directors such as Francis Coppola, Michael Cimino, Oliver Stone and Stanley Kubrick will also be examined.

HUMA 422 [4 CR, ADV CORE: DD]

SLAVERY IN ANTEBELLUM AMERICA

This course traces the legacy of slavery as it played out during the mid-19th century, primarily in the United States. At this point in our nation's history, slavery had coexisted with Christianity and democracy for more than 1,000 years, yet emancipated slaves and leaders of the abolition movement crafted non-fiction testimonials and novels designed to eradicate slavery. Emancipated slaves such as Frederick Douglass, Solomon Northup and Harriet Jacobs published slave narratives graphically depicting the gross injustices that slaves suffered. They argued that this suffering affected all Americans regardless of their residence in the free or

slave states, and they invoked democratic ideals and Christian doctrines to win their readers to the abolitionist cause.

HUMA 424 [4 CR]
SPORT AND SOCIETY

Introduction to sports as a cultural phenomenon. The ethos of sport. History of sports in Western culture. Sports and the arts. Sports and nationalism. Race, gender and sports. Religion and sports. Youth and sports. The modern business of sports.

HUMA 489 [2 OR 4 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in the Humanities exists for a member of the faculty and a sufficient number of students.

HUMA 490
INDEPENDENT STUDY

A course allowing instructors and students to explore together topics of special interest.

HUMA 494
INTERNSHIP

An academic internship for credit involves the application of disciplinary or interdisciplinary concepts to work experience and includes a very specific academic component, which is detailed and agreed to by all parties in advance of the internship experience. The academic focus of the internship for credit should be woven through the internship experience in a meaningful way under the expert guidance of the faculty member. Prerequisite: junior/senior standing.

I

INTERDIVISIONAL STUDIES [IDIS]

IDIS 100
COLLEGE WRITING

This course helps students develop and discipline their powers of written communication. Students will learn about the composing process – planning, shaping, writing, revising, editing and proofreading – and how to apply this process to a series of college writing assignments that include personal narratives, informational summaries, persuasive essays and documented research essays. IDIS 100 can be taken as an elective by students who feel a need for a composition course. The course is required for

students who demonstrate a need for a college writing course (as determined by a timed writing sample, college admission scores and high school record).

IDIS 110 [2 CR]
ACADEMIC SURVIVAL SKILLS

This course is designed to increase students' success in college by assisting them in obtaining necessary skills to reach their educational objectives. Topics in the course include time management, study techniques, beginning career decision making, test taking, reading for understanding and retention, note taking, college resources, decision making and memory techniques.

IDIS 115 [2 CR]
COLLEGE PREPARATION AND READING

This course presents reading and study techniques that will enhance the students' ability to read and retain college-level material. Students will learn to implement general strategies for dealing with course material and strategies to improve vocabulary acquisition, reading rate, critical thinking and comprehension. It also addresses executive function skills and goal setting strategies designed to enhance efficient and effective learning.

IDIS 120 [2 CR]
SUCCESS PROGRAM PARTICIPATION

This program assists students in reaching their full academic potential by regularly monitoring academic performance, improving study skills and providing guidance necessary to complete college-level work. The SUCCESS program is offered by the Academic Support Services department. Open only to students who are required to participate as a condition of initial or continued enrollment. Repeatable.

IDIS 150 [0 CR]
GAP SEMINAR

The purpose of the seven-week course is to provide students who have had substantial service-learning experiences off campus with an opportunity to analyze their experiences, continue to learn about their host cultures, their home cultures, and to better understand the process of cross-cultural learning and intercultural exchange. Many students describe off-campus learning experiences as “transformative,” without the ability to articulate how. This course will provide them with the perspective and the knowledge to do so.

IDIS 310 [4 CR]
LANGUAGE ANALYSIS AND APPLIED LINGUISTICS

This course familiarizes students with different fields of applied linguistics and language analysis, including grammar, semantics, phonology, phonetics, discourse analysis, language acquisition and social linguistics. This course is a requirement for ESL certification. Prerequisite: ENGL 290 or instructor's consent.

IDIS 389
SPECIAL TOPICS IN INTERDIVISIONAL STUDIES

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily, it focuses on topics which cross division lines and involves two or more interdivisional disciplines.

IDIS 494
INTERNSHIP

This tuition-free internship course allows non-credit internships to be listed on students' academic transcript. Students are allowed to register for the IDIS 494 course for each term they intern, regardless of whether they are continuing to intern with the same company or with a new company. Course signup will be based on a semester basis as well as an experience basis. For each IDIS 494 listing, the student must return a completed internship learning agreement to Career Services within one week of their start date, participate in a mid-term site visit upon request, and complete an end-of-term online evaluation, which will be dispersed to all student interns regarding the internship experience and to worksite supervisors regarding student performance.

Additionally, students are required to work a minimum of 60 hours at the internship site, which will be documented on the end-of-term evaluations by both the worksite supervisor and the student intern. Students must be interning during the term they are taking the course. Graded: S/U.

**INTERNATIONAL BUSINESS AND
LANGUAGE AREA STUDIES [IBLS]**

IBLS 362 [0 CR]
STUDY ABROAD: HISTORY ELECTIVE

Designation used to indicate that an appropriate course taken during study abroad fulfills the IBLAS history requirement.

**INTERNATIONAL EDUCATION &
STUDY ABROAD [INED]**

INED 3000 STUDY ABROAD: ENGLAND
**INED 3001 FOUNDATION FOR INTERNATIONAL
EDUCATION: LONDON INTERNSHIP**
INED 3002 GOLDSMITHS COLLEGE
INED 3009 UNIVERSITY OF CHICHESTER
INED 3010 KEELE UNIVERSITY

INED 3020 STUDY ABROAD: IRELAND
INED 3021 NATL UNIV OF IRELAND - GALWAY
INED 3022 MAYNOOTH UNIVERSITY
INED 3023 UNIVERSITY OF LIMERICK
**INED 3024 FOUNDATION FOR INTERNATIONAL
EDUCATION: DUBLIN**
INED 3025 UNIVERSITY COLLEGE CORK

INED 3040 STUDY ABROAD: SCOTLAND
INED 3041 UNIVERSITY OF STIRLING
INED 3060 STUDY ABROAD: WALES
INED 3061 SWANSEA UNIVERSITY

INED 3120 STUDY ABROAD: FRANCE
**INED 3121 UNIVERSITY OF GRENOBLE III –
GRENOBLE - AIFS**
INED 3122 CATHOLIC UNIVERSITY OF LILLE
**INED 3129 PAUL VALERY UNIV - MONTPELLIER –
UNIVERSITY OF MINNESOTA**

INED 3140 STUDY ABROAD: GERMANY
**INED 3141 WESTFÄLISCHE WILHELMS
UNIVERSITÄT**
**INED 3143 PHILIPPS UNIVERSITY - MARBURG –
BCA**

INED 3170 STUDY ABROAD: CZECH REPUBLIC
**INED 3171 ANGLO-AMERICAN UNIVERSITY –
PRAGUE - CEA**

INED 3180 STUDY ABROAD: ITALY
INED 3184 JOHN CABOT UNIV – ROME - SAI
**INED 3185 FLORENCE UNIVERSITY OF THE ARTS –
FLORENCE - SAI**

INED 3200 STUDY ABROAD: THE NETHERLANDS
INED 3201 HANZE UNIV OF APPLIED SCIENCES

INED 3240 STUDY ABROAD: SPAIN
**INED 3243 FUNDACION DE ORTEGA Y GASSET –
TOLEDO - UNIVERSITY OF MINNESOTA**
**INED 3244 HISPANIC STUDIES PROGRAM –
VALENCIA - UNIVERSITY OF VIRGINIA**
INED 3245 UNIVERSITY OF NEBRJA

INED 3440 STUDY ABROAD: SOUTH AFRICA
**INED 3441 UNIVERSITY OF CAPE TOWN – CAPE
TOWN - ISA**
INED 3445 RHODES UNIV – GRAHAMSTOWN - ISA

**INED 3449 UNIVERSITY OF THE WESTERN CAPE –
CAPE TOWN - ISA**

INED 3600 STUDY ABROAD: CHILE

**INED 3604 LIBERAL ARTS PROGRAM – SANTIAGO -
CIEE**

**INED 3606 MIDDLEBURY SCHOOL IN LATIN
AMERICA: CHILE**

INED 3620 STUDY ABROAD: ECUADOR

INED 3622 UNIV SAN FRANCISCO DE QUITO

INED 3650 STUDY ABROAD: ARGENTINA

**INED 3652 MIDDLEBURY SCHOOL IN LATIN
AMERICA: ARGENTINA**

INED 3680 STUDY ABROAD: DOMINICAN REPUBLIC

**INED 3681 SERVICE LEARNING PROGRAM –
SANTIAGO - CIEE**

INED 3700 STUDY ABROAD: JAPAN

INED 3702 SOPHIA UNIVERSITY

INED 3703 TSURU UNIVERSITY

INED 3800 STUDY ABROAD: AUSTRALIA

INED 3801 MACQUARIE UNIVERSITY

INED 3802 BOND UNIVERSITY

INED 3803 UNIVERSITY OF THE SUNSHINE COAST

**INED 38041 AUSTRALIAN CATHOLIC UNIVERSITY
BRISBANE**

**INED 38042 AUSTRALIAN CATHOLIC UNIVERSITY
– SYDNEY**

**INED 38043 AUSTRALIAN CATHOLIC UNIVERSITY
– MELBOURNE**

INED 3806 MURDOCH UNIVERSITY

**INED 3807 INTERNATIONAL COLLEGE OF
MANAGEMENT - SYDNEY**

INED 3808 LA TROBE UNIVERSITY

INED 3820 STUDY ABROAD: NEW ZEALAND

INED 3821 UNIVERSITY OF CANTERBURY

INED 3822 UNIVERSITY OF OTAGO

**INED 3455 SCHOOL FOR INTERNATIONAL
TRAINING (SIT)**

St. Norbert College partners with SIT to offer non-traditional, experiential and transformative experiences in Africa, the Middle East and Latin America. Coursework is comprised of intensive language classes, field-based research and a focus on critical global issues.

INED 3410 STUDY ABROAD: JORDAN (SIT)

INED 3470 STUDY ABROAD: CAMEROON (SIT)

INED 3500 STUDY ABROAD: MADAGASCAR (SIT)

INED 3520 STUDY ABROAD: MOROCCO (SIT)

INED 3540 STUDY ABROAD: TANZANIA (SIT)

INED 3550 STUDY ABROAD: UGANDA (SIT)

INED 3603 STUDY ABROAD: BOLIVIA (SIT)

INED 3440 STUDY ABROAD: SOUTH AFRICA (SIT)

INTERNATIONAL STUDIES [INTL]

INTL / POLI 150 [4 CR, ADV CORE: BB]

INTRODUCTION TO INTERNATIONAL STUDIES

The objective of this course is to promote an awareness of global interdependence, with its challenges and opportunities. The course is interdisciplinary — examining issues from several relevant and related points of view: political, ecological, cultural, economic and ethical. The content may vary from semester to semester. Examples of issues the course might examine are nationalism vs. the concept of an international community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation.

INTL 289 [2 OR 4 CR]

SPECIAL TOPICS

A study of a single topic of special interest to one or more students. Prerequisite: permission of the instructor and approval by the director of international studies is required.

INTL 361

STUDY ABROAD: POLITICAL SCIENCE ELECTIVE

Designation used to indicate an appropriate course taken during study abroad fulfills the requirement to take an international studies political science elective in the student's area of interest.

INTL 363

**STUDY ABROAD: LANGUAGE AND AREA STUDIES
ELECTIVE**

Designation used to indicate an appropriate course taken during study abroad fulfills the international studies language and area studies elective requirement.

INTL 364 [4 CR]

STUDY ABROAD: INDIGENOUS LANGUAGE

Designation used to indicate an appropriate course taken during study abroad fulfills the international studies indigenous language requirement for areas other than Spanish, German, French and Japanese.

INTL 375 [4 CR]

STUDY ABROAD: CIVILIZATION STUDY

Designation used to indicate an appropriate course taken during study abroad fulfills the international studies civilization requirement.

INTL 400 [4 CR]

INTERNATIONAL STUDIES CAPSTONE

The International Studies Capstone provides International Studies majors with a culminating and

integrative experience at the end of the major. This course is required for graduation. Students will explore and analyze various international events, problems, or phenomena, sharing the interdisciplinary tools they have gained throughout the course of their studies. Students will be required to participate in an undergraduate research conference and complete an international education practicum as part of their senior capstone. Prerequisite: POLI 350. Spring semester.

INTL 489 [2 OR 4 CR]
SPECIAL TOPICS

A study of a single topic of special interest to one or more students. Prerequisite: permission of the instructor and approval by the director of international studies is required.

INTL 490 [2 OR 4 CR]
INDEPENDENT STUDY

A tutorial course involving either a directed reading program in an area of special interest to the student or a project based on research conducted under the supervision of a faculty member. Prerequisite: permission of the instructor and approval by the director of international studies is required.

INTL 494
INTERNSHIP IN INTERNATIONAL STUDIES

The internship experience allows students to apply their studies in a supervised work situation. Students benefit from gaining an inside look at one or more organizations, by having the chance to work in their field of study, and by gaining experience with state-of-the-art equipment and practices. Permission of the instructor and approval by the director of international studies is required.

J

JAPANESE [JAPN]

JAPN 101 [4 CR]
ELEMENTARY JAPANESE 1

An intensive introduction to practical Japanese with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Three class periods per week and required laboratory work. Fall semester.

JAPN 102 [4 CR, CORE: SL]
ELEMENTARY JAPANESE 2

Continuation of JAPN 101. Prerequisite: JAPN 101. Spring semester.

JAPN 203 [4 CR, CORE: SL]
INTERMEDIATE JAPANESE 1

Short basic readings, conversation and grammar. Three class periods per week and required laboratory practice. Prerequisite: JAPN 102. Fall semester.

JAPN 204 [4 CR, CORE: SL]
INTERMEDIATE JAPANESE 2

A continuation of JAPN 203 with emphasis on developing facility in oral and written expression. Prerequisite: JAPN 203. Spring semester.

JAPN 305 [4 CR]
INTENSIVE COURSE: INTERMEDIATE READINGS, CONVERSATION AND COMPOSITION

A continuation of JAPN 204 with emphasis on developing facility in oral and written expression. A cultural orientation prior to a study-abroad experience. Prerequisite: JAPN 204.

JAPN 306 [4 CR]
INTENSIVE INTERMEDIATE COMPOSITION AND GRAMMAR

A continuation of JAPN 204 with emphasis on developing facility in oral and written expression. Prerequisite: JAPN 204.

JAPN 320 [4 CR]
ADVANCED INTERMEDIATE CONVERSATION

A continuation of JAPN 305 with emphasis on developing facility in oral and written expression. Transfer credit from Sophia or Tsuru University for JAPN 320 must be evaluated and approved by the coordinator for Japanese language studies at St. Norbert College. Generally taken abroad.

JAPN 375 [4 CR, ADV CORE: BB]
JAPANESE CIVILIZATION

Emphasis on developing facility in oral expression based on literatures and cultures. A background of history, art and institutions as an aid to the understanding of Japanese thought in literature as well as culture and to appreciate the Japanese people.

JAPN 389
SPECIAL TOPICS

Topics of special interest, dealing with Japanese literature, civilization or culture.

JAPN 390 [4 CR]
ADVANCED CONVERSATION, GRAMMAR AND COMPOSITION

Emphasis on developing facility in oral expression based on literature and cultures. Attention to phonetics, pronunciation and syntax. Development of

more difficult and sophisticated patterns of expression.

JAPN 490
INDEPENDENT STUDY

For upper-level students in lieu of a regular course. Plan of work must be approved before registering. Course includes reports, papers and examination. Transfer credit from Sophia or Tsuru University for JAPN 490 must be evaluated and approved by the coordinator for Japanese language studies at St. Norbert College.

L

LATIN [LATN]

LATN / CLAS 101 [4 CR]
ELEMENTARY LATIN

An introduction to classical Latin with emphasis on the grammar, syntax and vocabulary necessary for reading Latin prose and poetry. The course also stresses the influence of Latin on English vocabulary. Fall semester.

LATN / CLAS 102 [4 CR, CORE: SL]
INTERMEDIATE LATIN

A continuation of CLAS 101, with extended reading passages in Latin prose and poetry. Prerequisite: CLAS 101. Spring semester.

LATN / CLAS 203 [4 CR, CORE: SL]
READINGS IN LATIN

After learning more about Latin grammar, students will translate a variety of texts that will bring them in touch with the rich humanity of thoughtful human beings who lived 2000 years ago. Authors considered will include Catullus, Cicero, Horace and Pliny. Prerequisite: CLAS 102. Fall semester.

LATN / CLAS 204 [4 CR, CORE: SL]
ADVANCED READING IN LATIN

This course will continue to develop proficiency in Latin vocabulary and grammar through readings of Latin literature selected by the students. The course will assist students incorporating the Latin language and the skills developed in previous Latin courses into their daily lives and chosen career paths. Prerequisite: CLAS 203.

LEADERSHIP STUDIES [LEAD]

LEAD 100 [4 CR]
LEADERSHIP THEORY AND PRACTICE

Introduces and acquaints students with the history of leadership studies, past and current leadership theories and styles, and their practical implementation in the daily operational activities in the fields of health studies, engineering / manufacturing, international business or education. The course focuses on definitional issues (What is leadership?) and explanations (How does it work?). At the end of the course students are expected to demonstrate basic knowledge in various approaches, frameworks and activities of leadership theory, particularly within their chosen field of study and be able to give practical examples of leadership within those fields. Available only through the College Credit program.

LEAD 200 [4 CR, CORE: IS]
INTRODUCTION TO LEADERSHIP STUDIES

This course focuses on definitional issues (What is leadership?) and explanation (How does it work?). The course also acquaints students with theories and styles of leadership.

LEAD 250 [4 CR]
EXPERIENTIAL LEADERSHIP THROUGH WILDERNESS EXPEDITION

This course is available to students enrolled in the SNC Gap Program and is taught in cooperation with the Voyageur Outward Bound School. The course will focus on identifying and learning leadership skills within a small group setting. Students will increase their self-awareness as a member of a team, discover their leadership talents and skills within a group, develop and build interpersonal communication skills, learn to adjust leadership styles within the context of small group dynamics, and understand the values that guide their leadership style.

LEAD 336 [4 CR]
EXECUTIVE LEADERSHIP

An examination of executive leadership at the national, state and local levels in the United States. Focuses on leadership development, leadership styles and the impact of leadership in governing. Prerequisite: POLI 130 or LEAD 200. Spring semester, alternate years.

LEAD 360 [4 CR]
GENDER AND LEADERSHIP

Gender and Leadership examines a number of questions regarding the relationship of gender and

leadership in different contexts: business, the political arena and social movements. The course will address several questions, e.g., the role of gender in the emergence of leaders, the role of gender in the evaluation of leaders, the role of gender in explaining different leadership styles, and the role that gender plays in the success or failure of leaders. The course will examine the theoretical literature on gender and its relationship to leadership from a number of disciplinary perspectives – communications, political science, psychology and sociology. In addition, the course will also use case studies in order to determine the importance of gender and leadership in specific circumstances. Prerequisite: LEAD 200 or sophomore standing.

LEAD 361 [4 CR]
PEER LEADERSHIP

Leadership can be properly understood in the context of well-run organizational activities, the appropriate exercise of vision and authority, and the intentional application of skills and abilities. But leadership can be especially challenging in interpersonal work, team, or social relationships that revolve around peer behavior. Peer Leadership aims to provide students an opportunity to explore contemporary student development theory, to understand the needs and leadership gifts of a variety of special populations, and to learn about and practice a variety of skills in order to create change. Students in this course will be asked to apply this knowledge to the St. Norbert College residential campus in a way that leads to a changed campus culture and improved quality of life for the campus community.

LEAD 363 [4 CR]
LEADERSHIP AND CIVIC ENGAGEMENT

This course explores the connection of leadership as social change to leadership as service. It will help students build a strong theoretical foundation in socially engaged leadership and then apply those theories in community engagement projects. The course demands that students work in small groups with community partners in education, business and non-profit organizations. Prerequisite: LEAD 200.

LEAD 389 [2 OR 4 CR]
SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in Leadership Studies exists for a faculty member and a sufficient number of students.

LEAD 400 [4 CR]
LEADERSHIP STUDIES CAPSTONE

This course combines skills development and practical applications with the synthesis and integration of theories and concepts of leadership. The course provides students with the opportunity to observe, demonstrate and apply socially responsible leadership on campus and in the community. Prerequisite: LEAD 200, senior standing or instructor's consent.

