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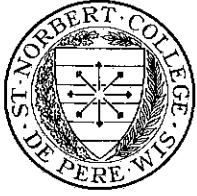
1983

### 1983-1984 College Catalog

St Norbert College

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St. Norbert College  
De Pere, Wisconsin 54115  
College Catalog  
1983-84

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## The College

In 1898 Abbot Bernard Pennings, a Norbertine priest and educator, opened the doors of St. Norbert College in De Pere, Wisconsin, a small community adjoining Green Bay, Francis I. Van Dyke, a seminarian, was the first and, at that time, the only student.

Since that time St. Norbert has grown to a stabilized enrollment of 1,550 men and women. Modernization, increased size, and sophistication have not changed the basic Pennings philosophy of education: "to perfect the personal, moral, and intellectual development of each student." That philosophy remains the cornerstone of the College's goals and objectives today.

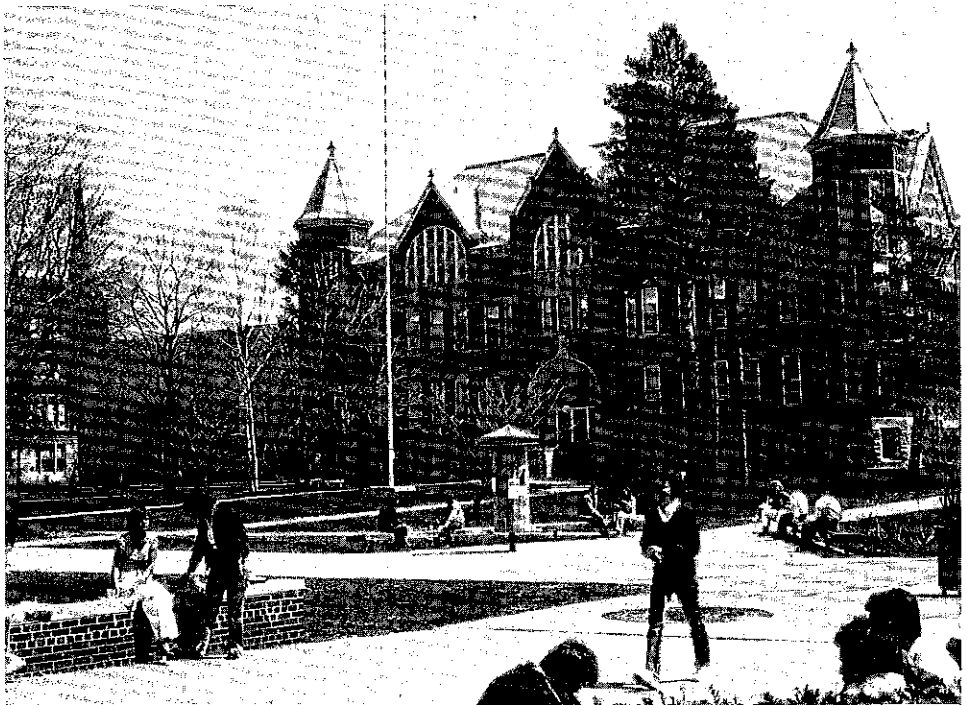
Moreover, St. Norbert College is dedicated to maintaining the type of environment in which this development can take place—a Christian community of learners in tune with the traditions of the Norbertine Fathers.

St. Norbert is a private, Catholic school, but

its administration, faculty, and student body represent all faiths. A deep concern for moral and social values is evident here.

In keeping with the times, St. Norbert also seeks maximum effectiveness in utilizing the College's human and financial resources. The interaction of administration, faculty, and students, the most efficient use of physical facilities, and the updating of the campus to promote the welfare of the college community contribute to the kind of quality education that St. Norbert offers.

St. Norbert College is accredited by the North Central Association of Colleges and Secondary Schools. The College's Teacher Education program is certified by the Wisconsin State Department of Public Instruction. St. Norbert holds memberships in the American Assembly of Collegiate Schools of Business and the Wisconsin Accounting Examination Board, American Council on Education, Association of American Colleges, American Association of Higher Education and the National Catholic Education Association.



## The Patron

### Historical Setting

The eleventh-century Church was the kind of world where Luther might have felt at home, for it was a Church teeming with reforms. Pope Gregory VII (Hildebrand) set about eliminating the practice of lay investiture, or lay control of the appointment of bishops. Bernard of Clairvaux and the Cistercians were revolutionizing the monastic world with a stern return to the primitive Rule of Benedict, and Norbert of Xanten led a thoroughgoing movement to improve the lives of the parish clergy. With the Pope focusing on the bishops, Bernard concentrating on the monks and Norbert emphasizing the parish clergy, the times witnessed a resurgence of Christian spirit beneficial to Church and world alike.

Norbert of Xanten, a town near the Holland-German border, did not begin his career as a reformer. Quite the opposite, for he seemed bent on being a clerical opportunist of the type that was actually eroding the credibility and effectiveness of the Church. Through the influence of his family he obtained a financial subsidy from the parish church at Xanten when he accepted ordination to the subdeaconate. His only task was to chant the Divine Office at the Church, but he apparently paid someone a small fee to take his place in the choir, because he gained an appointment as a chaplain—religious counselor to the emperor, Henry V in Cologne.

The salaries from the Xanten fund and the royal treasury were enough to equip him to live in the pleasurable style of the nobility of the times. He was not, however, a man devoid of idealism and moral sensitivity. The seeds of his moral conversion were planted during a lengthy stay in Rome with Henry V in which he witnessed the breakdown of negotiations over the lay-investiture issue. He saw the Pope standing firm on the principle that it was wrong for a secular power to control the appointment of bishops, both because it gave the impression that origin of sacramental ministry comes from a secular source and not from God, and secondly because it contributed to the corruption of the episcopacy. At the same time he noted the emperor would not yield and was willing to keep the Pope under house arrest until the Pope changed his mind.

## Conversion and Early Ministry

Norbert found himself sympathetic to the Pope and experiencing the dawn of a moral awakening. This development was accentuated a year later when he was nearly killed by a bolt of lightning during a storm. He decided to withdraw from imperial service and go into seclusion at the Abbey of Siburg to permit himself a thorough self-evaluation. After three years of self-scrutiny and prayer, he concluded that he should seek ordination to the priesthood and commit himself to Jesus and the ideals of the Gospel.

A changed man, he returned to the parish community at Xanten, determined to live as a principled priest and anxious to engage in active ministry in the area. The easygoing clergymen of Xanten disliked the "new" Norbert and were annoyed by his enthusiasm as well as by the implied reproach which his life cast on theirs. Realizing that he was out of place with these men, he decided to leave them and embark on a life of evangelical poverty. He divested himself of all his possessions and successfully sought permission from the Pope to become a missionary preacher.