LIBERAL STUDIES [LIST]

LIST 501 [3 CR]
INTRODUCTION TO LIBERAL STUDIES

Courses in this area are intended to serve as an introduction to liberal studies and fine arts through the study of significant works from a broad spectrum of areas and disciplines within the liberal arts tradition. Primary sources are selected from a variety of disciplines and time periods; secondary sources related to these primary sources are also considered. Courses in this area emphasize both the interdisciplinary nature of liberal studies and the fact that the most significant questions confronting humankind can be addressed from a variety of intellectual perspectives.

This course is divided into three major sections. The first section examines key themes and ideas of the Western intellectual tradition. The second unit surveys the history of the liberal arts and discusses its significance for today's world. The final unit examines the different methodologies used to address fundamental questions of existence with particular attention to interdisciplinary research.

LIST 502 [3 CR]
INTELLECTUAL HISTORY

Courses in this area reflect the fact that throughout history people have employed many and varied means to understand themselves and the universe around them and that over time ideas and concepts change, merge, disappear and then sometimes re-appear. Courses are designed to help students appreciate both the diversity and continuity of human thought. Proceeding chronologically, each course in this area follows some of the ways that ideas evolve, exploring the development of faith, reason, imagination or science in the works of authors who have made a mark on civilization. Both primary and secondary sources are examined.

LIST 503 [3 CR]**IDEAS AND ISSUES IN THE HUMANITIES**

Courses in this area examine some of the most important ideas and intellectual movements in the history of the humanities, including the fine arts. Readings will come from a variety of subject areas (from literature, philosophy, and history to religious studies and the fine arts) and may include selections from writers and thinkers as diverse as Plato, Dante, Shakespeare, Sartre and Rahner.

LIST 504 [3 CR]**IDEAS AND ISSUES IN THE NATURAL SCIENCES AND MATHEMATICS**

Courses in this area will provide an introduction to some of the important current and historical issues in science and mathematics. Possible topics include: evolution; cosmology, quantum mechanics and string theory; genetics (genomics); environmental issues; artificial intelligence; medicine and medical ethics; decidability and incompleteness theorems.

LIST 505 [3 CR]**IDEAS AND ISSUES IN THE SOCIAL SCIENCES**

Courses in this area address some of the relations between individuals and social organizations (society, culture, economy, law or government). Through readings selected from economics, sociology, psychology, political science, anthropology, education or business, courses may investigate such important social issues as individualism vs. collectivism, freedom vs. coercion, civil society vs. politics, private vs. public, church vs. state, national vs. international, and the associated issues of individual autonomy, social cohesion, democracy, property rights, education, ethnic and cultural identity, international organization, free trade and globalization.

LIST 540 [3 CR]**AMERICAN PERSPECTIVES**

Courses in this area will address diverse and definitive elements of American culture and influence. Specific classes may deal, for instance, with American history, politics, economy, literature or art, but they will always aim to broaden and deepen students' appreciation of American heritage and America's place in the contemporary world by focusing on the works and ideas that have helped shape American traditions.

LIST 545 [3 CR]**CLASSICAL PERSPECTIVES**

Courses in this area invite students to think about the historical importance and continuing impact of the

cultures (philosophy, literature, art, history and archeology) of ancient Greece and Rome. They may include topics up to the Renaissance, but will focus largely on the ancient period, showing the essential classical contribution to the development of the Western world. Featured authors may include Homer, Aristotle, Sophocles, Vergil, Lucretius or Ovid.

LIST 550 [3 CR]**DIVERSE PERSPECTIVES**

In order to introduce students to an increasingly diverse society and intellectual tradition, courses in this area will address the identities and perspectives of diverse populations, based on race, ethnicity, class and/or gender. Occasionally courses may address other underrepresented populations on which there are significant bodies of knowledge.

LIST 555 [3 CR]**ETHICS AND LIBERAL STUDIES**

Courses in this area will present the main positions in ethical thought, their development, and their application to contemporary social and political issues. The value of liberal studies for thinking and deciding about ethical issues will be emphasized.

LIST 560 [3 CR]**INTERNATIONAL PERSPECTIVES**

Focusing on cultures and traditions outside the United States, courses in this area will expand students' understanding and appreciation of the diversity of human experience worldwide. Although approaches may engage disciplines from anthropology and art to economics, politics, science and religion, the learning experience should help students acquire an integrative world view, as well as methods for studying diverse and evolving cultures.

LIST 588 [2 CR]**CAPSTONE**

This seminar prepares students to research and write their master's thesis. The first part of the course discusses the similarities and differences in approaching a topic from various scientific and humanistic perspectives; the second part of the course requires students to begin researching their topics, with class time devoted to sharing their initial findings with the rest of the class. At the end of the course, students will be well on their way toward completing their research projects.

LIST 589 [1 CR]**SPECIAL TOPICS ONE-CREDIT COURSES**

Special topic one credit mini-courses will be offered on a per semester schedule. Students will be required to take one mini course. Topics of these courses will vary each semester.

LIST 596 [1 CR]
THESIS PROJECT 1

The student develops and, under the supervision of the thesis director, writes a master's thesis. The director of MLS must approve thesis directors. Enrollment and registration in this course is available in the fall semester of each academic year. The purpose of the thesis project is to demonstrate the student's ability to study a problem and utilize the resources available within the liberal studies program to develop a practical approach based on a sound methodology. This approach must be informed by a critical, focused and coherent analysis based on the liberal arts tradition.

LIST 597 [1 CR]
MASTER'S THESIS PROJECT 2

This course is a continuation of LIST 596, leading to the submission of the master's thesis. Prior to final approval, a discussion of the project proposed will take place between the student and a panel of three persons (i.e., the thesis project director and two readers), at which time the thesis project is either approved, rejected or conditionally approved with recommendations for improvement. This course will be offered in the spring semester of each year.

LIST 600 [0 CR, \$100 FEE]
CONTINUING MASTER'S THESIS

If a student does not complete the thesis project while enrolled in LIST 597, students are required to register for this course every semester thereafter until the project is completed. Those students who wish to graduate in May of any year must have the final, completed thesis project turned in no later than March 1 of that year.

M

MATHEMATICS [MATH]

MATH 102 [2 CR]
BASIC ALGEBRA

Topics include numbers and their properties, operations with rational numbers, fundamental operations in algebra, linear equations in one variable, special products and factoring, algebraic fractions, systems of linear equations, exponents and radicals, quadratic equations. Required of students whose placement test indicates inadequate preparation in mathematics. A student who has

received credit for MATH 115, MATH 123, MATH 124 or MATH 131 may not take MATH 102 for credit without the registrar's consent. Fall semester.

MATH 115 [4 CR]
PRE-CALCULUS MATHEMATICS

Primarily for students intending to take MATH 124 or MATH 131 but who need more preparation. Topics include basic concepts of set theory, algebraic operations, functions, systems of equations, exponents, logarithms, trigonometry and an introduction to graphing calculators. Prerequisite: advanced algebra in high school or MATH 102. A student who has received credit for MATH 124 or MATH 131 may not take MATH 115 for credit without the registrar's consent.

MATH 120 [4 CR]
NUMBERS AND OPERATIONS

Intended for Elementary Education majors, this course examines the mathematical content knowledge underlying the numbers and operations taught in elementary school. Students will explore content in the Common Core State Standards, such as place value; algorithms for addition, subtraction, multiplication, and division; and arithmetic properties of counting numbers, integers, fractions, and decimals. This course focuses on mathematical content, not teaching methods. Prerequisite: Four years of college preparatory mathematics in high school or MATH 102.

MATH 123 [4 CR, CORE: QR]
APPLICATIONS OF CONTEMPORARY MATHEMATICS

This course is designed to help students recognize the place of mathematics and mathematical reasoning in society. Students will be given the opportunity to enhance their ability to see the relevance of mathematics behind many current topics and to use mathematical techniques to address those topics. Topics include: mathematics of finance, logic, probability, statistics and counting techniques, graph theory, and additional topics at the instructor's discretion. Prerequisite: MATH 102 or placement.

MATH 124 [4 CR, CORE: QR]
A SURVEY OF CALCULUS

Intended primarily for business students, this course provides a working knowledge of calculus in one semester. Topics include functions and their graphs, exponential and logarithmic functions, differentiation and applications, integration and applications, and functions of several variables. Prerequisite: four years of college preparatory math in high school or MATH 115.

Note: students may not receive credit for both MATH 124 and MATH 131.

MATH 128 [4 CR, CORE: QR]
INTRODUCTORY STATISTICS FOR BUSINESS

Intended for Business Administration majors, this course offers a background in combinatorics, probability, descriptive statistics, inferential statistics, and basic calculus to prepare students to succeed in their business courses and especially BUAD 284. Students will apply quantitative thinking to practical problems in business and economics. Prerequisite: MATH 102 or placement.

MATH 131 [4 CR, CORE: QR]
CALCULUS AND ANALYTIC GEOMETRY 1

Pre-calculus mathematics will be presumed but reviewed as needed. Topics include limits and continuity of functions; the derivative, its meaning, computation and applications; the definite integral, its meaning, computation and applications; differentiation and integration of logarithmic, exponential and trigonometric functions; and the fundamental theorem of calculus. Prerequisite: four years of college preparatory math in high school or MATH 115.

Note: students may not receive credit for both MATH 124 and MATH 131.

MATH 132 [4 CR, CORE: QR]
CALCULUS AND ANALYTIC GEOMETRY 2

Topics include applications of integration, methods of integration, indeterminate forms and improper integrals, elementary differential equations, and series. Prerequisite: MATH 131 or MATH 124.

MATH 212 [4 CR, CORE: QR]
PRINCIPLES OF ALGEBRA AND DATA

Intended for Elementary Education majors, this course examines the mathematical content knowledge underlying the algebra, number theory, statistics, and probability taught in upper elementary and middle schools. Students will explore ratio and proportion, number theory, algebra, statistics, and probability. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of “C” or better in MATH 120. Spring semester.

MATH 220 [4 CR, CORE: QR]
PRINCIPLES OF GEOMETRY

Intended for Elementary Education majors, this course examines the mathematical content knowledge underlying the geometry taught in elementary and middle school mathematics. Students will explore measurement including length, area and volume; polygons; constructions; similar and congruent

figures; and symmetry. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of “C” or better in MATH 120. Fall semester.

MATH 233 [4 CR]
CALCULUS AND ANALYTIC GEOMETRY 3

Topics include parametric equations, polar coordinates, matrices and determinants, vectors and curves in two- and three-dimensional space, partial derivatives, multiple integrals, further applications of differentiation and integration, and line integrals. Prerequisite: MATH 132.

MATH 250 [4 CR]
ADVANCED FOUNDATIONS OF MATHEMATICS

This course is intended to be a transition to abstract mathematics. Topics include logic, the axiomatic method and the nature of proof, sets, relations, functions and 1-1 correspondences, countability, and selected topics in discrete mathematics. Prerequisite: MATH 132.

MATH 289 [4 CR]
SPECIAL TOPICS

The course topic and title will be announced at the time the course is offered. This course is intended for students at the first-year/sophomore level.

MATH 303 [4 CR]
LINEAR ALGEBRA

Topics include vector spaces and inner product spaces, linear transformations, matrices and determinants, and eigenvalue problems. Prerequisites: MATH 233 and MATH 250. Spring semester.

MATH 306 [4 CR]
ABSTRACT ALGEBRA

Topics include groups, cyclic groups, permutation groups, quotient groups, Lagrange’s theorem, homomorphism theorems, rings, ideals, polynomial rings, elementary number theory, integral domains and fields. Prerequisite: MATH 250. Fall semester.

MATH 310 [4 CR]
DIFFERENTIAL EQUATIONS

Topics include solutions and applications of ordinary differential equations of types including separable variables, homogeneous, exact, linear and non-linear. Includes introduction to differential operators, variation of parameters, Laplace transforms, power series and numerical solutions. Prerequisite: MATH 233. Spring semester.

MATH 313 [4 CR]**MATHEMATICAL MODELING**

This course introduces the construction and investigation of mathematical models for real-world problems. Techniques explored involve dimensional analysis; difference, ordinary differential and partial differential equations; fixed point, stability, and phase plane analysis; deterministic and stochastic processes; and computer packages as needed. Applications may include, but are not limited to, mechanical vibrations, population dynamics, traffic flow, chemical kinetics, cell biology and geophysical fluid dynamics. Prerequisite: MATH 233. Fall semester, alternate years.

MATH 315 [4 CR]**NUMERICAL ANALYSIS**

This course introduces algorithms for numerical solutions to mathematical problems, error analysis and computer packages. Topics include power series, roots of equations, linear and nonlinear systems, numerical differentiation and integration, differential equations, interpolation and difference equations, and curve fitting. Prerequisites: CSCI 110 and MATH 233. Spring semester, alternate years.

MATH 317 [4 CR]**OPERATIONS RESEARCH**

Topics include linear programming, duality, sensitivity analysis, transportation and assignment problems. The course also deals with computer implementation of selected algorithms. Selected topics from the following: game theory, network analysis, integer programming and decision theory. Prerequisite: MATH 233. Fall semester, alternate years.

MATH 321 [4 CR]**PROBABILITY AND STATISTICS**

Topics include probability, discrete and continuous random variables, discrete and continuous distributions, statistical inference and sample statistics, hypothesis testing and selection of procedures, and correlation and regression. Prerequisite: MATH 233. Spring semester.

MATH 350 [4 CR]**MODERN GEOMETRY**

Topics include postulational systems, Euclidean and non-Euclidean geometries, and the role of geometry in the history of mathematics. Prerequisite: MATH 250. Spring semester, alternate years.

MATH 355 [4 CR]**TOPOLOGY**

Topics include metric spaces and general topological spaces, separation properties, compactness,

connectedness, convergence, completeness, continuous functions, and homeomorphisms. Prerequisite: MATH 250. Offered by special arrangement with a member of the mathematics faculty.

MATH 373 [4 CR]**REAL ANALYSIS**

Topics include introduction to the theory of functions of a real variable, topology, limits, continuity, differentiability, the Riemann integral, sequences and series. Prerequisites: MATH 233 and MATH 250. Fall semester, alternate years.

MATH 376 [4 CR]**COMPLEX ANALYSIS**

Topics include elementary functions of a complex variable, differentiation, topology, integration, calculus of residues and series. Prerequisites: MATH 233 and MATH 250. Fall semester, alternate years.

MATH 489 [4 CR]**SPECIAL TOPICS**

A course designed for the study of subject material of special interest. The organization, methodology and objectives of the course will be determined by the instructor. Prerequisites: instructor's consent and junior or senior standing.

MATH 490 [4 CR]**INDEPENDENT STUDY**

A course which allows a talented student to pursue an area of study on an individual basis, with consultation and evaluation. The objectives, organization, methodology and means of evaluation will be mutually agreed upon by a faculty member and the student. Prerequisites: instructor's consent and junior or senior standing.

MATH 499 [0 CR]**SENIOR EXAMINATION**

This non-credit course consists of two, two-hour exams covering the various areas of mathematics in the undergraduate curriculum. One exam is a standardized national test, while the second exam is designed by the College's Mathematics discipline. The purpose of these exams is to assess whether graduates of the program are achieving the outcomes of the major program. The results of these exams will help the mathematics discipline monitor and improve the program. Prerequisite: senior standing. Spring semester.

MILITARY SCIENCE [MILS]

MILS 101 [2 CR]

LEADERSHIP & MILITARY SCIENCE 1

An introductory course designed to orient students to the ROTC program and to familiarize students with the fundamentals of various military skills including tactical movement, weapon familiarization, land navigation, facing personal challenges, and understanding the competencies that are critical for effective leadership and communication. The curriculum emphasizes the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Leadership students have an option to participate in combat water survival training, rappelling from a 60-foot tower, land navigation and field survival skills. Leadership laboratory required. Physical fitness session optional.

MILS 102 [2 CR]

LEADERSHIP & MILITARY SCIENCE 2

Further development of leadership attributes required in accordance with the Army's leadership requirements model and the orientation of the ROTC program. Curriculum focuses primarily on the competencies needed for effective execution of the profession of arms, communication skills, leadership traits and behaviors, and basic combat tactics. Students learn how Army ethics and values shape the Army and the specific ways that these ethics are inculcated into Army culture. Additionally, advanced land navigation skills and basic rifle marksmanship skills are taught. Leadership students have an option to participate in combat water survival training, rappelling from a 60-foot tower, land navigation, a leadership development exercise and field survival skills. Leadership laboratory required. Physical fitness session optional.

MILS 201 [4 CR]

BASIC LEADERSHIP & MANAGEMENT 1

A leadership and management course where the student is required to practice and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. Students are required to demonstrate writing skills and present information briefings as preparation for development

in becoming a successful future officer. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures. Comprehension of the officer's role in Leading Change by applying Innovative Solutions to Problems in concert with the Principles of Mission Command. The Army Profession is also stressed through leadership forum and a leadership self-assessment. Leadership students have the option to participate in Cadet Initial Entry Training at Fort Knox, KY, combat water survival training, rappelling from a 60-foot tower, land navigation and field survival skills. Leadership laboratory required. Physical fitness session optional.

MILS 202 [4 CR]

BASIC LEADERSHIP & MANAGEMENT 2

The objective of this course is to present instruction in and practical applications of the principles and techniques of leadership, personal development, officer skills, Army Values, ethics and management by identifying and illustrating effective leadership traits. Course provides an insight into the factors affecting behavior and an opportunity for application of leadership and management techniques through tactical leadership exercises at the small unit level. Students are required to demonstrate writing skills and present information briefings, operational orders and plans as preparation for development to become a successful future officer. Physical fitness session optional.

MILS 301 [4 CR]

ADVANCED LEADERSHIP & MANAGEMENT 1

The objectives of this course are to stress the leadership role in directing and coordinating individual and military team efforts in the execution of unified land operations in concert with the principles and war fighting functions of mission command; to familiarize students with the roles of the various branches in the overall mission of the Army and their functions in support of forces; and to teach the principles of command and control, leadership techniques and communications systems used in the tactical employment of squads and platoons. Leadership laboratory required and includes a weekend leader development exercise. Prerequisite: completion of MILS 101 - MILS 202 or prior military service.

MILS 302 [4 CR]

ADVANCED LEADERSHIP & MANAGEMENT 2

The objective of this course is to present instruction in and practical applications of the principles and techniques of Army Leadership, Officership, Army Values and Ethics, Personal Development and small

unit tactics at the platoon level. Course provides capability for student to plan, coordinate, navigate, motivate and lead a squad and platoon in the execution of offensive, defensive and stability missions during a classroom practical exercise, a leadership laboratory, and a leader development exercise. Completion of this course prepares the student for the ROTC Cadet Leader Course, which the student attends in the summer at Fort Knox, KY. Prerequisite: MILS 301.

MILS 401 [4 CR]
APPLIED LEADERSHIP & MANAGEMENT 1

The objectives of this course are to give an overview of Army organizational structure, to give an introduction to training management, application of mission command and the importance of comprehensive Soldier fitness. Course examines the process of officer evaluation reports, cultural awareness and property protection, rules of engagement, and the Army as a Profession of Arms. Leadership laboratory required and includes a weekend leader development exercise.

MILS 402 [4 CR]
APPLIED LEADERSHIP & MANAGEMENT 2

The objectives of the course are to introduce students to the Army Operating Concept, enhance professional competence through the practical application of mission command, the execution of unified land operations, and the understanding of the operational environment to conduct a battle analysis. Course examines facets of platoon leadership to include sphere of influence, expectation management and toxic leadership to prepare the student to successfully lead a platoon in garrison and combat. Leadership laboratory required and includes a weekend leader development exercise.

MUSIC [MUSI]

MUSI 012 [1 CR]
WIND ENSEMBLE

Wind ensemble is St. Norbert's top instrumental ensemble, open to majors and non-majors alike. The wind ensemble is dedicated to excellence in the performance of both traditional and contemporary wind and percussion literature. The group represents St. Norbert College through performances in a variety of venues each year. Principal ensemble. Prerequisite: audition. Every semester, repeatable.

MUSI 014 [1 CR]
CONCERT BAND

Concert Band is open to all students, regardless of major, with no audition required. Typically consisting of non-music majors and music majors on secondary instruments, the atmosphere is designed for enjoyment while preparing fine literature to the best of the ensemble's ability. Principal ensemble. Every semester, repeatable.

MUSI 015 [1 CR]
CHAMBER SINGERS

Chamber Singers is a select ensemble of mixed voices, chosen each year by audition. The group is open to all students, regardless of major. Performing a wide variety of literature, from madrigals to major choral works, the chamber singers focus on technical precision with sensitive musical interpretation. Principal ensemble. Prerequisite: audition. Every semester, repeatable.

MUSI 016 [1 CR]
OPERA WORKSHOP

Participants in Opera Workshop study various genres of musical drama and vocal performance styles through staged presentations. Opera Workshop productions present scenes from, or full productions of, significant operatic works. During rehearsal, students are expected to be involved in all aspects of production, from the technical and directorial to actual performance. Prerequisite: instructor's consent. Fall semester, repeatable.