For the next several years he roamed through France preaching repentance and peace and moral reform. The darker side of feudalism gave him much to preach about. The absence of an effective police force or national militia allowed for continuous brutality, brawls and fouds. The ordinary citizen faced the unpredictable violence of armed knights. Those Iron Men, clad in their suits of armor often plundered whatever they wished, with little resistance from the vast majority of helpless people. Norbert preached peace and mercy and consideration to a world that was hardly a Camelot or the serene kingdom of an Ivanhoe.

In settlement after settlement he would find cases of armed combat and hatred. In addition he encountered a demoralized clergy, lonely, often practicing concubinage and feeling that the official Church cared little about them. He had plenty of work to do when hearing out the complaints of the serfs, who were little more than slaves caught in a hopeless situation of bondage.

At the same time Norbert came in touch with reforms. In Paris he would have witnessed the Canons of St. Victor—that is, parish clergy who adopted the ascetic ideals of William of Champagne. At Clairvaux and Cîteaux he would have beheld the Cistercian reforms of the world of the monks. He noted that their churches had plain wooden crosses

## 6 The Patron

and walls bare of pictures or stained glass, that their diet was vegetarian and that they were allowed only six hours of sleep a night, while they were required to work at least seven hours a day in manual labor, mostly farm work. He also became acquainted with the Cistercian administrative system that created an international federation of monasteries with a fair amount of centralized power, though local houses had a certain amount of independence. These reforms, written up in their "Charter of Charity" would affect him significantly in his own future work.



### Forming Community

In the year 1120 he came to the City of Laon at the request of Bishop Bartholomew, where part of his assignment included the spiritual renewal of the Canons of St. Martin's. Norbert failed to change them. Bartholomew was convinced that Norbert had a great deal more to offer and that he should stay in the area and establish a community of priests very much in line with his own personal ideals. After a considerable number of conversations, Norbert agreed and negotiations were begun to create a community of canons regular.

Historian Barbara Tuchman notes in her study "A Distant Mirror" that the Duke De Coucy, who was the overlord of the area of Soissons, awarded a land grant to Norbert in the valley of Premontre for the purpose of establishing an abbey there. Norbert and a few companions cleared out some of the land for a settlement and rebuilt the ruined chapel of John the Baptist.

On Christmas Day, 1120, Norbert and his friends inaugurated the Canons Regular of Premontre, an Order also called Premonstratensians—or more simply, Norbertines. They swore to seek Christ by means of community living, poverty, obedience, celibacy and a dedication to the active priestly ministry. Norbert held before them the dream of the first Christians after Pentecost whose community life was characterized by the power of the Spirit and a desire to be of service to others.

For a Rule of life, Norbert chose the Rule of Augustine as was common among communities of clergy. In addition he adapted some of the customs of the Cistercians. Even more of these would be brought in later by Norbert's successor, Abbot Hugh of Fosse. It was his idea that his clergy would reflect the reforms for ministry instituted by Pope Gregory VII, and have the reformation spirit he had witnessed among the Cistercians. In effect he produced a community that would be somewhat monastic as far as house practice was concerned, and at the same time apostolic and evangelical when it came to active ministry. The whole idea was that his active priests needed an ascetic and contemplative haven, and that was the purpose of the abbey discipline.

## Bishop Norbert

In terms of numbers and growth his plan was hugely successful, for in a few generations there were Norbertine abbeys all over northern Europe. Within eight years, Norbert found himself nominated to be the Archbishop of Magdeburg. Like Augustine at Hippo, Norbert turned his residence into a Norbertine monastery and so carried to east Europe the ideals he instituted at Premontre. Always a man to be ready to develop his ideas further, he softened the monastic aspect of the lives of his men at Magdeburg, in order that they might have a more dynamic sense of outreach and commitment to active ministry. Experience had shown him that monastic practices tended to pull the men away from external ministry and to "withdraw" them too much from the world.

Even though Norbert was a man of deep prayer and spirituality, he was always a person aggressively interested in the needs of the people. Almost certainly his many years as a missionary in France accounted for his action oriented mindset and therefore his ability to note the boundaries of inwardness that his abbey observe. The administrative model of an international federation of abbeys did much to sustain these communities of canons and assure many of them centuries of survival as centers of service to the people and the parishes. Before Norbert's time, communities of canons tended to be individualized and isolated, lacking supervision, control and means of self renewal. The Norbertine canons surmounted this pitfall both by the above mentioned organizational model as well as by the unique adaptations Norbert made to the Rule of Augustine.

Norbert died in 1134, leaving behind him an example of ministry minded priests living in community—a model that was to become a norm about a century later.

## Reflection

Norbert attempted to reproduce the lifestyle of the apostolic community of the early Church. In his theological outlook he saw the Holy Spirit as the originating power of the group. Common prayer and celebration of the Eucharist was to be the sustaining dynamic of the community. Selfless sharing and reaching out with love was the moral power that should surge from the members.

He dreamed of the emergence of a primary community whose members had the capacity to live together with a shared value system and shared beliefs. The first sentence of their Rule said "Be of one mind and heart in God." Thus they were to have the ability to model and generate other communities based on divine love and human sharing.