MUSI 017 [1 CR]
CONCERT CHOIR

The concert choir consists of two ensembles: the men's choir and the women's choir. These groups perform both as separate ensembles and combined as a large ensemble of mixed voices. Open to all students on campus with no audition required, these groups maintain a consistently high level of musicality and performance expertise. Participants in concert choir perform music of all styles and genres in a minimum of two on-campus concerts each semester. Principal ensemble. Every semester, repeatable.

MUSI 018 [1 CR]
BRASS ENSEMBLE

Every semester, repeatable.

MUSI 019 [1 CR]
ACCOMPANYING

Every semester, repeatable.

MUSI 020 [1 CR]
VOCAL JAZZ WORKSHOP

Vocal jazz participants rehearse and perform vocal jazz literature from a variety of styles and eras. Emphasis is given to solo jazz singing technique and stylistic aspects of ensemble singing. Prerequisite: instructor's consent. Spring semester, repeatable.

MUSI 021 [1 CR]
JAZZ ENSEMBLE

The goal of jazz ensemble is the study and performance of jazz ensemble literature from a variety of styles and eras. All ensemble members are required to attend daily rehearsals, dress rehearsals and concerts. Smaller ensemble work is also offered through the jazz combo program and is organized based on instrumentation and student interest. All participants will work on the development of improvisational skills, effective musical style and teamwork. Prerequisite: audition. Every semester, repeatable.

MUSI 022 [1 CR]
WOODWIND ENSEMBLE

Every semester, repeatable.

MUSI 023 [1 CR]
FLUTE CHOIR

Every semester, repeatable.

MUSI 024 [1 CR]
CLARINET CHOIR

Every semester, repeatable.

MUSI 027 [1 CR]
BELL CHOIR

Every semester, repeatable.

MUSI 028 [1 CR]
PIANO ENSEMBLE

Every semester, repeatable.

MUSI 051 / 061 [1 OR 2 CR]
VOICE LESSONS - LOWER/UPPER DIVISION

The study of vocal production, literature and performance techniques consisting of one lesson per week and participation in a voice studio class. MUSI 061 culminates in a recital performance. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 052 / 062 [1 OR 2 CR]
PIANO LESSONS - LOWER/UPPER DIVISION

Lower division lessons emphasize the development of technical facility and knowledge of various styles

of keyboard literature. Upper division lessons will concentrate on the preparation of specific selections for performance. For keyboard and piano pedagogy majors, MUSI 062 will culminate in a recital performance. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 053 / 063 [1 OR 2 CR]
BRASS LESSONS - LOWER/UPPER DIVISION

One lesson per week on a brass instrument and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 063 culminates in a recital. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 054 / 064 [1 OR 2 CR]
WOODWIND LESSONS - LOWER/UPPER DIVISION

One lesson per week on a woodwind instrument and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 064 culminates in a recital. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 055 / 065 [1 OR 2 CR]
ORGAN LESSONS - LOWER/UPPER DIVISION

One lesson per week on the organ. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 065 culminates in a recital performance. Ensemble participation required. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 057 / 067 [1 OR 2 CR]
COMPOSITION LESSONS - LOWER/UPPER DIVISION

One lesson per week of private composition and participation in a composition studio class. MUSI 067 culminates in a recital performance of original works. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 058 / 068 [1 OR 2 CR]
PERCUSSION LESSONS - LOWER/UPPER DIVISION

One lesson per week on percussion instruments and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 068 culminates in a recital performance. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 059 / 069 [1 OR 2 CR]
STRING BASS LESSONS - LOWER/UPPER DIVISION

One lesson per week on string bass and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 069 culminates in a recital performance. Prerequisite: instructor's consent. Co-requisite: ensemble participation. Every semester, repeatable.

MUSI 101 [2 CR, NO AUDIT]
GROUP PIANO

This course emphasizes basic sight-reading skills, scales, chords and repertoire of elementary pieces for the piano. Included in the course are basic concepts of music theory. The course is open to all students with no prerequisite or ensemble participation required.

MUSI 102 [2 CR, NO AUDIT]
GROUP VOICE

This course emphasizes basic vocal production, performance technique and repertoire for the voice. Included in the course are basic concepts of music theory. The course is open to all students with no prerequisite or ensemble participation required.

MUSI 145 [2 CR, NO AUDIT]
INTRODUCTION TO COMPOSITION

This course is intended to foster and develop the individual's unique musical vocabulary across a variety of genres while exposing students to basic techniques used in music composition including notation, engraving, instrumentation, arranging, improvisation and composition. Through practical guidance in the composition of original music and the exploration of a variety of compositional paradigms across multiple centuries, students will use current technology to arrange and create original works. Spring semester, even-numbered years.

MUSI 150 [4 CR, CORE: EI]
SURVEY OF WORLD MUSICS

This course provides a basic introduction of world music methods and problems, and surveys several non-Western musical cultures including the cultures of Africa, the Middle East, Japan, Southeastern Europe, Latin America, India and Native American. Students will listen to and analyze representative works, and do independent research on a pertinent topic. Fall semester.

MUSI 167 [4 CR]
COMPREHENSIVE MUSICIANSHIP 1

This is the first of a sequence of courses in which students will learn the elements of music and standard notation, aural and score analysis of compositions, and style characteristics within their musical and historical contexts, and the development of composition, appreciation and interpretive skills. Basic music theory skills emphasized. Ear training, sight singing, computer skills and keyboard labs are included. Fall semester.

MUSI 168 [4 CR]
COMPREHENSIVE MUSICIANSHIP 2

This course emphasizes part writing, and harmonic and formal analysis of Western music from ancient times through the Renaissance. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 167 or instructor's consent. Spring semester.

MUSI 176 [4 CR, CORE: EI]
MUSIC APPRECIATION

Designed for minors and non-majors, this course is concerned with the art of intelligent and perceptive music listening for those interested in increasing their knowledge and enjoyment of music. The course traces the development of music up to the present day. Various media are employed. Spring semester.

Note: Course not open to Music majors.

MUSI / AMER 184 [4 CR, CORE: WT]
HISTORY OF AMERICAN POPULAR MUSIC

The course will cover the history of popular music in the United States from the late 19th-century to the present day. Genres discussed include modern styles such as rock, R & B, hip-hop, folk, country, jazz, ragtime, blues, and early musical theater. A chronological study of popular styles will expose students to important songwriters and performers and show how their music was influenced by elements like racial prejudice, political events and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored. Fall semester.

MUSI 246 [2 CR]
VOCAL DICTION

This course introduces students to the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French song texts. Students will recite and sing songs in foreign languages with attention to translation, pronunciation, accent and inflection. Prerequisite: freshman or sophomore standing or instructor's consent. Fall semester.

MUSI 267 [4 CR]**COMPREHENSIVE MUSICIANSHIP 3**

The study of Western music of the Baroque era, including theoretical and formal analysis, stylistic development of compositional genres, and significant works examined in historical context. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 168 or instructor's consent. Fall semester.

MUSI 268 [4 CR]**COMPREHENSIVE MUSICIANSHIP 4**

The study of Western music of the Classic Era, including theoretical and formal analysis, stylistic characteristics and significant works examined in their historical context. Ear training, sight singing, computer skills and keyboard skills are included. Prerequisite: MUSI 267 or instructor's consent. Spring semester.

MUSI 289 [2 CR]**SPECIAL TOPICS**

This course offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor's consent.

MUSI 290 [2 CR]**INDEPENDENT STUDY**

Individual study of an approved topic in music under the supervision of a music faculty member. This course permits faculty and students to explore together a subject of special or personal interest. Prerequisite: instructor's consent.

MUSI 315 [4 CR, ADV CORE: WT]**INTRODUCTION TO OPERA**

This course is designed to meet the needs and interests of the general student rather than the music major. The course will view selected operas on videotape and study the development of opera from Monteverdi to the present, exploring the opera as a social and cultural phenomenon and as an expression of national musical styles. The course attempts to make the student aware not only of the history of opera in its many forms, but also to appreciate the extent to which modern music, including popular musical drama, is indebted to the success and popularity of opera. Note: Course not open to Music majors.

MUSI / AMER 318 [4 CR, ADV CORE: DD]**EVOLUTION OF JAZZ**

The study of jazz from its origins in New Orleans to the present day. The course focuses on important

performers and songwriters, types of literature, an appreciation of jazz improvisation, as well as the interaction of social, political, and economic elements that strongly influenced the genre. Audio and video presentations will be used extensively. Spring semester.

MUSI 321 [2 CR]**PIANO PEDAGOGY 1**

Piano pedagogy explores the various theories of teaching the piano and technical analysis of the playing mechanism. Teaching methods and procedures are developed for establishing efficient practice and working with individual learning styles. Students will survey and evaluate teaching materials and learn to analyze the technical requirements of keyboard music. Prerequisite: instructor's consent. Fall semester.

MUSI 322 [2 CR]**PIANO PEDAGOGY 2**

This course is designed to give students experience in the practical application of piano-teaching skills and concepts of the mechanism. Prerequisites: MUSI 321 and instructor's consent. Spring semester.

MUSI 329 [2 CR]**PIANO LITERATURE**

This course is designed to provide the piano major with an understanding of significant forms in the history of piano music, the important compositions within these genres, and a functional and practical literature library of compositions for use in a variety of settings. Spring semester.

MUSI / PHIL 336 [4 CR, ADV CORE: EI]**PHILOSOPHY OF MUSIC**

The course will introduce students to fundamental problems and puzzles in the philosophy of music as well as engage students in musical experiences that provoke philosophical questions. Students will be exposed to music that challenges the presuppositions inherent in conventional American cultural expectations and the Western approach to musical experience more broadly. It will start by exploring the genesis of these questions in ancient Greek philosophy and culture and trace them through their re-emergence in the Enlightenment, modern, and post-modern eras.

MUSI 345 [2 CR]**VOCAL LITERATURE**

This course is designed to provide the vocal major with an understanding of significant forms in the history of vocal music, the important compositions within these genres, and a functional and practical

literature library of compositions for use in a variety of settings. Fall semester, odd-numbered years.

MUSI 347 [2 CR]
CHORAL REPERTOIRE

This course is designed to provide the emerging choral conductor with an understanding of significant forms in the history of choral music, the compositions that hold preeminence within those genres, and a functional and practical repertoire library of compositions for use in a variety of settings. Prerequisite: junior standing.

MUSI 349 [2 CR]
VOCAL PEDAGOGY

This course is designed to provide singers with an understanding of the anatomy, physiology, and physics of singing and song production. As part of this course, students will teach voice lessons under the supervision of the instructor. Prerequisite: junior or senior standing and instructor's consent. Spring semester, even-numbered years.

MUSI 362 [2 CR]
WOODWIND METHODS

Basic principles of teaching and performing on woodwind instruments. Fall semester, odd-numbered years.

MUSI 363 [2 CR]
STRING METHODS

Basic principles of teaching and performing on string instruments. Fall semester, even-numbered years.

MUSI 365 [2 CR]
BRASS METHODS

Basic principles of teaching and performing on brass instruments. Spring semester, alternate years.

MUSI 366 [2 CR]
PERCUSSION METHODS

Basic principles of teaching and performing on percussion instruments. Spring semester, even-numbered years.

MUSI 367 [4 CR]
COMPREHENSIVE MUSICIANSHIP 5

Romantic and Nationalistic music will be examined through the study of significant composers and their compositions. Emphasis is given to chromaticism, advanced harmonic analysis and extended forms within the historical context of the era. Keyboard labs are included. Prerequisite: MUSI 268 or instructor's consent. Fall semester.

MUSI 368 [4 CR]
COMPREHENSIVE MUSICIANSHIP 6

The concluding course of the sequence, Comprehensive Musicianship 6 examines significant works from Impressionism through the musical experiments of the 20th and 21st centuries. Students will compose, write about music and learn advanced analytical techniques. Prerequisite: MUSI 367. Spring semester.

MUSI 370 [2 CR]
INTRODUCTION TO JAZZ IMPROVISATION

This course will introduce students to jazz improvisation, or the spontaneous composition through the study of great soloists and their transcriptions. Emphasis is placed on common scales, modes and harmonic progressions. Mastering this skill requires intense practice and a deep knowledge of style, form and jazz harmony. Students will be expected to perform in the classroom setting.

MUSI 381 [2 CR]
INTRODUCTION TO CONDUCTING

Baton techniques and conducting problems utilizing a cross section of instrumental and choral music from all periods. Students practice with live performers and are videotaped. Required of all music majors and minors. Prerequisite: sophomore standing or instructor's consent. Spring semester.

MUSI 382 [2 CR]
ADVANCED CHORAL CONDUCTING

A continuation of Introduction to Conducting, with advanced study in choral conducting, technique, score reading and rehearsal techniques. Prerequisite: MUSI 381. Fall semester.

MUSI 383 [2 CR]
ADVANCED INSTRUMENTAL CONDUCTING

A continuation of Introduction to Conducting, with advanced study in instrumental conducting technique, score reading and rehearsal techniques. Members of the class will form a small ensemble to provide laboratory rehearsal experience. Prerequisite: MUSI 381. Fall semester.

MUSI 384 [2 CR]
ORCHESTRATION

A study of the instruments of the concert band and orchestra, their tonal characteristics and transpositions. Assignments involve scoring for orchestra, concert band and various small ensembles. Coursework includes score analysis, listening and computer generation of assignments. Prerequisite: junior standing or instructor's consent. Spring semester, odd-numbered years.

MUSI 389 [2 OR 4 CR]**SPECIAL TOPICS**

This course offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor's consent.

MUSI 420 [4 CR]**MERIT RECITAL**

A full recital with research paper for exceptional students in performance. Contingent upon completion of junior and senior recitals. Results in an automatic waiver of the eighth applied half-course during that semester. Prerequisite: instructor's consent.

MUSI 489 [2 OR 4 CR]**SPECIAL TOPICS**

A course offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor's consent.

MUSI 490 [4 CR]**INDEPENDENT STUDY**

Individual study of an approved topic in music under the supervision of a Music faculty member. This course permits faculty and students to explore together a subject of special or personal interest. Prerequisite: instructor's consent and approval of the associate dean of visual and performing arts.

N

NATURAL SCIENCES DIVISION [NSCI]

NSCI 104 [4 CR]**GREAT PEOPLE OF SCIENCE**

The development of scientific thought from the early Greek period to modern times will be covered. The primary emphasis will be on scientists as people, analysis of their contributions, and the significance of these in the development of scientific theories. Scientists such as Galileo, Newton, Einstein and Darwin will be discussed. Infrequently offered.

NSCI 310 [4 CR, ADV CORE: BB]**GLOBAL VIRAL PANDEMICS**

Our understanding of viral diseases extends beyond the physical effects they have on an individual. For example, viruses may influence governmental

policies and create social stigmas that have long-term consequences. This discussion-based course will explore through literature and first-hand accounts how social, political, cultural, gender, and scientific views influence global healthcare and a global understanding of viral pathogens. The AIDS pandemic and Ebola epidemic will be the focus of this offering.

NSCI 348 [4 CR, ADV CORE: BB]**BIOTERRORISM**

This course will investigate the methods of development of biological weapons and the mechanisms of their use against military or civilian populations. Biological weapons are defined as those viral and bacterial pathogens of humans that induce illness in the affected individual and also those biological agents that can damage or destroy the food and water supply of a population. Protection against such attacks will be discussed. The effects on society as a whole and the responses of society to the threat of bioterrorist attacks will be emphasized. This course has a laboratory component in addition to a lecture format. In the laboratory, the principles of epidemiological spread of disease agents will be investigated by the use of simulations and the mechanisms of disease prevention will be addressed experimentally.

NSCI 354 [4 CR]**NATURAL HISTORY FIELD STUDIES**

This course involves an extended inter-semester field trip to study the natural history and culture of an area (generally the neotropics). Students are required to attend regular classes before and after the trip. A research project and field book constitute the major course requirements.

NSCI 358 [4 CR, ADV CORE: PN]**SOCIAL IMPACTS OF INFECTIOUS DISEASE**

This course focuses on the social and historical importance of infectious disease. The course will center around three main ideas: a summary of significant diseases in human history, a detailed analysis of the particular outbreak in history, and a detailed account of an emerging outbreak of infectious disease. Basic information regarding microorganisms and the human immune system will be included. A laboratory component will allow students to observe and handle non-pathogenic bacteria and fungi and conduct basic experiments in disease transmission.

P

PEACE AND JUSTICE STUDIES [PEAC]

PEAC 200 [4 CR]

INTRODUCTION TO PEACE AND JUSTICE

Violent conflict remains one of the most serious problems in the world today. Hundreds of thousands of people die every year as a result of war, and millions of refugees are displaced and suffering. The interdisciplinary academic field of peace studies attempts to understand the causes of such conflict and contribute to sustainable strategies that will lead not just to the absence of war, but to genuine human flourishing. This course will introduce that field of study with a particular emphasis on conflict transformation, peace building, and the rights of marginalized persons. These emphases reflect our Norbertine heritage and the ordering themes of the Peace and Justice minor at St. Norbert College.

PEAC 266 [4 CR, CORE: WT]

HUMAN RIGHTS AND RESPONSIBILITIES

This course will articulate an interdisciplinary (philosophical, historical, and religious) rationale for universal human rights and human dignity while highlighting the history of the human rights tradition and the contribution of Catholic social teaching. Conversely, it will examine the rhetoric and dynamic of genocide and apartheid, exploring the way forward with realistic strategies that emphasize human connectedness and responsibility.

PEAC / POLI 352 [4 CR, ADV CORE: BB]

CONCEPTIONS OF HUMAN RIGHTS

This course critically reviews and analyzes the meaning, definitions, history and development of human rights in world politics. It approaches the subject matter both from a political science and law perspective, which see human rights as ascribed rights that come from birth, and from a sociological perspective which takes into account the power relationships that are built into the understandings and differential usage of the concept of human rights. While the legal and political theory has a lot of explanatory power in terms of tracing the evolutionary trajectory of international human rights law after World War II, sociology accounts for the cultural, societal and historical context in which the discussion of human rights arises. In this framework, the course looks at alternative views regarding the definitions, history and development of human rights in the Western and non-Western contexts.

PEAC 400 [4 CR]

CAPSTONE IN PEACE AND JUSTICE

PEAC 400 is the capstone course for the Peace and Justice minor at St. Norbert College. In this seminar, students will deepen their knowledge of peace and justice through reading, active discussion, and in-depth research. In discussion and written work, students will be challenged to integrate knowledge accumulated throughout the minor (i.e., from coursework, service, and community engagement).

PHILOSOPHY [PHIL]

PHIL 105 [4 CR]

CRITICAL THINKING

This course is designed to help students develop and sharpen valuable cognitive and analytical skills in order to think more critically about claims and the kinds of evidence and argumentation offered in their support. The course focuses on developing habits of reasonableness and objectivity, identifying fallacies, writing argumentatively, and analyzing inductive and deductive arguments. Special attention will be paid to analogical, legal and scientific reasoning. Designed for non-majors.

PHIL 120 [4 CR, CORE: PF]

PHILOSOPHICAL FOUNDATIONS IN THE STUDY OF HUMAN NATURE

This course provides a thematic and historical introduction to basic philosophical issues regarding human nature utilizing primary texts from established figures in the philosophical tradition. Topics include the moral dimension of human experience, the fundamental nature of the world, the nature of truth and knowledge, and justice. Readings include dialogues of Plato, authors from at least three of the four philosophical epochs (ancient, medieval, modern and contemporary), and at least one author from the Christian philosophical tradition. Emphasis will be placed on methods of logical inquiry including Socratic dialectic, deductive and inductive inference, and other forms of philosophical discourse with the goal of developing the student's skills in written and oral communication.

PHIL / CLAS 207 [4 CR]

GREEK PHILOSOPHY

A study of the ancient Greek thinkers who initiated Western philosophy. The course begins with the pre-Socratic philosophers and then focuses on Plato and Aristotle. Fall semester.

PHIL / CLAS 209 [4 CR]
HELLENISTIC PHILOSOPHY

The course introduces students to the three major schools of Hellenistic philosophy that dominated Greek thought after Aristotle (Skepticism, Stoicism and Epicureanism) and their respective attempts to refine or reject the classical conception of the good life. Students explore principally the ethical implications of the Hellenistic movements, though certain issues in metaphysics and epistemology are covered as well.

PHIL 210 [4 CR]
LOGIC

A study of the principles of correct reasoning. The course covers informal fallacies and the fundamentals of symbolic logic, including quantification theory. Spring semester.

PHIL 213 [4 CR]
MEDIEVAL PHILOSOPHY

A study of the philosophers of the medieval period (approximately 350 C.E. to 1350), with emphasis on Augustine, Anselm and Thomas Aquinas. Themes covered include the relation of faith and reason, existence of God, the problem of evil, the nature of the soul, and ethics. Spring semester.