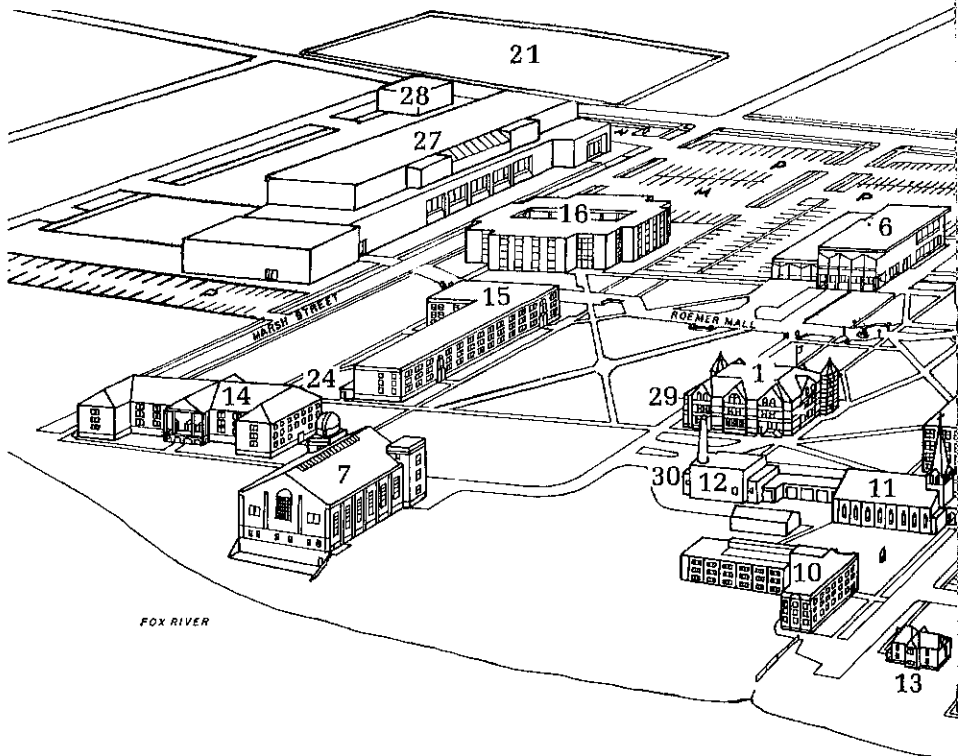
By emphasizing the primacy of communal love in Premonstratensian existence, Norbert sparked all over Europe the possibilities for parish and other ministerial clergy to live in a soul satisfying community context. This is a goal still being sought for today.

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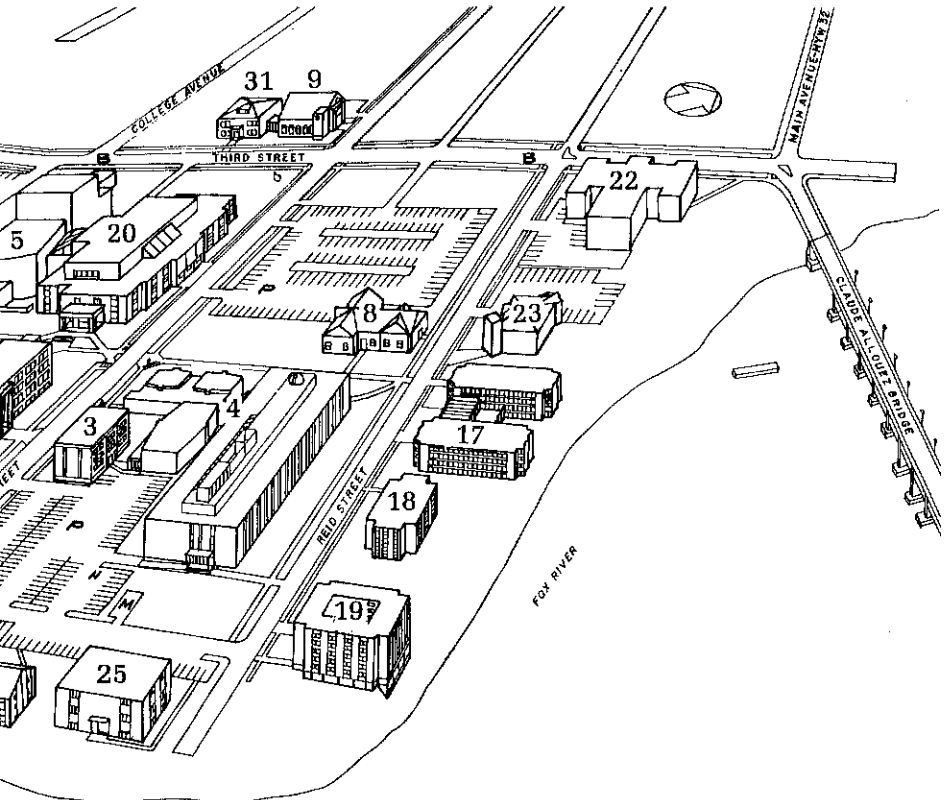


## 8 St. Norbert College Campus

1. **Main Hall** (1903); administrative offices, alumni, development, public affairs offices, classrooms, health center, mailroom, ROTC headquarters, bookstore.
2. **Francis H. Boyle Hall** (1917); classrooms, faculty offices.
3. **St. Joseph Hall** (1961); art department and studios.
4. **Dr. John R. Minahan Science Hall** (1967); science and psychology laboratories, classrooms, lecture halls, greenhouse, Jeanne M. Godschalx Gallery, Media Services, business office, publication services, registrar's office, faculty offices, Computer Center.
5. **Abbot Pennings Hall of Fine Arts** (1956); a 900-seat auditorium, full theatrical stage, classrooms, piano practice rooms, dressing rooms, stage storage areas, box office.
6. **Frank J. and Margaret Sensenbrenner Memorial Union** (1961); the main social center on campus. It houses a 350-seat dining room, the Margaret Sensenbrenner and Shield rooms, a lounge which will seat up to 400, several small conference rooms, the Knight Klub, Union offices and the Information Desk.
7. **Van Dyke Hall** (1930); Department of Facilities.
8. **Clementine Devroy Hall** (1964); student residence.
9. **St. John Hall** (1963); admissions and financial aid offices.
10. **St. Joseph Priory** (1963); residence for members of the Nobertine Order.
11. **Old St. Joseph Church** (1871); Church at St. Norbert College campus parish.
12. **Heating plant** (1971).
13. **Chi-Rho Commons** (1937); office of the college chaplain/pastor of Old St. Joseph Church, meeting place for faculty and students.
14. **Rev. Dennis M. Burke Hall** (1942); residence hall for men and women.



15. **Frank J. Sensenbrenner Hall** (1956); residence hall for 187 women, chapel and campus nursery school.
16. **Victor McCormick Hall** (1963); residence hall for men and women.
17. **Madelaine and Lorraine Halls** (1963); residence halls for 100 men and 97 women.
18. **Gertrude S. Bergstrom Hall** (1966); residence hall for 80 women.
19. **Mary Minahan McCormick Hall** (1965); residence hall for 195 men.
20. **Todd Wehr Library** (1978); converted from a dormitory, the library contains more than 125,000 volumes, 670 current periodicals, 10,500 bound periodicals, 16,500 microfilm volumes, 1,700 microfilm reels, 5,000 A-V items, rare books and the college archives. The building also contains the Adolf and Ella Frankenthal garden and the William and Louise Reiss Board of Trustees Room.
21. **Intramural field.**
- 22/23. **Abbot Pennings High School.**
24. **Nursery school** (see no. 15).
25. **John J. Vander Zanden Hall** (1980); apartment housing for men and women.
26. **Riverside South** (1979); apartment housing for men and women.
27. **Schuldes Sports Center** (1979); provides a multi-purpose area which seats 2,500 for major sports events and up to 5,000 for commencement etc., basketball, tennis, volleyball and handball courts, weight room, indoor track, classrooms, and the Green Knight Hall of Fame.
28. **Personnel Office.**
29. **Health Center** (see no. 1).
30. **Department of Safety and Security.**
31. **International House** (1962); residence for women interested in international culture.



# 10 Academic Calendar

## Academic Calendar 1983-84

### Semester I

Faculty Conference.....	Friday, August 26
Freshmen Arrive.....	Sunday, August 28
Orientation.....	Sunday, August 28
Registration, Advisement & Orientation.....	Monday, August 29-Tuesday, August 30
Classes Begin.....	Wednesday, August 31
Labor Day (no classes).....	Monday, September 5
Drop/Add Deadline.....	Wednesday, September 7
Long Weekend (no classes).....	Thursday, October 20* to Tuesday, October 25, 8:00 a.m.
Mid-Term Reports.....	Friday, October 28
Advisement.....	Monday, October 31-Tuesday, November 22
Last Day for Course Withdrawals.....	Tuesday, November 22
Thanksgiving Vacation.....	Tuesday, November 22,* to Monday, November 28, 8:00 a.m.
Registration.....	Monday, November 28-Friday, December 2
Classes End (67 days).....	Friday, December 9
Reading Days.....	Saturday, December 10-Sunday, December 11
Final Exams.....	Monday, December 12-Friday, December 16
Halls Close.....	Saturday, December 17, noon

### Semester II

Halls Open.....	Sunday, January 15
Registration.....	Monday, January 16
Classes Begin.....	Tuesday, January 17
Drop/Add Deadline.....	Monday, January 23
Spring Break.....	Friday, March 2* to Monday, March 12, 8:00 a.m.
Mid-Term Reports.....	Friday, March 16
Advisement.....	Monday, April 2-Wednesday, April 18
Last Day for Course Withdrawals.....	Monday, April 9
Easter Vacation.....	Wednesday, April 18* to Tuesday, April 24, 8:00 a.m.
Advisement (continued).....	Tuesday, April 24-Friday, April 27
Registration.....	Monday, April 30-Friday, May 4
Classes End (71 class days).....	Friday, May 4
Reading Days.....	Saturday, May 5-Sunday, May 6
Final Exams.....	Monday, May 7-Friday, May 11
Halls Close.....	Saturday, May 12, noon
Commencement.....	Sunday, May 13

\*Vacation period begins at the end of assigned classes.

## Academic Calendar 1984-85

### Semester I

Faculty Conference.....	Friday, August 31
Freshmen Arrive.....	Sunday, September 2
Orientation.....	Sunday, September 2
Registration, Advisement & Orientation.....	Monday, September 3-Tuesday, September 4
Classes Begin.....	Wednesday, September 5
Labor Day (no classes).....	(classes begin after Labor Day)
Drop/Add Deadline.....	Tuesday, September 11
Long Weekend (no classes).....	Thursday, October 11* to Tuesday, October 16, 8:00 a.m.
Mid-Term Reports.....	Friday, November 2
Advisement.....	Monday, November 5-Friday, November 30
Last Day for Course Withdrawals.....	Tuesday, November 20
Thanksgiving Vacation.....	Tuesday, November 20,* to Monday, November 26, 8:00 a.m.
Registration.....	Monday, December 3-Friday, December 7
Classes End (68 days).....	Friday, December 14
Reading Days.....	Saturday, December 15-Sunday, December 16
Final Exams.....	Monday, December 17-Friday, December 21
Halls Close.....	Saturday, December 22

### Semester II

Halls Open.....	Sunday, January 20
Registration.....	Monday, January 21
Classes Begin.....	Tuesday, January 22
Drop/Add Deadline.....	Monday, January 28
Long Weekend (no classes).....	Thursday, February 21* to Tuesday, February 26, 8:00 a.m.
Mid-Term Reports.....	Friday, March 15
Easter Vacation.....	Friday, March 29* to Tuesday, April 9, 8:00 a.m.
Last Day for Course Withdrawals.....	Monday, April 15
Advisement.....	Tuesday, April 9-Friday, May 3
Registration.....	Monday, May 6-Friday, May 10
Classes End (71 class days).....	Friday, May 10
Reading Days.....	Saturday, May 11-Sunday, May 12
Final Exams.....	Monday, May 13-Friday, May 17
Halls Close.....	Saturday, May 18, noon
Commencement.....	Sunday, May 19

\*Vacation period begins at the end of assigned classes.

## Goals and Objectives

It is a reality as well as a cliché that we live in a time of rapid change. Institutions no less than individuals seek to regain their bearings and chart a course for the present as well as the future by looking again to those values and purposes which traditionally are theirs. Merely to refer to the "Judaean-Christian heritage" of the College, however, or its "liberal arts tradition," significant as these are in the life of the institution, seems only to repeat those generalities of expression which have given rise to the phrase "catalog rhetoric".

Instead, St. Norbert College has enlisted the constituent groups of the St. Norbert community: students, faculty, trustees, administrators, parents, and alumni, in an effort to achieve a consensual statement of those goals that should be most important for St. Norbert in times such as these. The resulting statement of goals is two-fold.

### Ends

First, realizing that it will graduate its students into a world of change, the college community has specified those qualities which it desires to produce in students so they may have the ability to come to grips with cultural change—to confront, to shape, and to grow with the future. The College, therefore, commits itself to the personal, moral, and intellectual development of its students.

In the personal sphere, the College will emphasize those activities which help students clarify and develop their own personal goals, achieve a sense of self-worth, gain a deeper level of self-understanding, and become open, honest, and trusting in their relationships with others.

In the area of moral development, it is a commitment to Christian values that lies at the heart of St. Norbert College's reason for being. It is on the foundation of the College's heritage as a Catholic institution that students will be encouraged to clarify their own values and embrace their beliefs from personal conviction. The campus, like the pluralistic society in which we live, offers a laboratory for testing and strengthening human values.

In the intellectual realm, it is the goal of the College to make students self-educating people. It seeks to develop in students the ability to synthesize knowledge from various sources, and to train students in methods of scholarly inquiry. Frequently, students will be working independently, making their own choices and decisions with the help and guidance of teachers—but not at their dictation. In the end, students should have learned that the methods and data necessary to solve problems vary with the nature of the problem and sometimes must be newly invented when the problem is too different from familiar ones. Students should also have gained confidence in their ability to work in this way.

### Means

Second, in support of these goals, St. Norbert College commits itself to maintaining an environment in which such developmental changes can take place and will be fostered. The College proposes to provide for a community rooted in Christian ideals, faithful to the continually evolving Norbertine experience.