PHIL 235 [4 CR]
SKEPTICISM, KNOWLEDGE AND FAITH

A historical survey of texts by prominent authors in the Western tradition concerning the nature, conditions and types of human knowledge. Topics may include arguments for the existence of God; foundations of empirical science; psychological belief states as distinct from religious faith; skepticism in both epistemic and religious contexts; and the nature of reason and rational inquiry. Representative authors are Plato, Sextus Empiricus, Augustine, Luther, Erasmus, Hume and Bernard Williams. Spring semester, alternate years.

PHIL 245 [4 CR]
BUSINESS ETHICS

A study of the ethical issues that confront contemporary businesses. The course will begin by introducing the major positions in Western ethical theory and by considering the moral status and the purpose of corporations. Through the use of case studies, the course will go on to explore a number of particular issues which may include (but is not limited to) whistle blowing, surveillance/screening of employees, preferential hiring, the ethics of

advertising, ethical accounting practices, globalization, outsourcing, sweatshop labor, and environmental pollution and resource depletion. Fall semester, alternate years.

PHIL 250 / THRS 255 [4 CR, CORE; WT]
PHILOSOPHY OF RELIGION

A study providing a rational assessment of religious beliefs and concepts and of arguments used in their support. The course considers contemporary challenges to the belief in God and the responses to these challenges. Fall semester, alternate years.

PHIL / THRS 265 [4 CR, CORE: BB]
ASIAN PHILOSOPHY AND RELIGION

A study of the major philosophical and religious traditions of South and East Asia. The course emphasizes the Hindu and Buddhist traditions. The ethical, metaphysical, and epistemological aspects of each major tradition are covered. Fall semester.

PHIL 275 [4 CR]
BIOETHICS

A study of ethical issues associated with health and medicine. The course will begin with an overview of major positions in ethical theory and of fundamental concepts and principles in medical ethics. Issues may include, but are not limited to, the relation between health care providers and patients, human reproduction, conflicting definitions of mental illness, the use of biotechnology for human enhancement, balancing individual liberty with public health, withholding and withdrawing of life-sustaining treatment, research ethics, and social justice and health policy. Catholic teachings on some of these issues will be considered. Spring semester.

PHIL 282 [4 CR]
LAW, MORALITY AND PUNISHMENT

Do we have a moral obligation to obey the law? Are unjust laws still laws? Does self-defense make any sense as a legal excuse? Students will investigate the validity and authority of legal systems with special attention to the historical evolution of key concepts within the Western philosophical tradition. Topics include the relation of law to morality, the conditions of responsibility and the justification of punishment. Prerequisite: PHIL 120.

PHIL 300 [4 CR]
MODERN PHILOSOPHY

A study of the major movements and figures in European philosophy from the 16th to the 19th century. The focus of the course is the rise of skepticism in relation to developments in science and religion, the study of the nature of the mind, and the

knowing process and claims about the nature and existence of the self, of the external world and of God. A number of thinkers and philosophers will be surveyed with principal emphasis on Descartes, Locke, Hume and Kant. Prerequisite: PHIL 207 or PHIL 210 or PHIL 213. Fall semester.

**PHIL / AMER 305 [4 CR, ADV CORE: WT]
AMERICAN PHILOSOPHY**

A study of the major movements and figures in American philosophy and intellectual history. The course will examine the diverse philosophical themes in the American tradition, including idealism, 18th century political theory, transcendentalism and pragmatism. Figures studied include Edwards, Adams, Jefferson, Emerson, Thoreau, James and Dewey. Spring semester.

**PHIL 310 [4 CR, ADV CORE: WT]
EXISTENTIALIST THOUGHT**

A study of the development of European existentialism in the 19th and 20th centuries. The focus of the course is the meaning of human life and the nature of human values. It involves a study of existentialist conceptions of the human person and, in particular, views of human freedom and creativity, the role of the irrational in human life, the role of commitment and choice in human belief, judgment, action, and the relation of the essence and existence of the person. Principal figures studied are Kierkegaard, Nietzsche, Heidegger, Sartre and Camus.

**PHIL 311 [4 CR]
FOOD ETHICS**

Eating is among the most primal of human activities. Yet the question of what we should eat becomes increasingly complicated as we learn more about the effects of our choices on animals, the environment, our communities and ourselves. When, if ever, is it ethical to eat animals? Should we eat locally or should we take a more cosmopolitan approach? Can mindful eating contribute to a more just world? What is a healthy body? The course will culminate with a final project that analyzes our food practices from several ethical frameworks, informed by scientific, humanistic, and economic perspectives. Designed for non-philosophy majors. Prerequisite: PHIL 120.

**PHIL / CLAS / POLI 314 [4 CR]
CLASSICAL AND MEDIEVAL POLITICAL THOUGHT**

An examination of the political theories of major ancient and medieval thinkers, with primary emphasis on the writings of Plato, Aristotle, Augustine and Aquinas. Students will investigate issues such as the origin, nature, and purpose of

political societies, the types of political constitutions, the concepts of rulership and authority, the meaning of citizenship, and the relation of the individual to society. Fall semester, alternate years.

**PHIL 315 [4 CR]
ETHICS**

A study of four major ethical theories in Western philosophy and of their application to several contemporary ethical issues. The theories are those of Aristotle, Thomas Aquinas, Immanuel Kant and John Stuart Mill. Issues examined may include, but are not limited to, euthanasia, abortion, capital punishment, free speech, just war, treatment of animals and the environment. Fall semester.

**PHIL / POLI 316 [4 CR]
MODERN POLITICAL THOUGHT**

An examination of the political theories of major thinkers of the modern period (16th to 19th centuries), with primary emphasis given to the writings of Machiavelli, Hobbes, Locke, Rousseau, Hegel and Marx. Students will investigate such issues as the origin and purpose of political societies, the nature of political power, and the concepts of social contract, authority and sovereignty, law, liberty, and revolution. Fall semester, alternate years.

**PHIL 330 [4 CR, ADV CORE: WT]
THE EUROPEAN ENLIGHTENMENT**

An overview of the history of ideas in the Western tradition, covering the period from 1688 to 1789, principally in France and Britain, with consideration given to the influence of the Enlightenment on the American founding. The central theme of the course is the emergence and rapid development of natural science, its growing influence on all departments of human knowledge and its confrontation with the religious traditions of the time. Representative writers include Montesquieu, Voltaire, Diderot, Helvetius, Mandeville and Adam Smith. Fall semester.

**PHIL / CLAS 334 [4 CR, ADV CORE: EI]
TRAGEDY AND PHILOSOPHY**

A study of tragedy as a dramatic and literary form and the different Western philosophical theories of tragedy inspired by that art form. One half of the course will concentrate on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato and Aristotle) and modern. The second half will examine both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Spring semester, alternate years.

PHIL / MUSI 336 [4 CR, ADV CORE: EI]
PHILOSOPHY OF MUSIC

The course will introduce students to fundamental problems and puzzles in the philosophy of music as well as engage students in musical experiences that provoke philosophical questions. Students will be exposed to music that challenges the presuppositions inherent in conventional American cultural expectations and the Western approach to musical experience more broadly. It will start by exploring the genesis of these questions in ancient Greek philosophy and culture and trace them through their reemergence in the Enlightenment, modern, and post-modern eras.

PHIL 365 [4 CR]
TWENTIETH-CENTURY PHILOSOPHY

A survey of the main philosophical movements of the 20th century, the course will cover leading figures in pragmatism, phenomenology, analytic philosophy and the Continental tradition. Representative authors may include James, Dewey, Husserl, Wittgenstein, Quine, Heidegger, Rorty and Foucault. Prerequisite: PHIL 210 or PHIL 300. Spring semester, alternate years.

PHIL 370 [4 CR]
THE ANALYTIC TRADITION

An historical survey of the main developments and leading figures in the Anglo-American analytic tradition. The primary focus is on the application of new methods of logic and linguistic analysis to the perennial problems of metaphysics and epistemology. Figures studied include Frege, Russell, Wittgenstein, Ayer, Carnap, Ryle, Quine and Kripke. Prerequisite: PHIL 210 or PHIL 300. Spring semester, alternate years.

PHIL 389
SPECIAL TOPICS

A study of a single philosophical topic of special interest to students. When the course is offered, the topic will be listed in the timetable of courses.

PHIL 490
INDEPENDENT STUDY

A course allowing staff and students to explore together philosophical topics of special interest. Prerequisite: instructor's consent and approval by associate dean of Humanities.

PHYSICAL EDUCATION [PHED]

All PHED courses are offered with a Satisfactory/Unsatisfactory grading format.

PHED 035 [2 CR]
ADULT AND CHILD CPR / STANDARD FIRST AID

This course features hands-on simulation, lectures, as well as live and video demonstration. Participants learn to call and work with EMS, care for conscious and unconscious choking victims, perform CPR, and care for breathing and cardiac emergencies in adults, children and infants. Includes basic care for injuries or sudden illness until advanced medical care can take over (basic disease transmission precaution, recognizing and caring for bleeding, wounds, burns, heat and cold emergencies; immobilizing muscle, bone and joint injuries; care for shock, bites and poisoning). Meets OSHA guidelines for first aid. The completion of course includes certification through the American Red Cross.

PHED 036 [2 CR]
JUMP STRETCH FLEXIBILITY/CONDITIONING

This course will cover a different type of training regimen to develop an increased level of flexibility as well as improved power and explosion. Each student will perform at a level relative to their ability and gain an appreciation for lifelong fitness.

PHED 037 [2 CR]
CURLING

This course will give students the basic skills and knowledge of curling. Content will include history, terminology, equipment, team composition and learning of the fundamentals.

PHED 038 [2 CR]
KI AIKIDO

This course will introduce students to the principles and techniques of the dynamic, peaceful martial art of Ki Aikido.

PHED 039 [2 CR]
CONDITIONING AND TRAINING FOR ROAD RACES

Learning the fundamental principles required to successfully train for a 3K, 5K, 10K, half-marathon and marathon are the fundamental topics in this course. Aerobic and anaerobic training will be conducted through track workouts and longer road runs. The goal of this course is to gain an understanding of different training programs, why they are used, and how to develop and personalize an individual plan for different road races.

PHED 041 [2 CR]
BADMINTON

This course teaches students the basic skills and knowledge of badminton. Content will include learning basic skills such as serves, clears, drives, the drop shot, the smash, net shots, rules and strategy for doubles and singles, terminology, and an understanding of the history of the sport.

PHED 043 [2 CR, \$30 FEE]
BOWLING

This course will give students the basic skills and knowledge of bowling. Content will include history, terminology, equipment, approaches, releases, aiming and starting positions.

PHED 044 [2 CR, \$35 FEE]
RECREATIONAL ICE SKATING

This course is designed for students interested in learning the proper techniques and methods involved with ice skating. The class will emphasize both forward and backwards skating and will cover all other aspects involved with ice skating. This class is open to all levels of ice skaters.

PHED 045 [2 CR]
TEAM SPORTS

This course will give students an opportunity to participate in and enjoy the recreational play of team sports. Emphasis will be on basic skills, knowledge of rules and strategies necessary for participation in the activities.

PHED 048 [2 CR, \$25 FEE]
GOLF

This course will provide students with the basic knowledge, skills and attitudes of golf. It will include fundamental skills such as grip, stance, swing, putting, and rules and etiquette.

PHED 051 [2 CR]
RACQUETBALL

This course gives students the skills, knowledge, strategy and rules of racquetball.

PHED 057 [2 CR]
VOLLEYBALL

This course teaches students the basic skills and knowledge of volleyball. Content will include warm-ups, rules, terminology, serve/ receive information, basic offenses and defenses, spiking coverage and basic skills — serving, forearm pass, setting, blocking, spiking, dives and digs.

PHED 060 [2 CR]
BEGINNING WEIGHT TRAINING FOR MEN

An introduction to the fundamentals, techniques, safety concerns, and surveys of programs and concepts of weight training.

PHED 061 [2 CR]
BEGINNING WEIGHT TRAINING FOR WOMEN

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

PHED 062 [2 CR]
ADVANCED WEIGHT TRAINING

This course provides the opportunity for students to investigate and experience advanced resistance-training techniques and principles. Prerequisite: PHED 060 / PHED 061 or instructor's consent.

PHED 075 [2 CR]
ORGANIZATION AND ADMINISTRATION OF ATHLETIC PROGRAMS

This course is designed to provide students with administrative techniques and procedures in the administration of athletic programs with a concentration on the collegiate field. Emphasis on theories and philosophies of administration, policies and practices, leadership, management, budgeting, planning, facilities and legal liabilities.

PHED 101 [2 CR]
CONCEPTS OF HEALTHFUL LIVING

This course will provide students with knowledge of the concepts of wellness and will show them how they can apply this information to maintain and/or improve their own lifestyles. Knowledge of health-related topics such as nutrition, health legislation, health consumerism, interpersonal communication skills and assertiveness will be presented through lectures. Small group discussions will further investigate these topics and outline how students can apply this information to their lifestyles. Fitness topics such as physiology of the body at rest and during exercise, types of exercise programs, and methods of establishing a personal exercise program will be presented through testing, demonstrations and participation in weekly lab sessions.

PHYSICS [PHYS]

PHYS 100 [4 CR, CORE: PN] PHYSICS IN THE ARTS

This course will examine the underlying physics involved in photography and music. Main topics will include waves, reflection and refraction, lenses, the eye, oscillations and resonance, the ear, and musical instruments. Lectures and one laboratory period per week. Basic algebra and geometry knowledge will be assumed.

PHYS 101 [4 CR] CONCEPTS OF PHYSICS

An introduction to selected concepts and theories of physics, presenting their origin in connection with specific persons and events and their development into their present forms. Topics include the Copernican revolution, Newtonian dynamics, electromagnetic theory, the theory of relativity, and the quantum theory of microscopic matter. Emphasis will be given to concepts that have broad applications to phenomena of common experience. Presentation is by lectures, demonstrations, and laboratory experiments. No mathematical background beyond high school algebra will be assumed. Student who have received credit for PHYS 111 or PHYS 121 may not take PHYS 101 for credit without registrar's consent. Infrequently offered.

PHYS 111 [4 CR, CORE: PN] FUNDAMENTALS OF PHYSICS 1

An introductory course that presents students with the fundamental concepts of physics. This algebra-based course assumes no previous physics experience and will include the study of kinematics (including vectors), Newton's laws, mechanical energy, rotational motion and waves. Consists of lectures and one laboratory period per week. Working knowledge of basic trigonometry and advanced high school algebra will be assumed. Fall semester.

PHYS 112 [4 CR] FUNDAMENTALS OF PHYSICS 2

Continuation of PHYS 111, completing a full-year introductory sequence on the fundamental concepts of physics. Topics include thermodynamics, electricity and magnetism, optics, and introduction to modern physics, including quantum concepts and radioactivity. Lectures and one laboratory period per week. Prerequisite: PHYS 111. Spring semester.

PHYS 121 [4 CR, CORE: PN] GENERAL PHYSICS 1

Intended mainly for Physical Science majors, this introductory course presents a unified view of the fundamental principles of physics. Conceptual development and problem-solving skills are emphasized. Topics include vectors, kinematics, Newtonian dynamics, the conservation laws, oscillatory motion and waves. Lectures and one laboratory period per week. A working knowledge of trigonometry and completion of advanced high school algebra will be assumed. Co-requisite: MATH 131 or equivalent. Fall semester.

PHYS 122 [4 CR] GENERAL PHYSICS 2

Continuation of PHYS 121, completing a full-year introductory sequence. Topics include thermodynamics, electric and magnetic fields and their interaction with matter, electro-magnetic waves, physical and geometrical optics, and radioactivity. Lectures and one laboratory period per week. Prerequisite: PHYS 121 and MATH 131. Spring semester.

PHYS 141 [4 CR, CORE: PN] ASTRONOMY

This course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. Students will learn about the scientific method and developments that have enabled our current understanding of the dynamic universe. Main topics include the cycles of the sky, the history of astronomy, the stars, the Milky Way galaxy and the solar system. Group projects will cover additional topics such as galaxies, cosmology and details of the solar system planets. Laboratories with hands-on activities will be an important component of the course. Some lab periods will meet in the evening for astronomical observations. No mathematical background beyond basic high school algebra will be assumed.

PHYS 211 [4 CR] CLASSICAL MECHANICS

An intermediate treatment of Newtonian mechanics. Topics include equations of motion and their solutions, conservation laws, systems of particles, central force motion, and an introduction to Lagrangian and Hamiltonian mechanics. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

PHYS 225 [4 CR]
ELECTRONICS

An introductory course in circuit analysis, including DC and AC circuits, semiconductor devices, and digital logic circuits. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

PHYS 241 [4 CR]
MODERN PHYSICS

A survey of the essential experimental and theoretical development of 20th-century physics. Topics include special relativity, wave-particle duality, Bohr atom, basic quantum mechanics, radioactivity, nuclear reactions and particle physics. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

PHYS 250 [4 CR]
ADVANCED LABORATORY

An advanced course in experimental design and analysis intended to replicate the activities of a professional research project through the precision measurement of several of the fundamental physical constants of the universe. Additional topics will include the calculation of statistical and systematic uncertainties, computer-based modeling and analysis, written and oral presentation of results, and research ethics. Prerequisites: PHYS 121 and PHYS 122. Spring semester, alternate years.

PHYS 311 [4 CR]
THERMAL PHYSICS

An intermediate treatment of thermodynamics and statistical mechanics from a modern point of view. Topics include temperature, heat, entropy, irreversible processes, the general laws of thermodynamics, canonical distribution, equipartition theorem, the ideal gas law and an introduction to quantum statistics. Co-requisite: PHYS 241. Fall semester, alternate years.

PHYS 321 [4 CR]
ELECTRICITY AND MAGNETISM

A study of the classical electromagnetic theory. Topics include electrostatics, magnetostatics and an introduction to electrodynamics. Vector calculus will be introduced and extensively used. Prerequisites: PHYS 122 and MATH 233. Spring semester, alternate years.

PHYS 352 [4 CR]
OPTICAL AND ATOMIC PHYSICS

An introduction to the current fields of Optical and Atomic Physics. The foundations of modern optics

will be laid, including the electromagnetic and quantum mechanical theory of light, geometric and wave optics, instrumentation, polarization, lasers, and modern optical components. The interaction of light with atoms will be introduced, including the fundamentals of atomic structure and numerous applications. Prerequisite: PHYS 241. Co-requisite: MATH 310. Spring semester, alternate years.

PHYS 411 [4 CR]
QUANTUM MECHANICS

An advanced treatment of the principles and methods of quantum mechanics. Topics include the Schrodinger equation, the harmonic oscillator, the hydrogen atom, quantum statistics, and applications to atomic and nuclear physics. The operator method will be introduced and used. Prerequisite: PHYS 241. Co-requisite: MATH 310. Spring semester, alternate years.

PHYS 489 [4 CR]
SPECIAL TOPICS

Designed for the study of subject material of special interest. The organization, methodology and objectives will be determined by the instructor. Prerequisite: junior or senior standing and instructor's consent.

PHYS 490 [2 OR 4 CR]
INDEPENDENT STUDY

This course is designed to allow students to pursue, on an individual basis, an area of study such as solid state physics or astrophysics. The methodology and objectives will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing, prior consultation with and consent of the instructor and approval of the associate dean of natural sciences.

PHYS 492 [2 OR 4 CR]
INDEPENDENT RESEARCH

An independent study course involving laboratory research carried out under the direction of a faculty member in physics or astrophysics. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing, prior consultation with and consent of the instructor and approval of the associate dean of natural sciences.

PHYS 499 [0 CR]
SENIOR EXAMINATION

This course consists of a comprehensive examination covering the various areas of physics in the undergraduate curriculum. The results of this examination will help the physics discipline assess achievement and improve the program. Prerequisite: senior standing. Spring semester.

POLITICAL SCIENCE [POLI]

POLI / AMER 130 [4 CR, CORE: IS]

UNITED STATES POLITICS AND GOVERNMENT

This course is a survey of the U.S. political system at the national, state and local levels. Students will engage in an examination of several elements key to understanding the role of government and politics. They will examine the U.S. Constitution and state constitutions as well as social and political ideology, mass political behavior, parties and interest groups, Congress, the presidency, the courts and the development of national public policy. In this course there will be a focus on the problems of policy making in a pluralistic democratic system.

POLI / INTL 150 [4 CR, CORE: BB]

INTRODUCTION TO INTERNATIONAL STUDIES

The objective of this course is to promote an awareness of global interdependence, with its challenges and opportunities. The course is interdisciplinary, examining issues from several relevant and related points of view – political, ecological, cultural, economic and ethical. The content may vary from semester to semester. Examples of issues the course might examine are nationalism vs. the concept of an international community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation.