Such a community should be characterized by open communication among its members, all of whom share the responsibility for creating an atmosphere of mutual respect and trust among all elements on the campus. A key feature of this co-responsibility is a system of campus governance which is genuinely responsive to the concerns of all.

Finally, St. Norbert College commits itself to operate efficiently, offering quality academic programs within a curriculum which makes the best use of its human and financial resources.

This then, is liberal education as St. Norbert College sees it. In its fundamental approach, its basic goal is perhaps not too different from what it has always been—to develop the intellectual and moral capacities of our students. These simple consensual statements of what we are striving to become at St. Norbert College are an explicit definition of this basic goal. They will be reviewed periodically to insure that they will remain guides for action in a society that is likely to continue to change.

## Religious Dimension

St. Norbert is a Catholic college founded in 1898 by Bernard H. Pennings, a Norbertine priest from Holland. The order to which he belonged is now over 850 years old. From its origin the College's most distinctive priority has been its exploration and understanding of the consequences of faith in Jesus Christ. The Statement of Goals and Objectives of St. Norbert College succinctly states its religious mission: "The College proposes to provide for a community rooted in Christian ideals and faithful to the continually evolving Norbertine experience."

### Hallmark of the Norbertine Way of Life: Community

Community is the hallmark of the Norbertine experience. The lived community of the Norbertine Order is rooted in the Gospel and the Rule of St. Augustine, which calls Norbertines to be of "one heart and mind in Christ." Neither monks nor diocesan priests, the Norbertines as Canons Regular are ordained clergy who collaborate in a common ministry to a local church while living in common. There are a number of principles that underlie the Norbertine experience of community. These key principles, or lived traditions of the Order, constitute an implicit framework for the realization of community at the College.

The key principles, the practice of which constitutes or builds up community, are: First, the principle of common prayer; a witness and invitation to the liturgical prayer of the church, particularly as expressed in the Eucharist and the Liturgy of the Hours.

Second, the principle of self-emptying service; a willingness to cede one's personal advantage for the good of the community, particularly as expressed in the generosity and discipline required to participate in the structures that support community life.

Third, the principle of collegiality: a firm commitment to government by consultation and to interdependence in decision making.

Fourth, the principle of subsidiarity: an encouraged independence of sub-groups allowing decisions to be made and responsibility to rest where the issue can be competently handled.

Fifth, the principle of complementarity: an active cooperation with lay men and women whose often differing life experiences and competencies provide completion and enrichment.

These principles are fundamental to the Norbertine experience and to the continuing development of community at St. Norbert.

The fostering of community is then the basic backdrop for everything done at St. Norbert. The "mission to form community" can be traced through every aspect of the College's life. This Christian mission is present not only in formal gatherings such as a community-in-Eucharist to mark religiously, for example, the beginning of an academic year or the graduating of a class, but it is equally present in the day-by-day aspects of life at St. Norbert. There are a number of tangible signs of the extension of this mission throughout the College. These are manifest in the curriculum, the Church at St. Norbert College, the ministry to and beyond the campus, and the value-oriented student life.

### The Curriculum, the Disciplines, and the Faculty

The pursuit of wisdom and truth, the very reason for the existence of St. Norbert, is manifested especially, but not exclusively, in the curriculum. Within the academic program the College considers it the responsibility of all members of the faculty to embrace such personal values as integrity, honesty, and concern for others as well as such societal values as a commitment to thoughtful citizenship, social justice, and peace. The College espouses the philosophy that all human activity is essentially related to human values and, therefore, it urges that this be reflected in every discipline taught.

More specifically, the College expects its students to grapple with ultimate questions in a formal way. This is done in the several disciplines, for example, literature, history, and science, but particularly in religious studies and philosophy. The core of this orientation to education is derived from the Gospel of Jesus Christ as vitally expressed in the Catholic tradition. This means especially that the College attempts to maintain an increasingly competent religious studies staff. Although learning defies the borders of the various disciplines and every discipline impinges upon the investigation of the others, the tradition of this college makes the excellence of this department singularly imperative.

The values that emerge from the Gospel and the age-old tradition of Catholic learning should aid in intensifying the meaning of literature, the arts, and professional traditions studied by St. Norbert students. In pursuit of this end the College holds high among the

## 14 Religious Dimension

criteria for recruiting faculty and administrative personnel both professional competence and a willingness to accept the value-oriented approach to education of the College as well as a willingness to contribute to its implementation.

In the spirit of the Second Vatican Council, the College considers it essential to its mission and faithful to its tradition to include among its faculty articulate persons of other Christian and even non-Christian traditions. Some faculty, while neither sharing the Catholic tradition nor the Christian faith, remain at St. Norbert because they lead lives of inquiry that support a commitment to the realm of moral values. This pluralism is demanded by the conscientious pursuit of truth in personal freedom by a diverse group of people.

### Concentric Circles: Religion and the College

In a time of sharp questioning, much freedom, and greater independence, all the members of the St. Norbert College community might be viewed as a series of concentric circles. First, there are those, perhaps even a large number, who come to St. Norbert for vocational reasons, or because of its convenient location, or for other reasons unrelated to religion. This circle of persons may study or work at the College, little influenced by its religious dimension except in passing fashion in one way or another.

Second, there are other circles of persons at St. Norbert whose participation in religion waxes and wanes. They benefit to some degree by the religious resources of the College, but they are generally too busy, too career-oriented, or too preoccupied elsewhere to become too deeply involved beyond participation in an occasional liturgy.

Third, there is a smaller circle of persons who share in the ministry and worship of the Church at St. Norbert College. This community of believers is at the core of the College. The Church at St. Norbert College is, then, a community of persons who minister to each other, who reach out to the other circles of persons, and who respond to some of the needs of the larger community with the spirit and service of Christ.

### The Church at St. Norbert College

The community of believers constitutes the Church at St. Norbert College, the campus parish established by the Bishop of Green Bay on Easter, 1969. The Church at St. Norbert is an ecclesial form of community that gives sacramental expression to the real dimensions of the Catholic community at the College. Thus, the community of believers is made up of students, faculty, administrators, college personnel, and other families who feel a special kinship with the College. As an integral Catholic community on campus, the Church at St. Norbert allows for the development of an atmosphere of faith and love in which to work and for an effective ministry to the religious needs of its individual members.

The Eucharist is the central liturgical celebration of the Church at St. Norbert College. It is celebrated each day and on Sundays in Old St. Joseph Church, the oldest building on campus. It is there that the Norbertines also celebrate the daily Morning and Evening Prayer of the Liturgy of the Hours in which all members of the community can participate.

The leadership in the Church at St. Norbert College is provided by the Campus Ministry Council, a select number of students and non-students elected yearly by the College community. A Norbertine pastor, other Norbertines, religious, and laity form the professional team that serves this community of faith. The Church at St. Norbert acts collegially through the interaction of the Council, the Campus Ministry staff, and the various committees of this campus parish.



## Ministry to the Campus and Beyond

The Gospel calls every Christian to share in the ministry of Jesus. The ministry of the Church at St. Norbert supports activities which demonstrate the vitality and relevance of Christianity to every area of life.

Some examples indicate that this ministry has developed in a number of areas on the campus. Reflection-action groups on world hunger and pro-life issues complement prayer-study groups on Scripture and meditation. The Issues Forum, a faculty-student exchange, meets regularly to discuss current concerns in the world, the Church, or the campus. Volunteer action activities take some students to the parishes of the area for the teaching of religious education, to St. Joseph's Home for tutoring and interacting with problem teenagers, or to a number of other volunteer projects in the Green Bay-De Pere area.

The theologians and other faculty on campus have been active participants in continuing pastoral and religious education programs in the Green Bay Diocese. The College sponsors a Theological Institute each summer, providing an opportunity for the updating and enrichment of Christians who minister in a variety of contexts around the country.

Since the liturgy is so important for the nurturing of faith on the campus, a full scale liturgical ministries program has been developed to train ministers of the word, of the altar, and of holy communion. Students also have every opportunity to participate in the ministry of music by contributing their musical abilities to one of several choirs. Confirmation and marriage preparation programs are offered each year, and the sacrament of reconciliation is available weekly or by appointment with any Norbertine.

Personal counseling, spiritual direction, and vocational information can be obtained through the campus ministry staff. A retreat program, directed by students, sponsors several retreats yearly. Finally, the Norbertines offer a pre-novitiate, affiliate program for any man who senses a call to priesthood within religious community.

The opportunities for ministry, Christian service and religious experience are numerous at St. Norbert, and they await only the initiative, enthusiasm and energy of some members of the community.

## Student Life: An Emphasis on Christian Values

The Church at St. Norbert is neither the only forum for religious expression nor the only locus of religious life at the College. There would be very little to celebrate in the liturgy if the Christian values to which the College is committed were not actualized in every-day student life. It is the goal, not only of the curriculum and the campus parish, but also of every effort in the area of student life to produce a "new generation of dedicated Christians" (Preamble, Constitution of the Church at St. Norbert College). It is, of course, understood at the outset that such a dedication cannot be forced upon any individual or community from the outside.

Rightly, the St. Norbert student handbook reflects and details the Statement of Goals and Objectives of the College. This statement emphasizes the formation of a community "characterized by open communication among its members, all of whom share the responsibility for creating an atmosphere of mutual respect and trust among all elements on campus." In the specifically religious sphere, these same goals and objectives state that "students will be encouraged to clarify their own values and embrace their beliefs from personal conviction." The St. Norbert campus offers a forum for the testing and the strengthening of Christian values.

The fleshing out of the ideals of the College can take place in a number of concrete ways in student life while at once reinforcing the sense of community. Self-emptying service, for example, can come alive: in residence halls, through a mutual concern for the right of others to an environment in which to study and live with a measure of quiet and privacy; in a willingness to participate as a representative student voice on standing committees that are devoted to the wider concerns of the College; and in volunteer programs or reflection-action programs of all kinds.

## The Challenge

As a Catholic liberal arts college, St. Norbert offers to its students the specific challenge of joining with the academic staff and administration in giving substance and flesh to the College's goals, objectives, and Catholic heritage in a complex world. Any such set of goals comes to life only when it is espoused by living human beings who are willing to work at making the realities conform to the ideals. This is the task the St. Norbert College community faces. It must be undertaken critically and creatively.



## Admissions

St. Norbert College welcomes applications for admission from students who have prepared for a competitive collegiate academic program. All qualified students, regardless of sex, race, religion, color, physical handicap, national or ethnic origin, will be extended an offer of admission on a first-come, first-served basis as long as space remains available.

Because the College has established a 1,550 student enrollment limit, it has not, in recent years, been possible to admit every student judged to have proper academic preparation. For this reason, students are encouraged to begin seeking admission at the conclusion of their junior year of high school. Qualified students who delay filing an application for admission until late in the second semester of their senior year may not be permitted to enroll because there may not be space available. So that class size will guarantee a healthy exchange of ideas between professor and student, so that residence halls will not be taxed beyond their capacity, and so that financial aid resources will be available to meet the needs of those who enroll, it is essential that the College limit its freshman class to about 450 students each year.

### The Admissions Process

Obtain an application for admission from the Office of Admissions, complete and return it along with a \$15.00 matriculation (application) fee. Students should ask their high school and any college or university that they may have attended to forward an official transcript of all work attempted directly to the Office of Admissions. Test results from one of the following college entrance examinations are also required:

American College Test (SNC code #4644)  
Scholastic Aptitude Test (SNC code #1706)

Candidates who submit more than one set of scores will be judged on the basis of the best scores reported. Scores reported on an official high school transcript will be accepted.

Candidates are notified of the College's decision as soon as we have enough evidence on file to make a decision. Because the high school record is the single most important factor for *freshman* applicants, it is usually possible to notify a candidate of the College's decision once we have received an application and a high school transcript reporting courses taken, class rank, and the grades earned during the first six semesters of high school.

Students with a strong college-prep background are considered well-prepared if they have been able to maintain the grade average that their school recommends for the college-bound. Students not in college preparatory programs can be offered admission if test results and class rank and grades show aptitude for college work. Successful applicants typically submit high school records that include:

- four years of English (or its equivalent);
- three years of mathematics;
- two to three years each of natural science, foreign language, history and the social sciences.

Students should also list involvement in athletics, extracurricular activities, student government and community service work on their application.

After a student has been offered admission to the College, a tuition deposit of \$100.00 is required by March 15 prior to the September in which he or she plans to enroll. Students applying for residence in College housing are required to make an additional \$25.00 (housing) deposit by March 15. Students who are offered admission after that date must confirm their intention to enroll by paying the deposit(s) within 30 days of the date of their acceptance letter. The deposits are required before housing can be assigned or permits-to-register are issued, and are refundable until May 1 for students planning to enroll in September.

### About Our Students

St. Norbert College seeks a freshman class of about 450 students with a nearly equal number of men and women. Twenty-three states are represented on the St. Norbert campus, but the majority of our students are from Wisconsin, Illinois, Michigan, Iowa and Minnesota. The overwhelming majority of our students live in one of our residence halls on campus.