POLI / INTL 160 [4 CR]

INTRODUCTION TO COMPARATIVE POLITICS

The purpose of this course is to provide students with the comparative insights and methodological tools needed to understand the importance of political culture, governmental structures and political behavior in a variety of political systems. This course will also address the development of the state under different historical conditions and in different socio-economic environments. Students will be exposed to a variety of political issues including political legitimacy, political institutionalization, the politics of identity and political violence. Spring semester alternate years. Infrequently offered.

POLI 200 [4 CR]

RESEARCH METHODOLOGY AND TECHNIQUES

The course examines the fundamental methods and techniques used in political science research. Students will understand the development and use of both qualitative and quantitative analysis. Emphasis is on concept formation and measurement, hypothesis development, research design, data collection, hypothesis testing and generating, statistical

association, theory construction and ethics in political science research. Prerequisite: POLI 130 or POLI 150 or POLI 160.

POLI 231 [4 CR]

STATE AND LOCAL POLITICS

Students will be able to examine state and local politics focusing on the legal and theoretical bases of state and local government. Discussions will also include intergovernmental relations, government institutions and comparative public policy. Emphasis is placed on understanding state and local politics within a framework of competition among state and local governments. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 232 [4 CR, CORE: DD]

RED STATE BLUE STATE: AMERICAN POLITICAL POLARIZATION

The media is full of Chicken Littles saying, “the sky is falling, the sky is falling,” about how bad American politics is these days. Every day the news covers congressional gridlock and fighting. Some even question whether American democracy will survive. But, how bad is it really? The answer to that is actually quite complex and is the cornerstone of this course. We will first define and measure the current era of political polarization by examining how different societal groups and regions differ from one another on a multitude of political and social issues. While this will give us a sense of “how bad” things are currently, we cannot fully appreciate the severity of current polarization without putting it in the larger context of comparing it with historical U.S. examples and examples from other countries. Finally, we will learn about the origins of this current era of polarization: “how did we get here?” in order to discuss potential solutions and forecast the future health of American democracy. This course is based on the assumption of no prior knowledge about American politics. Political polarization is used as a frame to enter into learning about current events and the structure and culture of American politics and government.

POLI 237 [4 CR]

COURTS AND JUSTICE IN THE U.S.

This course provides an introduction to the system of courts in the United States and the actors and institutions that attempt to provide justice under criminal and civil law. The politics and the policy produced by the American legal system will help structure the review of primary and secondary source material. Prerequisite: POLI 130 or permission of the instructor. Fall semester, alternate years.

POLI 248 [2 CR]
TRIAL ADVOCACY

This course provides an introduction to civil and criminal litigation in the context of the American judicial system with a focus on courtroom procedures, evidence, witness preparation and examination, and the art of advocacy. Although intended for the training of students who hope to compete with the St. Norbert mock trial team, the course is open to any student interested in learning more about the courts and the legal process. Prerequisites: POLI 130 or instructor's consent, sophomore standing. Fall semester.

POLI 249 [2 CR]
MOCK TRIAL

This course exposes students to the process of presenting a criminal or civil case in the context of an intercollegiate competition. Students will adopt roles as attorneys and witnesses for both the prosecution plaintiff and defense. Prerequisites: POLI 248 or instructor's consent, sophomore standing. Spring semester.

POLI 310 [4 CR, ADV CORE: IS]
FASCISM AND SOCIALISM

This course examines the political ideologies which have influenced the Western world and been extended to the Non-Western world as well. Ideology means a body of political thought or belief which motivates groups to take political action. The course begins with an overview of the philosophical roots of political ideology in Western political thought and focuses on the development of political ideas and movements in the 19th and 20th centuries. The course includes studies of nationalism, liberal democracy, democratic socialism, Marxism, Soviet and Chinese communism, fascism, national socialism, anarchism and various radical and traditionalist movements.

POLI / PHIL / CLAS 314 [4 CR]
CLASSICAL AND MEDIEVAL POLITICAL THOUGHT

This course is an examination of the political theories of major ancient and medieval thinkers. Issues such as the origin, purpose, nature and types of political societies, the meaning of citizenship, the relation of the individual to society, and the meaning of authority and rulership will be investigated in the writings of Plato, Aristotle, Augustine and Aquinas. Fall semester, alternate years.

POLI / PHIL 316 [4 CR]
MODERN POLITICAL THOUGHT

This course is an examination of the political theories of major thinkers of the modern period (16th-19th centuries). Issues such as the nature of political power, the origin and purpose of political societies, social contract, authority, law, liberty, sovereignty and revolution will be investigated through the writings of Machiavelli, Hobbes, Locke, Rousseau, Hegel and Marx. Fall semester, alternate years.

POLI 317 [4 CR]
AMERICAN POLITICAL THOUGHT

This course provides students with an introduction to the writings of the American founding, including the Federalist Papers and the thinkers who helped develop the American political tradition. In addition, students will explore the transformation of American thought during the course of the nation's history, reviewing authors who wrote at the time of the Civil War, the Industrial Revolution and the transformative periods of the 20th century. Spring semester, alternate years.

POLI / COME 329 [4 CR, ADV CORE: WT]
POLITICAL COMMUNICATION

This course uses rhetorical theory and criticism as well as empirical evidence concerning the content and effects of political messages to aid citizens in becoming better consumers and critics of political communication. Political speeches, political advertisements, political debates and political media will be explored in the context of both primary and general election campaigns. Fall semester.

POLI 332 [4 CR]
POLITICAL PARTIES AND ELECTIONS

Students will examine the role of political parties and elections at the state and national level in the U.S. The course will focus on elections as a linkage mechanism between the citizens and the institutions of government in a democracy. There will also be an emphasis on important issues such as nomination processes, the role of the media, campaign advertising, campaign strategy, citizen participation and voting behavior. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 338 [4 CR]
INTRODUCTION TO PUBLIC ADMINISTRATION

An examination of the growth of the public sector in the U.S. and the consequences and challenges resulting from that growth. Emphasis is placed on the politics of bureaucracy, the relative roles of the public and private sectors in providing goods and

services, and past and present controversies over the appropriate method of organizing the public sector. Prerequisite: POLI 130. Spring semester, alternate years.

POLI 341 [4 CR]

CONSTITUTIONAL LAW: INSTITUTIONAL POWERS

This course examines how the United States Constitution both empowers and limits the state and federal governments. Legal doctrines that define federalism, the separation of powers, the regulation of commerce and economic rights will be examined through the decisions of the U.S. Supreme Court. These writings will be used to understand the impact of the Court on the nation's social, economic, and political systems. Prerequisites: POLI 130 or permission of the instructor, sophomore standing. Fall semester, alternate years.

POLI 342 [4 CR]

CONSTITUTIONAL LAW: CIVIL RIGHTS/LIBERTIES

This course examines the manner in which the United States Supreme Court has defined rights and liberties that are protected by the Bill of Rights and the Constitution. Students will learn the extent of their speech, religious, and privacy rights as well as protections afforded the criminally accused. Decisions of the United States Supreme Court will be examined and the impact those decisions have on the politics and culture of the nation. Prerequisite: POLI 130 or permission of the instructor, sophomore standing. Spring semester, alternate years.

POLI 343 [4 CR]

ADMINISTRATIVE LAW & POLITICS

This course investigates the relationship of government agencies to legislative and legal institutions and the manner in which government regulates through the bureaucracy. The course also makes students aware of the impact agencies have on citizens, businesses, industry and interest groups through the development and enforcement of legal rules. The course evaluates the political, social and economic impact of bureaucracies on the operation of various institutions that regulate and influence American life. POLI 130 recommended but not required.

POLI / AMER 345 [4 CR]

CONGRESS AND THE PRESIDENCY

In this course the structures and politics of Congress and the Presidency will be analyzed. Students will be exposed to the foundations and institutional arrangements of each branch and will review congressional and presidential procedures in lawmaking and policy-making. The course will also

assess congressional and presidential power over time and the manner in which both branches interact institutionally as well as how they interact with the American public and society in electoral processes.

POLI 346 [4 CR]

POLICY ANALYSIS

This course consists of two parts. The first part examines the policy process in American government, the content of contemporary policy and the impact of policy on society. Case studies will illustrate the nature of policy-making and problems of implementing public policy. The second part of the course will introduce various tools and methods which will enable students to analyze public policy. Prerequisites: POLI 130, SSCI 224 and POLI 200, sophomore standing. Spring semester, alternate years.

POLI 348 [4 CR]

ENVIRONMENTAL POLITICS

Students will examine the social and political trends that have contributed to the environmental hazards we now face. Various theoretical approaches that discuss human relations with the environment will be examined in the context of critical issues such as global warming, setting of toxic waste facilities and the pollution of the Fox River. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 350 [4 CR]

INTERNATIONAL RELATIONS

This course examines the main theories of international relations, including realism, neo-realism, liberalism, the English School, economic structuralism, IR feminist theories, critical theory, constructivist theories and normative theories. Students will acquire the intellectual tools necessary to understand, criticize and apply these theories and others of international relations. Prerequisite: POLI / INTL 150.

POLI / PEAC 352 [4 CR, ADV CORE: BB]

CONCEPTIONS OF HUMAN RIGHTS

This course critically reviews and analyzes the meaning, definitions, history and development of human rights in world politics. It approaches the subject matter both from a political science and law perspective, which see human rights as ascribed rights that come from birth, and from a sociological perspective which takes into account the power relationships that are built into the understandings and differential usage of the concept of human rights. While the legal and political theory has a lot of explanatory power in terms of tracing the evolutionary trajectory of international human rights law after World War II, sociology accounts for the

cultural, societal and historical context in which the discussion of human rights arises. In this framework, the course looks at alternative views regarding the definitions, history and development of human rights in the Western and non-Western contexts.

POLI 353 [4 CR]
UNITED STATES FOREIGN POLICY

This course examines the formulation, conduct and content of contemporary U.S. foreign policies during the 20th century and at the onset of the 21st century. Students will examine the role and impact of various governmental actors in the formulation of U.S. foreign policy. They will also examine theories of foreign policy decision-making and key aspects of U.S. regional foreign policies. Prerequisite: POLI / INTL 150.

POLI 355 [4 CR]
INTERNATIONAL ORGANIZATIONS

This course examines the role of international organizations in world politics. It focuses on the historical development of international organizations and their increasing impact on a wide range of global issues, including peacekeeping, human rights, the world economy and the environment. The course provides students with the theoretical tools and concepts they need to understand the dynamics of the institutional structures and political processes of international organizations in an increasingly interdependent world. Prerequisite: POLI / INTL 150.

POLI 362 [4 CR, ADV CORE: BB]
GLOBALIZATION AND THE DEVELOPING WORLD IN THE 21ST CENTURY

This course explores the impact of globalization on the political institutions of developing nations. It addresses the complex political, economic and social challenges and opportunities that the Global South faces in an increasingly interdependent world. Students will focus on the political histories of developing nations, the make-up of their political structures and institutions, the proliferation of domestic and international political actors and the emergence of diverse forms of democratic regimes. Students will be encouraged to explore the legitimacy and efficacy of national, subnational and supranational forms of governance in the 21st century.

POLI 365 [4 CR]
EUROPEAN POLITICS

This course is an examination of the political systems of a number of European countries. Attention will be given to their historical evolution, ideologies and

political cultures as possible explanatory factors for the similarities and differences among the systems. Prerequisite: POLI 150.

POLI 368 [4 CR, ADV CORE: BB]
LATIN AMERICAN POLITICS THROUGH FILM, ART, POETRY AND MUSIC

This course provides an overview of the governments and politics of Latin American countries from a comparative perspective. The course examines the structure, functioning and interaction of political institutions in Latin American countries. Students will be exposed to various topics including political and economic development, globalization and social movements and competing political ideologies.

POLI 410 [4 CR, ADV CORE: BB]
GLOBAL POLITICAL EXTREMISM

This course will focus on political extremism around the world. Different countries will be compared, allowing students to examine commonalities in the origins of political extremism between vastly different cultures. While the emphasis of the course will be on current manifestations of extremism, historical examples will also be used for comparison. Primary questions to be addressed in the course will be: what are the causes of extremism; what commonalities can be seen across different cultures and historical eras; what are the unique cultural and historical features that manifest in different forms of political extremism; how does political extremism affect different societies; how does political extremism affect current global political discourse and policy; and what can be done to try to prevent violence caused by political extremism.

POLI 450 [4 CR]
THE UNITED NATIONS SEMINAR

Students learn about world politics from scholars and practitioners during two weeks at UN headquarters in New York City, Geneva, and The Hague. Topics include peacekeeping, gendered development and human rights. Students see international relations in the making, visiting UN missions and meeting diplomats to discuss current world developments. Summer session.

POLI 389/489 [2 OR 4 CR]
SPECIAL TOPICS

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in political science exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor's consent.

POLI 490
INDEPENDENT STUDY

Individual study of an approved topic in political science under the direction of a political science faculty member, permitting faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: instructor's consent and approval of associate dean of social sciences.

POLI 492
DIRECTED RESEARCH

Qualified students may perform political science research projects under the supervision of a political science faculty member. Prerequisites: instructor's consent and approval of associate dean of social sciences.

POLI 494
INTERNSHIP

Appropriate work or active political experience with government agencies or partisan political groups may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: instructor's consent and approval of the associate dean of social sciences.

POLI 499 [0 CR]
POLITICAL SCIENCE SENIOR ASSESSMENT

This course consists of a single three-hour session during which students complete a standardized test of knowledge of the major field and/or other measures of the intended learning outcomes of the political science program. The data gathered during the session assists members of the political science faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final semester of coursework at the College.

PSYCHOLOGY [PSYC]

PSYC 100 [4 CR, CORE: IS]
GENERAL PSYCHOLOGY

This course provides a survey of the many aspects of behavior which are of interest to psychologists. This includes a survey of the nervous system and biological bases of behavior, mental processes, human development, learning theory, personality, mental health and abnormality, interaction and group dynamics, and other aspects of social behavior. The course introduces the scientific methods used in all

the basic fields of modern psychology and covers alternative ways of understanding the human experience. The focus of the course is on the complex interplay between external and internal stimuli and the environmental, individual, social and cultural factors affecting human behavior and relationships.

PSYC 212 [4 CR]
ABNORMAL PSYCHOLOGY

This course examines diagnostic criteria, suspected causal factors and therapeutic interventions for a wide variety of abnormal behaviors, ranging from anxiety and mood disorders to schizophrenia. Emphasis is placed on critical evaluation of theoretical accounts and empirical findings emerging from psychodynamic, behavioral, cognitive, humanistic, biomedical and integrative perspectives. Prerequisite: PSYC 100 or instructor's consent. Fall semester.

PSYC 220 [4 CR]
LIFESPAN HUMAN DEVELOPMENT

The course provides an examination of the physical and psychosocial factors which influence human development from birth until death. The work of various scholars, both historical and contemporary, is considered in an attempt to provide several perspectives on the process of development throughout the human lifespan. Emphasis will be on the normative social, cognitive, emotional, and physical development of people across the lifespan, while acknowledging the important role of biological and cultural factors.

PSYC 221 [4 CR]
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Psychological principles and research methods are used to understand individuals' work-related thoughts, feelings and actions. Major topics in human resources (e.g. selection and training), organizational psychology (for example, leadership and motivation) and workplace characteristics (e.g. safety and health and workplace technology) are surveyed. Prerequisite: PSYC 100 or instructor's consent. Spring, odd-numbered years.

PSYC 230 [4 CR]
ADULT DEVELOPMENT AND AGING

This developmental science course focuses on change and stability in the later part of the lifespan. Some topics to be covered include brain development, biological aging, stress and health, gains and losses in cognitive functioning, and parenting practices and beliefs. Research findings will be discussed in terms of broader cultural context, stereotypes, and social policy implications. Prerequisite: PSYC 100 or instructor's consent. Spring, odd-numbered years.

PSYC 281 [4 CR]**ENVIRONMENTAL PSYCHOLOGY**

Students in this course will examine how we affect the built and natural environments and how they affect us. Topics include cognitive mapping, personal space, territoriality and environmental design (e.g. residential, learning, work and leisure environments). The course concludes with a discussion on how we might promote more harmonious and environmentally constructive interactions with our planet. Prerequisite: PSYC 100 or instructor's consent. Fall, odd-numbered years.

PSYC 289 [2 OR 4 CR]**SPECIAL TOPICS**

A course on a special topic in psychology designed primarily for first- and second- year students. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students. Prerequisite: PSYC 100.

PSYC 301 [4 CR]**BASIC PRINCIPLES AND METHODS OF PSYCHOLOGICAL RESEARCH**

This course provides an introduction to many of the basic principles involved in research, including hypothesis formulation and testing, experimental control, measurement issues and research ethics. The course also addresses a variety of basic research methods and issues in data collection and analysis. Laboratory experiences will provide students with an opportunity to practice relevant skills. Prerequisites: PSYC 100 and SSCI 224.

PSYC 310 [4 CR]**CHEMICAL SUBSTANCES AND BEHAVIOR**

This course is designed to provide a broad, general introduction to behavioral pharmacology by examining the neurological, physiological and psychological mechanisms of drug action. Topics covered include tolerance, side effects, drug interactions, and abuse potential of both recreational and therapeutic drugs. In addition, societal issues associated with drug use and abuse will be examined (for example, decriminalization and public costs of drug dependence). Prerequisites: PSYC 100 or BIOL 121 and sophomore standing. Spring, even-numbered years.

PSYC 312 [4 CR]**THEORIES OF PERSONALITY**

This course consists of an examination of theories of personality from Freud to the present day. The dispositional, psychodynamic, phenomenological, behavioral and cognitive perspectives of personality

are reviewed. For each perspective, the course will examine founders and leading proponents, essential theoretical concepts, methods of assessing personality and assumptions concerning human nature, problem behavior, and behavior change. Students will be encouraged to compare, contrast and critically evaluate the various perspectives. Prerequisite: PSYC 100. Fall, odd-numbered years.

PSYC 320 [4 CR]**ABNORMAL BEHAVIOR IN CHILDHOOD**

A survey of the major forms of problem behavior in childhood and adolescence, including autism, attention deficit hyperactivity disorder, eating disorders and anxiety and mood disorders. Reviews issues concerning the assessment, diagnosis, causes and treatment of these problems from diverse perspectives. Emphasis is placed on the developmental context of these problems and their relationship to healthy development. Prerequisites: PSYC 220 and junior or senior standing or instructor's consent. Fall, even-numbered years.

PSYC 321 [4 CR]**SOCIAL PSYCHOLOGY**

The influence of others on the thoughts, feelings and actions of the individual is examined. Major topics in social cognition (person perception, attribution), social evaluation (attitudes, prejudice), social influence (obedience, conformity) and social interaction (altruism, aggression) are surveyed. Differing theoretical perspectives and research methodologies are analyzed. Prerequisite: PSYC 301 or instructor's consent. Fall semester.

PSYC 325 [4 CR]**GROUP DYNAMICS**

The interplay of groups and group members is examined. Major topics in group development and formation (e.g., affiliation, norms), influence and interaction within the group (e.g., conformity, leadership), group performance (for example, teamwork, decision-making) and group conflict (e.g., conflict within groups and conflict between groups) are surveyed. Prerequisites: PSYC 100 and SSCI 224 or instructor's consent. Spring, even-numbered years.

PSYC 331 [4 CR]**SENSATION AND PERCEPTION WITH LABORATORY**

Students in this laboratory course will explore how humans sense and perceive the world via visual, auditory, chemical and skin senses. Physiological, psychophysical and cognitive approaches will be used to help explain how perceptions arise from the conversion of physical energy in the environment to electrochemical signals and how the brain then

processes these signals. Topics include perceptual development, clinical aspects of vision and audition, music, speech, and pain perception as well as applications with respect to art, education and health. Prerequisite: PSYC 301 or instructor's consent. Spring semester.

PSYC 337 [4 CR]

MEMORY AND COGNITION WITH LABORATORY

Examines historical and contemporary research in the study of human cognitive processes, with particular emphasis on the area of memory. Topics covered include attention, perception of symbolic material, mental imagery, problem-solving and language. The course includes labs which provide in-depth applications of course concepts. Prerequisite: PSYC 301 or instructor's consent. Fall semester.

PSYC 345 [4 CR]

APPROACHES TO PSYCHOTHERAPY

A survey of the major systems of psychotherapy, including psychodynamic, humanistic / existential, behavioral, cognitive and systems perspectives. Representative approaches within each perspective are reviewed, with coverage of the goals, therapeutic techniques and procedures, therapist/client relationship, and strengths and limitations of each approach. Prerequisite: PSYC 212. Spring, even-numbered years.

PSYC 360 [4 CR]

PSYCHOLOGICAL TESTING

This course surveys the psychological tests used to assess constructs such as intelligence and personality and those used in clinical, educational and business settings. Emphasis is placed on building skills in informed selection and use of psychological tests and on familiarity with the basic procedures used to establish their norms, reliability and validity. Social and ethical issues surrounding psychological testing are also addressed. Prerequisite: SSCI 224 or instructor's consent. Spring odd-numbered years.

PSYC 370 [4 CR]

PHYSIOLOGICAL PSYCHOLOGY WITH LABORATORY

The purpose of this laboratory course is to relate behavior to bodily processes, especially the working of the brain. Topics covered include functional neuroanatomy, neurophysiology, brain evolution, motor control and neural plasticity, regulation of internal states, sexual behavior, emotions, memory and cognition, and neurological disorders. Different research methodologies employed to investigate the biological underpinnings of behavior are also analyzed. Prerequisite: PSYC 301. Fall semester.

PSYC 373 [4 CR]

BEHAVIORAL MEDICINE AND HEALTH PSYCHOLOGY WITH LABORATORY

A laboratory course surveying the interdisciplinary field which develops and integrates psychological and medical science knowledge and techniques and applies them to the prevention, diagnosis and treatment of such disorders as heart disease, chronic pain, cancer and various stress-related disorders. The laboratory component is focused on training in measurement of stress-related arousal and in biofeedback and related stress management skills. Prerequisite: PSYC 301 or instructor's consent. Spring semester.

PSYC 410 [4 CR]

CROSS-CULTURAL PSYCHOLOGY

This course situates psychology within a larger cultural context. Students will examine how Western culture has shaped the field by influencing psychologists' theories and research. Approaches in cross-cultural psychology, as in the study of people across ecological settings and sociocultural contexts, will be introduced as a means of assessing the universality of psychological theories, i.e., whether such theories can be generalized to all human beings. Students will also be exposed to cross-cultural research so that they may better appreciate the effects of culture on psychological processes. Prerequisite: senior standing. Fall semester.

PSYC 420 [4 CR]

A HISTORY OF PSYCHOLOGY

This course places psychology within its historical context. The factors outside of psychology that have had an impact on theory and research and the dynamics within psychology that have shaped the field are examined. The contributions of philosophy and physiology to the founding of modern psychology are considered at the outset, while the majority of the course is devoted to the history of psychology since 1879. The course is organized around the development of the major schools of modern psychological thought and focuses on the lives and contributions of prominent psychologists. Prerequisite: senior standing. Spring semester.

PSYC 489 [2 OR 4 CR]

SPECIAL TOPICS

An advanced-level course for junior and senior students on a special topic in psychology. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students. Prerequisite: PSYC 301.

PSYC 490 [2 OR 4 CR]
INDEPENDENT STUDY

Individual study of an approved topic in psychology under the direction of a psychology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: instructor's consent and approval of the associate dean of social sciences.

PSYC 492 [2 OR 4 CR]
DIRECTED RESEARCH

Qualified students may perform psychology research projects under the supervision of a psychology faculty member. Prerequisite: instructor's consent and approval of the associate dean of social sciences.

PSYC 494
INTERNSHIP AND PROFESSIONAL ISSUES

Course requires both class meetings and work activities at local internship sites. Class meetings focus on professional development (e.g., professional networking, ethical conduct), evidence-based practices, and topics relevant to the practice of psychology in real-world settings. The internship should offer an opportunity to practice some or all of the following skills: evaluation / assessment of group and individual psychosocial functioning, plan / policy development and implementation, intervention, referral, advocacy, collaboration, cultural competence and application of professional ethics. Students are responsible for obtaining placement at an internship site (approved by instructor), with the student on-site within the first two weeks of the course. Students are expected to work 10-12 hours per week at the internship site throughout the semester. Prerequisite: junior or senior standing and instructor's consent.

Note: internship sites will likely be "off-campus" and thus require that students have a means of transportation.

PSYC 499 [0 CR]
SENIOR ASSESSMENT

This course consists of a single three-hour session during which students complete standardized tests of knowledge of the major field and/or other measures of the intended learning outcomes of the psychology program. The data gathered during the session assists members of the psychology faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final semester of coursework at the College.

S

SOCIAL SCIENCES DIVISION [SSCI]

SSCI 103 [4 CR, CORE: DD]
DIFFERENCE, DIVERSITY, AND POWER

This course provides foundational knowledge about difference and diversity across the various social identities in current U.S. society with specific focus on race, class, gender, sexual orientation, and (dis)abilities. It will also focus on the ways in which these identities intersect in people's lives. A combination of readings, media, experiential exercises, dialogue and writing assignments will familiarize students with the main concepts, theories and empirical research related to social science understandings of diversity and social identity in the United States context.

SSCI 129 [4 CR, CORE: BB]
COLONIALISM AND CULTURAL IMPERIALISM IN LATIN AMERICA

This course will introduce students to the complex region of Latin America, particularly the country of Guatemala. Latin America is a region defined by centuries of colonial domination, plantation slavery, and popular struggle over the economic promise of bananas, coffee, and tobacco. The scope of the course will cover a broad range of topics beginning with an overview of pre-Columbian cultures and indigenous settlements throughout Latin America, through European contact and colonial imperialism (via plantation slavery), to eventual decolonization. The course will continue with a contemporary analysis of whether cultural imperialism and hegemony are still present in Guatemala based on first-hand service learning experience working with *De La Gente* - a Guatemalan-based non-governmental organization that works with coffee farming communities to create economic opportunity that improves the quality of life for their families and communities.

SSCI 205 [4 CR, CORE: DD]
DISABILITY AND AMERICAN SOCIETY

This course provides an overview of several essential issues related to disability and its status, standing and treatment in American society – past and present. Topics covered include definitions of disability; an historical overview of social beliefs and practices related to disability in the United States; the impact of disability on schools and other educational institutions; the role of eugenics in social efforts to address disability; the disability rights movement; federal legislation pertaining to disability; and

extensive exploration of the voices of persons with disabilities and their views on the treatment of the disabled in American society.

SSCI 224 [4 CR, CORE: QR]

BASIC STATISTICS

Introduction to the basic statistical concepts and techniques (including computer-based software programs) for data analysis in the non-business Social Sciences. Includes descriptive statistics, random sampling and probability, correlation, regression, hypothesis testing and parametric / nonparametric inferential statistics. Intended for students in education, political science, psychology and sociology; also appropriate for students in the natural sciences. Prerequisite: Advanced high school algebra or MATH 102. Recommended sophomore standing or above.

SSCI 301 [4 CR, ADV CORE: PN]

ENVIRONMENT AND SOCIETY

This course familiarizes students with an array of environmental issues concerning human interaction with the natural world. Environmental problems are present at all scales ranging from local to global — and in our everyday lives. The course will examine, via lecture and discussion/lab sessions, varied examples of environmental issues — their causes, dimensions, and distributions. The course will explore proven or possible solutions, and “trade-offs” associated with these solutions. Topics include basic ecological principles, the value of biodiversity, human population issues, food production, air and water pollution, and energy resources and use. Offered each semester. Students may not take both SSCI 301 and ENVS 300 for credit.

SSCI 389 [2 OR 4 CR]

SPECIAL TOPICS

An interdisciplinary course which deals with topics involving two or more social sciences. May be team-taught by faculty from the academic areas from which the topic has emerged. Enrollment will normally be limited to upper-division students. This course may be repeated since the topics will vary.

SSCI 408 [4 CR, ADV CORE: DD]

SOCIAL INEQUALITIES: RACE AND MINORITY RELATIONS

The exploration of social inequality will move beyond the place of individuals in society and try to understand how social inequality is a feature of society. Students will see themselves in some of what they are studying and they will find much of the subject matter familiar. At the same time, the course is intended to encourage students to think in different

ways about some of what is “known” and taken for granted in large sections of society. Students will read materials that may present perspectives far different from what they have heard before. It is expected that students will be surprised, perplexed, challenged and perhaps angered by some of the material. Moreover, because the course examines issues that affect us daily, this course will elicit more than intellectual growth. Since each person is a part of the world and occupies positions in systems of social inequality, students will find themselves dealing with emotional and spiritual questions about who they are and where they fit into the world.

SOCIOLOGY [SOCI]

SOCI 100 [4 CR, CORE: IS]

INTRODUCTION TO SOCIOLOGY

This course examines the basic nature of human relationships, customs, institutions, social structure and culture. It emphasizes how they affect our beliefs and behavior and how they express our fundamental concerns and values. The course teaches the basic concepts, methods and perspectives of sociology as a social science and it uses them to consider such topics as family life, groups and organizations, racial/ethnic, gender and class inequality, religious and political movements, and social problems.

SOCI 122 [4 CR]

CRIMINOLOGY

Criminology is the scientific study of crime and criminal behavior. This class will survey classic and contemporary theoretical and empirical scholarship dedicated to understanding the nature and extent of criminal actions, the social organization of efforts to control criminal behavior, and the effectiveness of such efforts.

SOCI 228 [4 CR]

CORRECTIONS IN AMERICAN SOCIETY

This course focuses on society’s organized response to individuals accused or convicted of criminal offenses. Students in the course will study the philosophy, theory, and practice of corrections systems and strategies for adults and juveniles; empirical research on the effectiveness of various corrections strategies and; contemporary challenges and debates about corrections practices in the United States.

SOCI 233 [4 CR]
SOCIOLOGY OF EDUCATION

Do schools matter? This course will seriously examine this question by investigating the complex ways in which schools and society interact. To do this, we will examine the historical development of schools in America, but our primary focus will be a close investigation of the ways in which schools are embedded in racial, economic, social, and geographic contexts. We will also turn our attention to how teachers, parents, and students interact within the classroom. In the end, our primary goal is to understand when and how schools contribute to inequality and stratification, and how public policy and culture influences when and how schools matter.

SOCI 237 [4 CR]
CHILDREN AND CHILDHOOD IN AMERICAN SOCIETY

This course explores two interrelated topics: the social construction of childhood and the everyday lives of children. Taking a new sociology of childhood approach, the course pays attention to culture, structure, and agency in understanding children's lives and the diversity of experiences among children living in the United States. Students in this course will study: continuity and change in ideas about children and childhood over the course of U.S. history; classic and current sociological theory about childhood and children; research methods for studying children; and empirical studies of children's lives, past and present.

SOCI 238 [4 CR]
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

This course examines theories and knowledge of human biological, sociological, cultural, psychological, and spiritual development across the lifespan. Individual, family, group, organizational, and community social systems are explored to assess the ways these social systems promote or deter people in maintaining or achieving health and wellbeing.

SOCI 239 [4 CR]
SOCIAL WELFARE POLICY AND SERVICES

The history and current state of social welfare policy and services is the major focus of this course. Various frameworks and methods used by policy scholars to analyze social welfare policy will be introduced and applied. Past and present examples of social welfare policy at federal, state, county, city and agency levels will be studied in terms of the historical and contemporary factors that shaped them; the political and organizational process that influenced

them; their impact on social welfare services, practices and practitioners; and the extent to which they help or hinder the general health and well-being of people. This course will also study the history, mission and philosophy of the social work profession.

SOCI 241 [4 CR]
SOCIAL WORK PRACTICE: ORGANIZATIONS, COMMUNITIES, AND INSTITUTIONS

This course focuses on generalist social work practice with groups, organizations and communities and developing cultural competence in social work practice. Students will learn about organizational culture, agency policy, developing and managing agency resources and implementing agency change. The course will also cover approaches to community change, evaluating macro practice, advocacy and social action. Content will emphasize professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporate use of social work supervision within macro practice. The course will also cover the knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely. Emphasis is placed on practice skills by working with clients of differing social, racial, religious, spiritual and class backgrounds and with systems of all sizes, including an understanding of differential assessments and intervention skills to serve diverse at-risk populations.

SOCI 242 [4 CR]
SOCIAL WORK PRACTICE: GROUPS AND FAMILIES

This course presents the generalist practice approach in social work focusing on groups and families. An introduction to family systems theory, family social work, group dynamics, and group work practice will be explored, along with techniques in assessment, intervention, and evaluation in the family and group context. Information will include the development of professional relationships that are characterized by mutuality, collaboration and respect for the client system. Content on social work values and ethics and cultural competence will be discussed.

SOCI 243 [4 CR]
SOCIAL WORK PRACTICE: INDIVIDUALS

This course presents the generalist practice approach in social work focusing on individual practice methods. Students will learn the evidenced-based approach, generalist intervention model, and develop skills to engage with, assess, intervene with, and evaluate individuals, with particular emphasis on client strengths and problems in the interaction

among individuals and between people and their environments. Content will include social work values and ethics, including the application of the standards of the National Association of Social Workers code of ethics, and cultural competence in social work practice.

SOCI 250 [4 CR]
IMMIGRATION AND MIGRATION IN THE UNITED STATES

In this course we will use the insights of sociology to understand migration and, more specifically, immigration. Recognizing that migration is a global phenomenon, students will focus mainly on migration and immigration in the context of the United States, while also attending to how patterns observed in the U.S. context are part of wider, global patterns with local manifestations. They will study key population movements to and within the U.S., past and present. They will explore the multiple factors that influence the migration/immigration experience for migrants and their families and that shape the short and long-term outcomes of the experience. The impact of migration on sending and receiving communities, and the history and current state of immigration policy will also be addressed.

SOCI 289
SPECIAL TOPICS

A seminar course primarily designed for freshmen, sophomores and juniors on a special topic in sociology. It may be proposed by either students or an interested faculty member. Prerequisite: instructor's consent.

SOCI 300 [4 CR]
SOCIAL RESEARCH METHODS

In this class, students learn how social scientists conduct research to test their assumptions and develop scientific accounts of patterns of human action, attitudes, and social life. This course provides a general overview of scientific methods of analysis —both quantitative and qualitative — and gives students opportunities to try them out. They will develop and implement a research project and learn how to be conscientious consumers of research. The core concepts of sociological research are powerful tools even for those who never do social science professionally. The skills learned in this class — asking good questions, finding relevant data sources and literature, understanding ethical issues associated with research — will last long after the semester ends. Prerequisite: SSCI 224.

SOCI 344 [4 CR]
SOCIAL MOVEMENTS

This course investigates the people who have mobilized to change the shape of their society, often at great personal risk. We will consider what has motivated these activists and what has sustained them through hard times and difficult odds. We will look at their successes as well as their mistakes made along the way. We will examine how the contours of society today are different as a result of their activism. The course traces the development of major movements of the 20th and 21st centuries, including labor, civil rights/Black Power, student, feminist, gay/queer activism, and environmental/human rights struggles by indigenous peoples. We will look at what set these movements into motion, structured their form, and affected what they have achieved. We will investigate the role of resources, strategy, culture and biography in protest.

SOCI / WMGS 346 [4 CR, ADV CORE: DD]
INTERSECTIONS OF PRIVILEGE

This course engages in an interdisciplinary and multi-media examination of social inequality, focusing on the complex and intersecting ways that social groups gain advantage over and marginalize others. Students will examine topics including race (whiteness), sexuality (heterosexuality), gender (masculinity), class (economic and cultural capital), and nationality (global privilege associated with first-world status). This course will integrate perspectives on how privilege is reinforced in day-to-day interactions as well as in larger social structures.

SOCI 348 [4 CR]
SOCIALIZATION AND THE LIFE COURSE

This course will draw on the psychological, sociological, and biological theories and evidence to develop a clear understanding of how social institutions and elements of the social environment — especially race, ethnicity, gender, and social relationships — influence development and social inclusion and exclusion. This course will pay special attention to the nature/nurture debate, families and schools as agents of socialization, and death as a life course stage.

SOCI 352 [4 CR, ADV CORE: WT]
FOUNDATIONS OF SOCIAL THEORY

This course traces the development of social theory from the Enlightenment to the 21st century. Topics examined include: the nature of science and other forms of knowledge; the relationship between self and society; how social order is maintained; how power is exercised; how meanings emerge; and how

change occurs. Running through the course is the question of what social theory offers to us individually and collectively in understanding and acting in a world that is complex and multi-layered.

SOCI / WMGS 361 [4 CR]

GENDER, SEXUALITY AND SOCIETY

While gender and sexuality often appear natural, this course investigates their social roots. Throughout the semester students will explore the diverse ways in which gender and sexuality have been conceptualized, embodied, shaped, policed, and transformed. Additionally, we will examine the relationship between gender, sexuality, inequality, and major social institutions including education, media, work, and family. Finally, we explore the intersections of gender, sexuality, race, and class as they relate to a variety of contemporary issues and controversies, including “hooking up,” marriage laws, gender reassignment surgery, and sex education.

SOCI 380 [4 CR]

SOCIOLOGY OF THE GANG

In 1928, sociologist Frederick Thrasher published *The Gang*, a study of 1,313 gangs in Chicago. Today, more than 80 years later, gangs are still part of the American scene and sociologists are still trying to understand the young people who form and join them and the “elemental social processes” that are part of gang phenomena. In this course, we will survey the general theories and findings of sociologists and criminologists who have studied gangs in the U.S., read monographs and articles reporting findings from contemporary studies of gangs and gang behavior, and learn about various approaches to gang prevention and intervention. Prerequisite: SOCI 100 or SOCI 122. Alternate years.

SOCI 444 [4 CR]

HEALTH, ILLNESS AND SOCIETY

Health, just like wealth, is stratified across society. In country, state, city or neighborhood some people or groups are healthy while others are disproportionately sick. In an effort to answer “why,” this course focuses on the sociobehavioral determinants and population distribution of health disparities of the United States. In this class students will examine articles, narratives, charts and graphs, to not only understand disparities in mental and physical health, but to critique them, forming opinions along the way. This course intends to provide answers to three central questions: How do health disparities emerge and propagate? How do social institutions and elements of the social environment – especially race/ethnicity, class, gender, and social relationships

– influence health? and How does health influence education, income and occupational status?

Prerequisite: SSCI 224.

SOCI 481 / SOCI 482

HUMAN SERVICE INTERNSHIP

The seminar format of Human Service Internship is organized around the student working in the human service field and the supervision he or she receives in the field. The combination of the internship, field supervision and reflection in seminar is focused on developing student application of knowledge of major social competencies and values necessary for generalist social work practice. An internship should offer the student an opportunity to practice these skills: evaluation and assessment of group and individual psychosocial functioning, plan/policy development and implementation, intervention, referral, advocacy, collaboration, cultural competence and application of professional ethics. Students are expected to locate the internship, with the assistance and approval of the instructor, before the beginning of the semester and should be on site within the first two weeks of school. Internships should meet the state of Wisconsin regulation and licensing requirements which can be obtained from the instructor. Often placements will require the student have their own transportation with a clear driving record (in order to transport clients or drive to see clients in their homes), pass drug and background tests, and have some flexibility in their schedule. Students are expected to work 10 to 12 hours per week for the academic year, with a break between semesters. Prerequisite: instructor’s consent. Year long course.

SOCI 489

SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more-specialized topic in Sociology exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor’s consent.

SOCI 490

INDEPENDENT STUDY

Individual study of an approved topic in Sociology under the direction of a Sociology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: instructor’s consent and approval of the associate dean of social sciences.

SOCI 492
DIRECTED RESEARCH

Qualified students may perform sociology research projects under the direction of a Sociology faculty member. Prerequisites: instructor's consent and approval of associate dean of Social Sciences.

SPANISH [SPAN]

SPAN 101 [4 CR]
ELEMENTARY SPANISH 1

An introduction to the Spanish language and the diverse cultures of the Spanish-speaking world. Emphasis on the four language skills: listening, speaking, reading and writing.

SPAN 102 [4 CR, CORE: SL]
ELEMENTARY SPANISH 2

Continuation of SPAN 101. Prerequisite: SPAN 101 or formal placement.

SPAN 103 [4 CR, CORE: SL]
ACCELERATED ELEMENTARY SPANISH

This course consolidates SPAN 101 and SPAN 102 into a one-semester accelerated course of study and is designed for students with prior study at the beginning level. Prerequisite: two to four years of high school Spanish and placement below 102.

SPAN 203 [4 CR, CORE: SL]
INTERMEDIATE SPANISH 1

Study of intermediate language through grammar, vocabulary, conversation, cultural and literary readings, and written composition. Prerequisite: SPAN 102 or formal placement.

SPAN 204 [4 CR, CORE: SL]
INTERMEDIATE SPANISH 2

A continuation of SPAN 203 with emphasis on continued development in oral and written expression. Prerequisite: SPAN 203 or formal placement.

**ADVANCED COURSES IN CIVILIZATION,
LANGUAGE AND LITERATURE**

All SPAN 300- and 400-level courses emphasize correct and fluent oral expression through conversation as well as presentation and discussion of assigned topics. In addition, literature courses require written literary analysis of the assigned readings.

SPAN 300 [4 CR]
**MAKING CONNECTIONS: CONVERSATION,
COMPOSITION AND CULTURE**

This course builds on the language skills and cultural knowledge acquired at the elementary and intermediate levels and guides students toward a higher level of creative expression, reading comprehension, textual analysis, and grammatical and cultural understanding. Through such relevant themes as love and relationships, society and the individual, drugs and violence, and media and politics, students will explore the dynamic intersections of language, society and artistic expression. Prerequisite: SPAN 204 or formal placement.