## Transfer Students

St. Norbert welcomes applications from students attending two-year or four-year accredited schools. Credit for college-level work is granted in all areas that correspond to courses offered at St. Norbert College as long as the student has earned at least a "C" for the course.

Transfer students will be considered for admission as long as they have a cumulative grade average of at least "C+" (2.5/4.0), are free to return to their previous college or university and are considered to be in good academic standing both at their previous school and at St. Norbert College.

Transfer students are permitted to enroll as openings occur in the program or major for which they apply. The desire of the College to keep class size to a reasonable level makes it impossible to admit every qualified transfer student. To overcrowd classes, especially at the junior and senior level, is inconsistent with the goals and objectives of the College.

The College recommends that students who plan to transfer to St. Norbert from a junior college pursue a program of study that includes a full year of math and/or science. Also suggested is coursework in areas such as literature, economics, sociology, political science, history, psychology, speech and business. Foreign language courses are also fully acceptable. Each full course at St. Norbert is equivalent to courses worth four semester hours or six quarter hours of credit at other institutions.

## Veterans

Applications from veterans are encouraged; St. Norbert College recognizes that many veterans possess an unusual degree of maturity. The College will also grant college credit for service experience if the experience is gained in areas that correspond to what is taught at St. Norbert. The College reserves the sole right to make this determination.

## Advanced Placement and Credit-by-Examination

Students who participate in the Advanced Placement Program of the College Entrance Examination Board will be granted credit in appropriate areas on tests in which the scores of three, four or five have been earned.

Students who submit satisfactory scores earned on the College Level Examination Program (CLEP) tests may be awarded credit in appropriate areas. The College reserves the right to determine the acceptable score for credit on any CLEP examination and to determine those subject examinations which are appropriate to the St. Norbert College degree pattern.

Students who wish to receive college credit through CLEP must sit for the examinations prior to or during their first semester at St. Norbert College.

A complete statement of College policies on advanced placement and credit-by-examination can be obtained through the Office of Admissions or the Registrar.

### For more information about admissions contact:

Office of Admissions  
St. Norbert College  
De Pere, WI 54115  
(414) 337-3005

# 18 Financial Aid

## Financial Aid

In an effort to assure that no student who is accepted for admission will be excluded for financial reasons, from attending St. Norbert College, the College's Financial Aid Office annually administers over \$4 million in financial aid funds. The College administration believes that every student has an obligation to provide at least a portion of the money needed to cover educational expenses, and that parents should normally provide whatever support they can. The College recognizes, however, that nearly three-quarters of St. Norbert's students could not attend a private college without the help of the Financial Aid Office. Grants and scholarships (gift assistance) and loans and student employment (self-help assistance) are offered to students to make St. Norbert College affordable to low- and middle-income families.

## Eligibility for Financial Aid

Most of the financial aid at St. Norbert is awarded on the basis of the estimated financial need of each student. To determine the financial need of a student, the College first estimates the total cost of attending the College for a nine-month academic year. The total cost considers expenses for tuition and fees, room and board (on or off campus), books and supplies, spending money and transportation. A student's financial need is the difference between the total cost for a year and the amount a student and his or her family can reasonably be expected to contribute toward educational costs.

## Applying for Aid

The amount that a family is expected to contribute is based upon an analysis of the student's application for financial aid. The office application is the Financial Aid Form (FAF), which is available at all high schools and at St. Norbert College. Students send the FAF to the College Scholarship Service for analysis. The College Scholarship Service will send the results of its analysis to the institutions listed by each student on the FAF.

To be considered for the full amount of aid for which they are eligible, students should file an FAF between January 1 and March 1, for the following fall. Since financial aid is offered for a single academic year, students must reapply each year that they wish to be considered for aid. Students who delay filing the FAF until after March 1 risk losing some assistance for which they may have otherwise been eligible.

## Notification of Financial Aid

Only students who are accepted for admission to St. Norbert College will receive financial aid awards. Incoming students can usually expect a financial aid award within four weeks after the processed FAF arrives at the Financial Aid Office. Continuing student awards are mailed as close to June 1 each year as possible.

Most students receive a financial aid package which includes gift and self-help assistance. The total amount of aid a student is awarded depends upon the student's financial need. The amount of grant assistance awarded each student partially reflects that student's academic record. Financial aid dollars are provided by the College, federal and state governments and private donors. The major kinds of aid administered by the College are listed below:

## St. Norbert College Presidential and Founders Scholarships

Each year St. Norbert College awards Presidential Scholarships to approximately 150 incoming students. Scholarships range from \$500 to full tuition, depending upon academic ability, special talent and financial need. The amounts of the scholarships vary each year, but they are renewable for a total of eight semesters.

## College Work-Study Program

The federal government pays 80 percent of the wages of needy students who are employed on campus. Students are placed in jobs through the Financial Aid Office. They receive bi-weekly paychecks for the hours they work each period.

## National Direct Student Loans

Funds provided by the federal government enable the College to offer loans of up to \$1,500 per year to needy students. Six months after graduation or withdrawal, repayment, with a five percent interest rate, begins. The repayment period can extend for 10 years. Some professions allow a student to cancel all or part of the loan.

## Non-Need Based Aid Programs

Students who do not qualify for need-based aid programs are eligible for the following types of assistance, which do not require the filing of a Financial Aid Form:

*Family Tuition Discounts*—Families who have two full-time, degree-seeking students enrolled at St. Norbert College will receive a 10 percent tuition discount for each student. Families with three or more students enrolled at St. Norbert on a full-time basis will receive a 25 percent tuition discount.

*St. Norbert Presidential Scholarships*—Students who are selected as Presidential Scholars but who do not demonstrate financial need will be awarded \$500 Presidential Scholarships.

*National Merit Scholarship Foundation Recognition*—High school seniors who have written verification of a National Merit award will be eligible for the following amounts: finalist, \$1,000; semi-finalist, \$750; and commended, \$500.

*ROTC Scholarships*—The U.S. Army offers one-year, two-year, three-year and four-year ROTC Scholarships to qualified men and women. These scholarships include a cash allowance of \$100 a month, plus full payment of tuition, fees, books and other classroom expenses. A four-year military obligation is incurred when a scholarship is awarded.

*Guaranteed Student Loan*—Each state, through its private lenders, makes up to \$2,500 per year available to post-secondary students. As of October 1, 1981, loans became available only to those families with gross incomes below \$30,000, or who show need as demonstrated by the FAF.