SPAN 301 [4 CR, ADV CORE: EI]
**INTRODUCTION TO SPANISH AND SPANISH
AMERICAN LITERATURE 1**

An introduction to Spanish and Spanish American literature before 1800, including critical terminology and concepts, through class discussion and analysis of major works of poetry, prose and drama. Works and authors may include the Cantar de Mio Cid, Gonzalo de Berceo, the Libro de Buen Amor, Bartolomé de Las Casas, el Inca Garcilaso de la Vega, Santa Teresa, Lazarillo de Tormes, Don Quijote de la Mancha, María de Zayas and Tirso de Molina's El burlador de Sevilla. Prerequisite: SPAN 300. Fall semester.

SPAN 302 [4 CR, ADV CORE: EI]
**INTRODUCTION TO SPANISH AND SPANISH
AMERICAN LITERATURE 2**

An introduction to Spanish and Spanish American literature since 1800, including critical terminology and concepts, through class discussion and analysis of major works of poetry, prose and drama. Authors may include José de Espronceda, Rubén Darío, Gabriela Mistral, Emilia Pardo Bazán, Federico García Lorca, Pablo Neruda, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez and Isabel Allende. Prerequisite: SPAN 300. Spring semester.

SPAN 365 [4 CR, ADV CORE: BB]
**LATIN AMERICAN CIVILIZATION: SOUTH AMERICA
AND THE CARIBBEAN**

This course introduces the student to the culture and history of Latin America, with an emphasis on South America and the Caribbean. Topics include the pre-Columbian period, the Spanish conquest, the colonial era, independence, the consequences of the Mexican Revolution, the Cuban Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and

culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

SPAN 370 [4 CR, ADV CORE: BB]

LATIN AMERICAN CIVILIZATION: MEXICO AND CENTRAL AMERICA

This course introduces the student to the culture and history of Latin America, with an emphasis on Mexico and Central America. Topics include the pre-Columbian period, the Spanish conquest, the colonial era, independence, the Mexican Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

SPAN 375 [4 CR, ADV CORE: BB]

SPANISH CIVILIZATION

This course introduces students to the culture and history of Spain. Topics include the Muslim conquest in the 8th century; the Christians' centuries-long effort to "reconquer" the peninsula; the cultural struggle between "enlightened" progressives and Spanish traditionalists which began in the 18th century and eventually culminated in civil war; the repressive Franco dictatorship of the 20th century; and the successful transition to democracy. Historical readings are supplemented by an examination of literary works, paintings and film. Prerequisite: SPAN 300. Fall semester.

SPAN 389 [2 OR 4 CR]

SPECIAL TOPICS

This course explores topics of special interest. Topics may include Hispanic cinema, Hispanics in the U.S., Latin American detective fiction, the Spanish Golden Age, medieval and early modern women writers of Spain, contemporary Hispanic theatre, or recent Latin American narrative or poetry. The course may be taken more than once for credit if the topic is different. Prerequisite: SPAN 301 or SPAN 302.

SPAN 400 [4 CR]

SENIOR CAPSTONE SEMINAR

The material of this course will center on a particular topic, which may change from year to year. This topic will be examined through various media, including literary and non-literary texts and film. Prerequisites: One academic semester in a Spanish-speaking country and successful completion of other required courses in the major.

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THEATRE STUDIES [THEA]

THEA 101 [4 CR, CORE: EI]

INTRODUCTION TO LIVE PERFORMANCE

This course introduces students to first identify, describe and analyze various ways in which they encounter live performance in their daily lives (sporting events, church attendance, school assignments, party games, rock concerts, etc.) in order to begin to understand and develop standards of criticism. Additionally, basic theatrical forms will be introduced as a way of describing and expanding students' awareness of how live performance influences recorded media.

THEA 102 [4 CR, CORE: EI]

CREATION OF SIGN AND SYMBOL

This course is an introduction to both the process of creating symbolism as well as critically analyzing how signs and symbols are used in our culture. Students will learn to evaluate, on both a visual and intellectual level, how we use imagery to create ideas and convey messages through the use of visual media.

THEA 201 [4 CR]

DESIGN FOR PERFORMANCE

This course is a practical studio course that, utilizing a broad definition of performance, covers the fundamentals of three-dimensional design in space and time. Covers research, concepting and presentation of design solutions. Will deal with scenic design, clothing, light and sound as elements of performance. Prerequisites: THEA 101 and THEA 102.

THEA 232 [4 CR]

BASIC ACTING

This course will deal with the fundamentals of acting. Techniques for developing self-awareness, imagination, observation, concentration and sensory recall will comprise the basic approach. Employment of voice and body in developing characterization will also be studied.

THEA 237 [4 CR, CORE: EI]

HISTORY OF CLOTHING AND FASHION

This class is a survey of the history of clothing and its relationship to culture and society. It will familiarize the student with the period styles from pre-historical to modern times and how these styles are a reflection of individual communication and cultural expression.

THEA 250 [2 CR]**PERFORMANCE AND PRODUCTION LABS**

One purpose of the P/P labs is to employ the unique opportunity of working on productions to advance the synthesis of theory and practice. The P/P labs also give students the opportunity to experience the creation of theatre holistically and in a critically self-reflective manner. The process of producing theatre can too often induce students to jump into production without the ability to discuss the process or learn from others. Students are mentored during this process, requiring a formalized class structure in order to frame their experience as a learning tool. All student members of any theatre production will be required to enroll in a P/P lab as a class. Students learn the roles of stage and house manager, props master, master electrician, scenic artist, costume manager, and acting roles. All production running crews.

THEA 301 [4 CR]**TECHNICAL THEATRE**

This course is an introduction to the practical skills that go into the creation of theatre with a focus on the behind-the-scenes aspects of production. It will cover information on costume and scenery construction, implementation of lighting and sound designs, properties collection and creation, scene painting and finishing, and the application of makeup for the stage. This course is both theoretical and practical and will require participation in the theatre program's production laboratory.

THEA 333 [4 CR]**DIRECTING**

A course in the fundamentals of script analysis, blocking and interpretation. An investigation of the director's role as artist and coordinator augmented by practical directing lab assignments. Prerequisites: THEA 101 and THEA 102.

THEA 335 [4 CR]**ADVANCED ACTING**

A continuation, in depth, of the elements covered in THEA 232 with special emphasis on role study and interpretation. Prerequisite: THEA 232.

THEA 336 [4 CR]**THEATRE HISTORY**

This course is a survey of the major periods in theatre from the Golden Age of Greece to the beginning of the modern era in the late 19th century. It explores aesthetic movements, significant personalities and artistic styles along with their interaction with the political, social and philosophical realities of the times.

THEA 337 [4 CR, ADV CORE: WT]**CONTEMPORARY THEATRE**

This course is a study of dramatic literature and theater practice in 20th- and 21st-century western civilization. The course explores aesthetic movements, significant personalities and artistic styles along with their interaction with the political, social, economic and philosophical realities of their specific cultures.

THEA 389**SPECIAL TOPICS**

This course concentrates on a topic pertaining to the current needs and interests of faculty and students. The topics covered will vary from semester to semester and will be announced in the course listings whenever the course is offered.

THEA 450 [4 CR]**PERFORMANCE AND PRODUCTION LABS**

One purpose of the P/P labs is to employ the unique opportunity of working on productions to advance the synthesis of theory and practice. The P/P labs also give students the opportunity to experience the creation of theatre holistically and in a critically self-reflective manner. The process of producing theatre can too often induce students to jump into production without the ability to discuss the process or learn from others. Students are mentored during this process, requiring a formalized class structure in order to frame their experience as a learning tool. All student members of any theatre production will be required to enroll in a P/P lab as a class. Students learn costume / scenic / light / sound design, major roles and directing. This segment is comparable to a senior capstone. The goal is for the student to create their own work of theatre as a culmination of their education at SNC.

THEA 490**INDEPENDENT STUDY**

This course allows staff and students to explore together topics of special interest.

THEA 494**INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience using state-of-the-art equipment and practices. Prerequisite: junior or senior standing.

THEOLOGICAL STUDIES [THEO]

For descriptions of THRS courses, see Theology and Religious Studies section

THEO 501 [3 CR] SYSTEMATIC THEOLOGY AND THEOLOGICAL METHOD

This course examines the foundations of theology and theological method. It explores the role of scripture, doctrine, ecclesial practice, philosophy and the sciences in theological reflection. It examines the distinctive and diverse methods that are employed in contemporary Christian thought with special emphasis on practical theology. The central themes of faith, revelation, God, creation and eschatology are addressed.

THEO 502 [3 CR] HISTORICAL DEVELOPMENT OF CHRISTIAN TRADITION

This course studies the development of Christian theological tradition in its unity and diversity, through the contributions of major theological figures, critical movements within the Christian community and the social context in which theology is formed. It explores a variety of approaches to theological inquiry from classical tradition to modern revisions in interpretation, diversity and the research skills necessary for studying theology today.

THEO 503 [3 CR] SCRIPTURE AND BIBLICAL INTERPRETATION

This is an introduction to contemporary exegetical methods of interpretation through a study of particular biblical texts. The course will also investigate related biblical topics such as inspiration, canonicity and the place of scripture in the Christian community.

THEO 504 [3 CR] CHRISTIAN ETHICS

Christian ethics will examine the basis of a Christian response to moral questions. The study will include the development of a method consistent with the role of a disciple of Jesus and attempt to apply the method to specific issues such as nuclear war, bioethical issues and economic social justice.

THEO 505 [3 CR] CHRISTOLOGY

The central question of all Christian theology is Jesus' challenge, "Who do you say that I am?" The Christian community in every age has explored the question and attempted to answer it in light of

scripture and human experience. The course will study both past answers and contemporary positions.

THEO 506 [3 CR] THE NATURE AND MISSION OF THE CHURCH

This course is a historical theological study of the origins, nature and mission of Church: basic images and themes in scripture and tradition; the relation of the kingdom to the Church; the relation of the Church to the world.

THEO 509 [0 CR, \$100 FEE] GENERAL COMPREHENSIVE EXAM

The general exam is a take-home exam based on readings covered in the core area courses. Questions are based on those readings and will examine the student's knowledge of the core areas and also test their ability to integrate the different areas. The student will be required to address four of the six test questions. Three questions will require the student to synthesize material between various core courses; the fourth question will require the integration of specific core material with the student's area of concentration. Students are allowed a maximum of six weeks to complete and return the exam. Review of notes and material from the courses is useful in preparing for the exam. Students must submit the registration form and fee as well as contact the program coordinator to request the exam. Prerequisites: all core courses (THEO 501-506) and a minimum of three of the five elective courses.

THEO 510 [2 CR] INTEGRATIVE COLLOQUIUM

The colloquium engages students in a learning experience that fosters an integration between theology and the practice of Church ministry (i.e., religious education, liturgy, pastoral ministry, parish administration or youth ministry). The case study method is used to examine various contemporary Church issues and to develop appropriate responses in a process which promotes critical theological reflection, collaborative models of work and intellectual as well as personal self-criticism. Prerequisites: all core courses, elective courses and THEO 509.

THEO 512 [1 CR] MASTER'S THESIS PROJECT 1

The students develop and, under the supervision of the thesis director, writes the master's thesis. The director of the Master of Theological Studies program must approve directors of the master's thesis. Enrollment and registration of this course is typically available in the fall semester (De Pere) and spring semester (New Mexico) of each academic year. Graded on a S/F basis.

THEO 513 [1 CR]**MASTER'S THESIS PROJECT 2**

Continuation of work that began in THEO 512, culminating in a discussion of the thesis and submission of the finalized, approved work. Prior to final approval, a discussion of the work occurs between the student and a panel of three people (i.e., thesis project director and two readers) at which time the thesis project is either approved, disapproved or conditionally approved with recommendations for improvement. Enrollment and registration in this course is typically available in the spring semester (De Pere) and the summer semester (New Mexico) of each academic year. Graded on an P/F basis.

THEO 520 [2 CR]**HISTORY AND MODELS OF CATECHESIS**

This course will explore the foundations of catechesis through the major movements, principles and people who influenced today's approaches to catechesis. Students will investigate historical forms of catechesis and the ways they impact how we teach and evangelize today. The task of this course is to discover the reasons "we do what we do" and to recognize the foundational principles for judging the effectiveness of catechetical movements today. The course will examine methods and models of catechesis, addressing the practical issue of how to teach religion and theology, including the Sacraments.

THEO 522 [2 CR]**FAITH DEVELOPMENT**

This course offers perspectives on the contributions of theology and developmental psychology to an understanding of faith development through the lens of modern developmental psychology. Students will discuss ways to encourage the development of a spiritual life across the life cycle.

THEO 540 [2 CR]**PRINCIPLES OF LITURGY**

This course considers the principles of Christian liturgy as the primary expression of the Church's life and spirituality. It will provide a basic overview of the history of Christian liturgy and an exploration of the concepts of ritual action, time, space and the relationship of liturgy and mission. The course will address the current pastoral need for a broader development and understanding of music, environment and art, language and enculturation.

THEO 541 [2 CR]**SACRAMENTAL THEOLOGY**

This course is an examination of sacramental theology. This examination includes a brief survey of

the development of sacramental practices and theologies in Christian history. Particular attention is given to contemporary Christian theological understandings of sacramentality and sacraments and of their inherent anthropological, ecclesial and liturgical dimensions. The intimate connection between sacramental celebration and the transformation of the individual, the Christian community and the world is also explored.

THEO 560 [2 CR]**MODELS OF MINISTRY AND LEADERSHIP IN THE CHURCH**

This course will investigate the theoretical basis for the practice of ministry in the contemporary church. It will examine the collaborative role of leadership and authority within that focus of ministry and servant leadership. After exploring the theological understanding and history of ministry in the community, students will come to an appreciation of the psychological and sociological influence and impact on ministry.

THEO 576 [2 CR]**THEOLOGY AND PRACTICE OF PASTORAL CARE**

This course examines major theological models related to pastoral care. It investigates the implications of these different approaches for ministry and for the psychology of pastoral counseling. Self-understanding, biblical and theological teachings, basic psychological theory and helping skills, and working with different populations are the main topics of the course.

THEO 578 [2 CR]**THEOLOGIES OF ECUMENICAL AND INTERRELIGIOUS DIALOGUE**

The task of ministry today has been impacted greatly by the reality of cultural and religious diversity. Promoting mutual understanding and empathy between different Christian traditions as well as between Christian and non-Christian faiths has become of paramount importance. This course examines the historical and theological contexts of recent developments in ecumenism and interreligious dialogue. Special attention is paid to the pastoral and socio-political implications of such developments.

THEO 579 [2 CR]**ENCULTURATION AND EVANGELIZATION**

This course explores the dynamic relationships between Christianity and contemporary culture and societies. It focuses on the development of contextual theologies and the unique challenges and opportunities of postmodern society for shaping a distinct Christian identity. Theories and methods of

evangelization and of “New Evangelization” will be examined in light of these new cultural and global realities.

THEO 580 [2 CR]

FOUNDATIONS OF SPIRITUALITY

This course is a historical survey of various forms of Christian spirituality and mysticism. These spiritualities are examined both in terms of their distinct place in Christian history and for their use in the development of contemporary spirituality that addresses the needs of the Church and the world.

THEO 589

SPECIAL TOPICS

See program schedule for upcoming special topics courses.

THEO 590

INDEPENDENT STUDY

This course provides the opportunity to investigate, through independent inquiry and critical analysis, educational theories, practices and agencies that influence the work of teachers. Prerequisites: consent of instructor and approval of M.T.S. director and the associate academic dean.

THEO 594 [2 CR]

THEOLOGICAL PRACTICUM

This course is an action/reflection experience for the development of particular pastoral knowledge and skills. Students are placed in a ministerial setting that is appropriate to their area of concentration. Prerequisite: approval by the director of the Master of Theological Studies program.

THEO 600 [0 CR, \$100 FEE]

CONTINUING MASTER’S THESIS

If a student does not complete the thesis project while enrolled in THEO 513, students are required to register for this course every semester thereafter until the project is completed.

**THEOLOGY AND RELIGIOUS STUDIES
[THRS]**

For descriptions of THEO courses, see Theological Studies section

THRS 117 [4 CR, CORE: TF]

THEOLOGICAL FOUNDATIONS

This course will introduce students to the principal elements of Christian theology, particularly in the Catholic tradition, including biblical studies, historical and systematic theology, and ethics. It will

address foundational theological questions, including: what does it mean to study God, and why do we do it; what sources are available for the investigation of God and how do we evaluate these sources; what images and metaphors have been and continue to be used for God; and what implications does belief in God have on ethical behavior and the building of communities?

THRS 201 [4 CR, CORE: CI]

THE BIBLE YESTERDAY AND TODAY

The Bible plays a greater role in American culture than in any other Western society, a fact demonstrated by the current debates surrounding the teaching of evolution in public schools or the legalization of same-sex marriage. This course explores the following questions: what are the historical reasons for the Bible’s present influence; what were the social, political, literary and religious beliefs of the biblical authors; how has the biblical text been interpreted by both Jews and Christians for the past 2,000 years; and how have these interpretations influenced modern beliefs about the Bible.

THRS 203 [4 CR, CORE: CI]

THE QUEST FOR GOD

In its most basic sense, theology is talk about God. This course investigates the Christian tradition’s quest to speak rightly about God by exploring the historical development of the Trinitarian doctrine as well as engaging contemporary understandings of God. It gives attention to currents of feminist, liberationist, and process models for God as well as concepts of God in a post-modern, religiously plural world. Theology and Religious Studies majors/minors should take THRS 209: Doctrine of God for major/minor requirement.

THRS 209 [4 CR]

DOCTRINE OF GOD

In its most basic sense, theology is talk about God. This course investigates the Christian tradition’s “God talk” by exploring the historical development of doctrines of God as well as engaging contemporary images and concepts of God, giving attention to currents of feminist, liberationist, process, and post-modernist understandings of God.

THRS / AMER 221 [4 CR, CORE: DD]

RELIGION IN AMERICA

Examines the historical development of religious movements in America, both mainstream and peripheral groups, and analyzes the religious perceptions by which Americans have viewed themselves as a nation and culture, including a contemporary assessment.

THRS 242 [4 CR]**LITURGY AND THE SACRAMENTS**

This course examines the nature of the liturgy and the sacraments as the forum in which the Church expresses and forms its identity and mission in the world. The course examines the historical evolution of the seven traditional sacraments as well as the other major rites of the Church. Finally, the course explores the implications of the reformed liturgy for Christian life and ministry in the contemporary world.

THRS 255 / PHIL 250 [4 CR, CORE: WT]**PHILOSOPHY OF RELIGION**

This course examines the rational assessment of religious beliefs and concepts and arguments used in their support. The course considers contemporary challenges to belief in God and the responses to these challenges.

THRS / PHIL 265 [4 CR, CORE: BB]**ASIAN PHILOSOPHY AND RELIGION**

A study of the major philosophical and religious traditions of South and East Asia. The course emphasizes the Hindu and Buddhist traditions. The ethical, metaphysical, and epistemological aspects of each major tradition are covered. Spring semester.

THRS / WMGS 268 [4 CR]**SEXUALITY, INTIMACY AND GOD**

This course explores the meaning and significance of sexuality and sex for human fulfillment. It examines the ethics of intimate and sexual relationships in light of Christian theological and scriptural traditions as well as reason (including social and scientific sources) and contemporary human experience. Specific topics under examination include “hookup culture” on contemporary college campuses; the social construction of gender and sexual expression; unmarried sexuality; same-sex relations; contraception; abortion; and sexual violence. Students engage various theological, philosophical, natural and social science sources, including imagery in the popular media, traditional Roman Catholic teaching, “revisionist” theological perspectives, and feminist insights regarding the body, sex, and human relationships more generally.

THRS 280 [4 CR]**INTRODUCING CHRISTIAN TRADITIONS**

This course examines the history of Christianity in its theological, social and institutional dimensions, from the New Testament era to the present. This development is studied in a variety of historical and cultural contexts, presenting through representative

figures and issues both continuity and diversity in Christian thought and life in the midst of society.

This course prepares theology and religious studies majors/minors for more advanced courses in the theology and religious studies curriculum.

THRS 309 [4 CR]**BIBLICAL EXEGESIS AND RESEARCH**

This course introduces students to both historical-critical and post-modernist methods in academic biblical research. Students will learn the assumptions behind these methods, their usefulness to biblical interpretation, and how to use them. Theology and religious studies majors/minors only.

THRS 310 [4 CR, ADV CORE: CI]**MARRIAGE AND FAMILY AS VOCATION**

This course explores the moral and religious dimensions of marriage and family, with particular attention to resources within the Catholic Christian tradition. It will address such questions as: what does it mean to place the marriage commitment and the wider commitment to the family in the context of a relationship to God; what does it mean to consider marriage a vocation and sacrament; how does the vocation of marriage develop over time; how do careers, children, aging parents and other obligations affect the marriage relationship; what does it take to sustain a lifelong marital commitment in our culture; and what are the distinct characteristics and responsibilities of Christian family life.

THRS 312 [4 CR, ADV CORE: CI]**CHURCH: YESTERDAY, TODAY AND TOMORROW**

This course explores the nature and mission of the Church from the early Christian communities to the present day. Special attention will be given to the theology of the Church that emerged from the Second Vatican Council, especially the essential communal nature of Christianity. Attention will also be given to challenges that confront the Church today, including issues of sexuality, women in the Church, celibacy, and how the Church is called both to witness to and to be challenged by society.

THRS 314 [4 CR, ADV CORE: CI]**THE ORIGINS OF BIBLICAL MONOTHEISM**

The course will trace the development from the polytheistic religions of the ancient Near Eastern and Mediterranean worlds and the multiple origins of ancient theological and philosophical critiques of those beliefs which in turn led to the belief in a single deity, understood in various ways. Careful attention will be given to the rationales used to both support and undermine long-held religious systems along with the ongoing development in the understanding of a single supreme being.

THRS 315 [4 CR]
MARY THROUGH THE AGES

This course will be an examination of the figure of the Virgin Mary, as she has been experienced by Christians (and some non-Christians) for the last two millennia. We will study the development of her cult by examining canonical and non-canonical scripture, Mary in art, the development of Marian doctrine and dogma in the Catholic Church, Mary's role in Protestantism and Islam, Marian apparitions, and Mary as a figure of liberation and oppression. The course will also include a field trip to the recently approved Marian apparition site in Champion, Wis. As a major focus of Christian life and devotion, examining the figure of Mary and the role she has played in the lives of believers is an important part of understanding the Christian tradition.

THRS 316 [4 CR, ADV CORE: CI]
WHO IS JESUS?

An attempt to answer the biblical question "And who do you say that I am?" is a central issue of theology. This course looks at today's answers formulated in continuity with scripture and tradition but shaped in the light of contemporary culture and experience.

THRS / WMGS 318 [4 CR, ADV CORE: CI]
FEMINIST THEOLOGY

This course introduces students to feminist theology as a theology of liberation, examines its foundations in feminist theory and Christian revisionist sources and explores its contributions to the Christian, especially the Catholic, faith tradition.

THRS 320 [4 CR, ADV CORE: CI]
THE CHRISTIAN TRADITION

This course examines the history of Christianity in its theological, social and institutional dimensions, from the New Testament era to the present. This development is studied in a variety of historical and cultural contexts, presenting through representative figures and issues both continuity and diversity in Christian thought and life in the midst of society. For non-Theology and Religious Studies majors/minors only.

THRS 322 [4 CR, ADV CORE: CI]
SURVEY OF THE HEBREW BIBLE

The Hebrew Bible is an intriguing mix of unity and diversity, due mostly to the fact that it is a composite literary collection that draws together numerous independent tales and narrative fragments. Beyond this, in the pages of the Hebrew Bible one also finds three important relationships. First, because the Old Testament is both ancient Near Eastern literature and

a Scripture for present day Jews and Christians, there is the relationship between the past and the present. Second, because the Hebrew Bible is the object of scholarly study and an integral part of religious belief, there is also the relationship between the academy and communities of faith. Third, because the Hebrew Bible, although part of the Christian Bible, was written by non-Christians many years before the birth of Jesus and today functions as the sacred scriptures of two distinct religious traditions, there is the relationship between Judaism and Christianity.

THRS / WMGS 324 [4 CR, ADV CORE: CI]
WOMEN IN THE BIBLE

This course uncovers the untold and often troubling stories about women in the world of biblical literature. The material provokes thought and dialogue regarding the biblical writers' perspectives on gender, sexuality and personhood. Students will be encouraged to think honestly and courageously about their own assumptions regarding authority and identity and participation in unjust social systems. Students will learn new methodologies to analyze gender and sexuality in order to rethink long-held social norms. Throughout the course, students will regularly reflect on how biblical representations impact the roles of women and men in contemporary society.

THRS 325 [4 CR, ADV CORE: CI]
PROVIDENCE, SUFFERING AND FREEDOM

This course examines various possibilities for making sense of the traditional Christian belief in an omnipotent, all-loving, providential God in light of the contemporary awareness of the immensity and tragedy of human suffering and the growing recognition of the depth and radicalness of human freedom.

THRS / CLAS 327 [4 CR, ADV CORE: CI]
ANCIENT WISDOM AND THE MODERN SEARCH FOR MEANING

What is the good life? What can a person truly know? Is there justice in the world? These are some of the fundamental, universal questions of the human condition. This course will raise these questions and look at how the biblical wisdom literature answers them along with similar writings from elsewhere in the ancient world as well as modern literature and film. As a result of this analysis, students will have the opportunity to construct a coherent and viable structure of meaning for their own life journeys.

THRS 329 [4 CR]
THE NEW TESTAMENT

This course examines the writings of the New Testament and the creation of those texts within the context of Second Temple Judaism and the larger Greco-Roman world. Students will consider the canonical New Testament, in addition to select non-canonical writings, and the larger question of why certain texts were canonized and others were not. Students will develop skills in close reading of biblical texts, engagement with the traditions and contributions of critical biblical scholarship, including the principles of Catholic biblical interpretation, and the process of contextualizing biblical texts in the social, political, and religious environment of the Greco-Roman world.

THRS 331 [4 CR, ADV CORE: CI]
JUDAISM AND CHRISTIANITY: THE HOLOCAUST

The examination of the historical and contemporary relation of Jews and Christians, through a study of critical events, comparative literature, and correlated theologies, in an analysis which recognizes both interrelated unity and tragic antagonism. In line with Catholic teaching on the Shoah, the course strives to create a deeper understanding of the interrelated causes of genocides in general, and the Holocaust in particular. Students should become more aware of the relationship between religious discourse and its political and social ties, as well as the complicity of all human beings in unjust social structures.

THRS 333 [4 CR, ADV CORE: CI]
CHRISTIAN ETHICS

This course explores the connection between being a Christian and being a morally responsible person. It addresses foundational questions of ethics in light of the Christian narrative, such as: what kind of people should we be; what should we do; and what sort of communities should we construct. It therefore focuses on three dynamic, interdependent dimensions of morality: character, choices and community. Some applied ethical issues will be examined. Theology and religious studies majors/minors sign up for THRS 433.

THRS 338 [4 CR]
RELIGION AND LITERATURE: CHRISTIAN MYSTICISM

This course will involve reading mystical literature of the Christian tradition in order to understand this important dimension of Christian theology and experience. Through extensive reading of a wide range of primary documents across many eras,

students will be able to explore this important, but often overlooked, dimension of the Christian tradition.

THRS 339 [4 CR, ADV CORE: BB]
WORLD SCRIPTURES

This course examines the role and contents of normative religious texts in some of the major religions of the world (e.g., Judaism, Islam, Hinduism, Buddhism). Students will be introduced to the different ways that authoritative religious texts are viewed by their adherents, understand how their authority is exercised in their respective traditions, and read a good portion of primary sources from these different traditions.

THRS 340 [4 CR, ADV CORE: BB]
WORLD RELIGIONS IN DIALOGUE

This course offers a critical and comparative introduction to the world's non-Christian and mostly non-Western religious traditions. Focusing on Hinduism, Buddhism, Taoism, Confucianism, Judaism, Islam and several indigenous religions as well as new religious movements, the course investigates and compares these traditions with special attention given to contexts. A key component of this course involves examining the phenomenon of globalization and the issues of diversity and interaction between traditions.

THRS 343 [4 CR, ADV CORE: BB]
PROPHET AND SAVIOR: MUSLIM AND CHRISTIAN THEOLOGIES IN DIALOGUE

The Prophet Muhammad and Jesus Christ occupy central places in the theological imaginations of the Muslim and Christian traditions. These figures also raise important theological issues and questions for interreligious dialogue between Muslims and Christians. In this course, students will explore theologies of the Prophet and the Savior from within the traditions as well as theologies that emerge between the traditions. They will also master theories of and models for interreligious dialogue and critically consider the significance of interreligious dialogue for their own theological self-understanding.

THRS 350 [4 CR, ADV CORE: CI]
CHRISTIANITY AND RELIGIOUS DIVERSITY

In what ways is Christian, theological self-understanding informed by encountering non-Christian religions? This course investigates both aspects of the question with particular attention to themes such as cosmopolitanism, hybridity, pluralism and relativism. First, students examine Christian theological resources — both traditional and emerging — for understanding religious diversity.

Secondly they explore the development, beliefs, and practices of the Hindu, Buddhist and Islamic traditions. Students draw on the Christian theological framework to answer constructively questions about the relationship between Christianity and these religious groups.

THRS 355 [4 CR, ADV CORE: CI]
THEOLOGY OF SPIRITUALITY

This course is an introductory exploration of the theology of prayer and the spiritual life, it explores the realm of religious faith and the various means by which humans enter into an explicit relationship with God. Students will be exposed to the various schools of Christian spirituality as they have arisen in the history of the Christian community. In addition, class sessions will be devoted to discussing the relationships of spirituality with the human condition.

THRS 360 [4 CR, ADV CORE: CI]
EXPLORING CATHOLIC THEOLOGY

This course is an introduction to Catholic theology in light of the Second Vatican Council. It will examine developments in Catholic theologies of God, Christ, the Church, the sacraments and especially the fundamental elements of Catholic morality.

THRS 361 [4 CR, ADV CORE: CI]
CATHOLIC INTELLECTUAL TRADITION

This course identifies the central distinguishing characteristics of the Catholic intellectual tradition. It examines the impact of the tradition in art, literature, philosophy and science. Finally, the course entails a critical appraisal of the distinctiveness of the Catholic intellectual tradition and an evaluation of its unique accomplishments and shortcomings.

THRS 389
SPECIAL TOPICS

This course is an in-depth study of one or more major issues confronting contemporary religion. Students are challenged to make concrete applications of the role of theology and religious practice in issues of the early 21st century and to evaluate the impact of the heritage and tradition on their own thinking and on society in general. Topics will change from semester to semester but may include such issues as the Holocaust, nuclear weapons, abortion, racism and church-state relations.

THRS 433 [4 CR, ADV CORE: CI]
CHRISTIAN ETHICS

This course explores the connection between being a Christian and being a morally responsible person. It attends to foundational questions of ethics in light of the Christian narrative, such as: What kind of people

should we be? What should we do? What sort of communities should we construct? It therefore focuses on three dynamic, interdependent dimensions of morality: character, choices and community. Some applied ethical issues will be examined. Prerequisite: Theology and Religious Studies major/minor.

THRS 460 [4 CR]
ADVANCED SEMINAR

This course offers senior theology and religious studies majors and minors the opportunity to engage in a research project on a special topic, theme or theologian. Spring semester.

THRS 490 [2 OR 4 CR]
INDEPENDENT STUDY

A course allowing staff and students to explore together topics of special interest. Prerequisites: instructor's consent and approval of the associate dean of humanities.

THRS 494
INTERNSHIP

This course is an action/reflection experience for those seeking skills in ministry. Students are placed in the local community. In addition to regular weekly service, students are required to meet each week in a supervised class with an instructor from the Theology and Religious Studies faculty. In those meetings, students explore the bases of practical theology, as that science reflects on the pastoral experience.

W

WOMEN'S AND GENDER STUDIES [WMGS]

WMGS 110 [4 CR, CORE: DD]
**INTRODUCTION TO WOMEN'S AND GENDER
STUDIES**

This introductory course will focus on one central question: What difference does gender make? By examining a variety of texts (articles, novels, film, popular culture), we will learn not only how to analyze issues of power, gender and identity, but we will also relate those issues to the wider world around us. Specific thematic units include socialization, violence, work, the female body, language, sexuality, motherhood and the family, race, globalization, and voices from the third wave of feminism.

WMGS / ENGL 206 [4 CR]
SEXUALITY AND LITERATURE: LESBIAN, GAY AND TRANSGENDER TEXTS

When Lord Alfred Douglas famously said, “I am the love that dare not speak its name,” he articulated a conundrum in gay identity — How do you tell your story when it is unspeakable? This introduction to the lesbian, gay and transgender tradition in literature tackles this question among others. The course focuses on 20th-century U.S. texts, examining how sexual identity, along with race, class and gender, changed over the course of the 20th century.

WMGS 225 [4 CR, CORE: DD]
GENDER IN TEXT AND IMAGERY

This course provides students the opportunity to explore how messages about gender and ethnicity are communicated in the United States via multi-media avenues (e.g., literature, imagery, movies, commercials, art, video games) through the employment of content analysis. The discussion of feminist theory and the intersections of gender, sexuality, ethnicity/race, and socio-economic class throughout this course will assist students in deducing how the multi-media avenues they analyze can effectively (or ineffectively) socially condition people’s attitudes and perceptions at any age.

WMGS / THRS 268 [4 CR]
SEXUALITY, INTIMACY AND GOD

This course explores the meaning and significance of sexuality and sex for human fulfillment. It examines the ethics of intimate and sexual relationships in light of Christian theological and scriptural traditions as well as reason (including social and scientific sources) and contemporary human experience. Specific topics under examination include the “hookup culture” on contemporary college campuses; the social construction of gender and sexual expression; unmarried sexuality; same-sex relations; contraception; abortion; and sexual violence. Students engage various theological, philosophical, natural and social science sources, including imagery in the popular media, traditional Roman Catholic teaching, “revisionist” theological perspectives, and feminist insights regarding the body, sex, and human relationships more generally.

WMGS / ENGL 310 [4 CR]
RACE AND SEX IN CONTEMPORARY U.S. TEXTS

This course examines race and ethnicity in American-Indian, Latino, African-American and Asian-American texts in the contemporary United States (1960s to present). The course investigates recurrent issues like immigration, memory and identity, and the

legacy of slavery, as we understand the political and cultural underpinnings of the texts. Writers include Louise Erdrich, Sherman Alexie, Junot Diaz, Sandra Cisneros, Toni Morrison, Walter Mosley, Gish Jen and Don Lee. This course meets the Literature and Cultural Diversity requirement for English majors with secondary education certification. Spring semester.

WMGS / ENGL / AMER 311 [4 CR]
WOMEN AND LITERATURE

Exploring literary texts by women, we will examine how the construction of “woman,” sex and gender has changed over time and investigate how it intersects with issues of race, class, sexuality, and nation. By using feminist literary theory, we will engage with the most pressing issues in the field, from early ideas of a particular women’s literary voice to contemporary claims that challenge female authorship altogether. Special topics may include contemporary women writers, gender and the 19th-century novel, and ethnic women writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Audre Lorde, Bharati Mukherjee, Dorothy Allison, Edwidge Danticat and Marjane Satrapi. Alternate years.

WMGS / THRS 318 [4 CR, ADV CORE: CI]
FEMINIST THEOLOGY

This course introduces students to feminist theology as a theology of liberation, examines its foundations in feminist theory and Christian revisionist sources and explores its contributions to the Christian, especially the Catholic, faith tradition.

WMGS / THRS 324 [4 CR, ADV CORE: CI]
WOMEN IN THE BIBLE

This course uncovers the untold and often troubling stories about women in the world of biblical literature. The material provokes thought and dialogue regarding the biblical writers’ perspectives on gender, sexuality and personhood. Students will be encouraged to think honestly and courageously about their own assumptions regarding authority and identity and participation in unjust social systems. Students will learn new methodologies to analyze gender and sexuality in order to rethink long-held social norms. Throughout the course, we will regularly reflect on how biblical representations impact the roles of women and men in contemporary society.

WMGS / AMER / HIST 327 [4 CR]
WOMEN AND GENDER IN UNITED STATES HISTORY

This course will explore women and gender in American history from colonial America to the present. We will examine how gender norms

changed throughout history, and how individuals interacted with those norms. We will analyze how women and notions about gender shaped American politics: through cultural trends like fashion; through family and daily life; and through social movements such as suffrage, temperance, and welfare rights. We will ask, when did gender constrict the choices that individuals faced, and when did individuals expand and even disassemble gender norms? Alternate years.

WMGS / HIST 335 [4 CR]

WOMEN AND WORK

This course examines the topic of women and work historically, with attention to change over time in the work histories of African and American women. Throughout this course, students will explore women's working lives in the context of the gendered social norms within which they have lived. Within this general framework, the course will examine types of occupations such as domestic work, prostitution, farming, agricultural work, market trading and professional/managerial work. The course will also explore the intersections of work with marriage and parenting and the effects of race and class upon women's working lives. Alternate years.

WMGS / SOCI 346 [4 CR, ADV CORE: DD]

INTERSECTIONS OF PRIVILEGE

This course engages in an interdisciplinary and multimedia examination of social inequality, focusing on the complex and intersecting ways that social groups gain advantage over and marginalize others. Students will examine topics including race (whiteness), sexuality (heterosexuality), gender (masculinity), class (economic and cultural capital), and nationality (global privilege associated with first-world status). This course will integrate perspectives on how privilege is reinforced in day-to-day interactions as well as in larger social structures.

WMGS / HIST 351 [4 CR]

WOMEN, GENDER AND IMPERIALISM

Western women played significant roles in British colonies in Africa and India in the fields of education, public health and missionary work. These women believed that they could improve the lives of non-Western women by acculturating them to middle-class, Western and Christian norms. The course will explore how these women tried to reshape key social institutions in Africa and India such as marriage, parenting, medical practices and religion. This course will also explore how the women and men these individuals came to "civilize" in turn

shaped the cross-cultural encounter through their powerful reactions to the often unwelcome acculturating messages they received. Spring semester, alternate years.

WMGS 360 [4 CR]

FEMINIST THEORY

This course takes a sociology of knowledge approach to the development of feminist theory from the 18th century to the present. The variety of modern and postmodern feminist theories are placed in social, political and historical context. Primary source examples of each school of thought are read, applied and evaluated. Because feminist thought has been a response to the conditions of women throughout history, women's oppression at various points in history will be covered. Prerequisite: instructor's consent. Alternate years.

WMGS / SOCI 361 [4 CR]

GENDER, SEXUALITY AND SOCIETY

While gender and sexuality often appear natural, this course investigates their social roots. Throughout the semester, we will explore the diverse ways in which gender and sexuality have been conceptualized, embodied, shaped, policed, and transformed. Additionally, we will examine the relationship between gender, sexuality, inequality, and major social institutions including education, media, work, and family. Finally, we explore the intersections of gender, sexuality, race, and class as they relate to a variety of contemporary issues and controversies, including "hooking up," marriage laws, gender reassignment surgery, and sex education.

WMGS / ART 375 [4 CR, ADV CORE: DD]

RACE AND GENDER IN CONTEMPORARY ART

A survey of how artists explore and express personal identity, unique bias and social marginalization and how contemporary art reflects society's evolving and changing attitudes toward matters of life, love and death.

WMGS 289/389/489 [2 OR 4 CR]

SPECIAL TOPICS

A study of a single topic of special interest to students. When the course is offered, the topic will be listed in the timetable of courses.

WMGS 490 [2 OR 4 CR]

INDEPENDENT STUDY

This course allows staff and students to explore together topics of special interest. Prerequisite: approval of the women's and gender studies advisory committee.

WMGS 494**INTERNSHIP IN WOMEN'S AND GENDER STUDIES**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations by having a chance to work in their field of study and by gaining experience with state-of-the-art equipment and practices. Prerequisite: junior or senior standing and instructor's consent.

WORLD LITERATURE [WOLT]**WOLT 210 [4 CR, CORE: EI]****SOVIET DISSIDENT LITERATURE**

This course explores 20th century Soviet culture and society through readings of Soviet dissident literature. Besides a close reading of the literary texts, considerable attention is devoted to the history of the Soviet period, Soviet ideology, Russian culture in the former Soviet Union and abroad, and contemporary Soviet society. Authors who may be studied include Zamiatin, Babel, Olesha, Solzhenitsyn, Bulgakov, Pasternak and Brovdsky.

WOLT 320 [4 CR, ADV CORE: WT]**NINETEENTH-CENTURY RUSSIAN FICTION**

This course serves as an introduction to 19th century Russian literature seen within its historical and cultural contexts. After a brief survey of Russian history and literature from the Kievan Period through the 18th century, the course concentrates on famous short stories and novels by Pushkin, Gogol, Turgenev, Dostoyevsky, Tolstoy, and Chekhov. These works will be examined not only as literary masterpieces, but also in terms of the ethical and value questions they raise. Students will write critical essays, take essay examinations, and read additional material helpful to understanding Russian literature as a major part of 19th century European culture.

WOLT / CLAS 325 [4 CR, ADV CORE: WT]**CLASSICAL MYTHOLOGY**

This course will study both Greek and Roman mythology in their literary and cultural contexts. The course will consider the meanings, purposes and universality of various myths, such as the stories of Prometheus, Orpheus, Oedipus and Aeneas. It may also include comparative elements, touching, for example, Norse, Celtic and American Indian myths.