*Parent Loan Program*—Congress recently passed legislation which authorizes parent loans for students. Parents may borrow up to \$3,000 per college student per year (present rate of interest is 12 percent). Repayment begins 30 to 60 days after the date of the loan. Private lenders have further information on this loan program.

*St. Norbert Regular Employment*—Although needy students have first priority for on-campus job placement, many students who do not qualify for need-based aid will be considered for on-campus job placement. Students should file applications in the Financial Aid Office.

## Endowment and Annual Scholarships

In addition to Presidential Scholarships, the College administers scholarship funds which have been donated by individuals and private companies. These funds are normally awarded to upperclassmen on a competitive basis, although some scholarships merely replace Presidential Scholarship funds which were awarded to freshmen and sophomores.

### Endowment Scholarships

Genevieve M. Anthony Scholarship  
Mando S. Ariens Memorial Scholarship  
Catherine E. and Daniel C. Beisel Scholarship  
Joseph M. and Olivia Bischel Scholarship  
Henry B. and Henry C. Cleereman Scholarship  
Cletus and Mabel Collom Memorial Scholarship  
Joseph M. and Jeannette B. Conway Memorial Scholarship  
Herbert and Lauretta Cuene Scholarship  
Gregoire Denis Fund, Inc.  
Rev. Joseph E. Dorff Scholarship  
E.L. Everson Scholarship  
FEECO International Business Scholarship  
Gehrman-Siverling Scholarship  
Lella H. Gross Scholarship  
Mr. and Mrs. Louis T. Guyon Scholarship  
Adelaide Hayes Scholarship  
M.T. Heller Scholarship  
Elizabeth B. and Philip J. Hendrickson Scholarship  
Bobby Horn Memorial Scholarship  
Robert C. Jacobs Scholarship  
Anselm M. Keefe Science Scholarship  
Edward C. Killeen Scholarship  
Edmund and Ardina Kline Scholarship  
Kohler Foundation Scholarship  
Catherine E. Ledvina Scholarship  
Robert M. McKenna Family Scholarship  
Henry R. Metz Scholarship  
Henry G. Mueller Scholarship  
Ellen Hogan Neufeld Music Scholarship  
Milton and Mayre Parish Scholarship  
Peter P. Pritzl Science Scholarship  
Helen D. Roberts Scholarship  
James H. Ruben Scholarship  
Agnes Ryan Scholarship  
Gordon L. Schiffer Scholarship  
Dr. William M. Scholl Scholarship  
Malcolm and Rose Schultes Scholarship  
Mr. and Mrs. Frank J. Sensenbrenner and Children Scholarship  
Math and Julia Thieltges Memorial Scholarship  
Jim Thomas Memorial Scholarship

## 20 Financial Aid

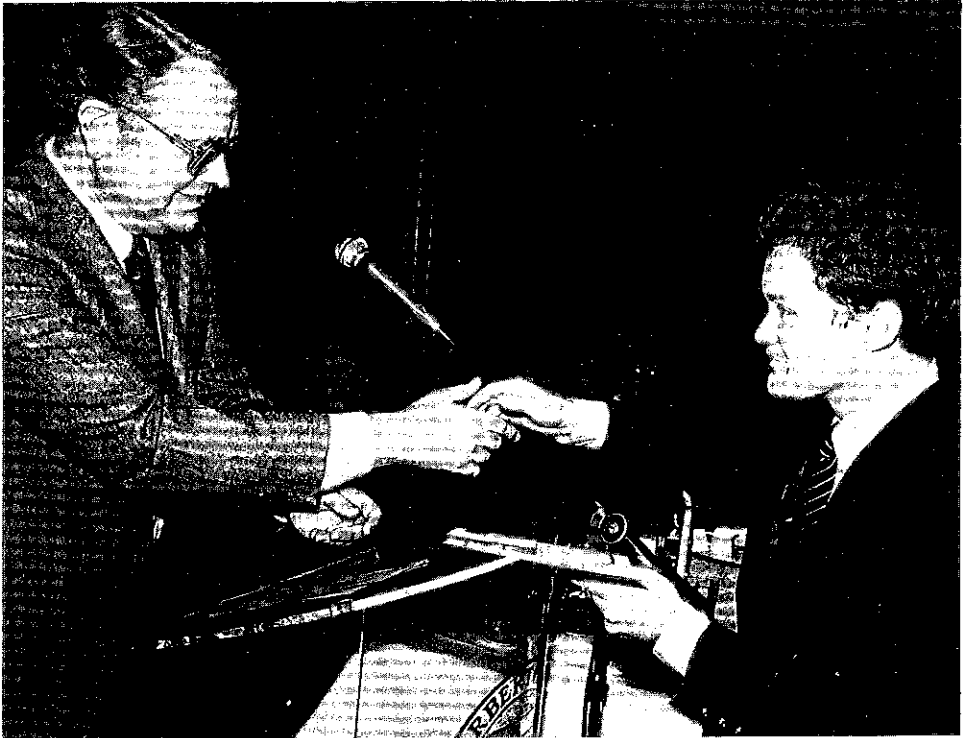
Sarah and Joseph Van Drisse Memorial  
Scholarship  
Byron L. Walter Family Trust  
David A. Yuenger Scholarship

### Annual Scholarships

C.A. Gross Scholarship  
Kohler Company Scholarship  
Charles A. Lawton Memorial Scholarship  
R.I. MacDonald Memorial Scholarship  
Lucille L. Meusel Scholarship in Music  
Joseph and Evaleen Neufeld Presidential  
Scholarship  
Post Corporation Scholarship  
St. Norbert Abbey Scholarship  
St. Norbert Parish Scholarship  
Super Valu Scholarship  
Vollrath Free Enterprise Scholarship  
WFRV Scholarship

**For more information about financial aid  
contact:**

Financial Aid Office  
St. Norbert College  
De Pere, WI 54115  
(414) 337-3071



## Fees and Expenses

### Application (Matriculation Fee)

\$15.00 – This non-refundable fee must be paid at the time of application.

### Deposit for New Students Living on Campus

\$125.00 – This deposit must be paid by March 15 or 30 days after admission has been offered. It is non-refundable after May 1. \$100 is applied to the first semester's tuition. \$25 is held as a room security deposit. Damages to a room and violations to the room contract may result in a reduction of the room security deposit.

### Deposit for New Commuting Students

\$100.00 – This deposit will be applied to first semester's tuition bill. Due March 15 or 30 days after admission has been offered. It is non-refundable after May 1.

### Deposit for All Returning Students

\$100.00 – This deposit is required of all students planning to enroll in the succeeding fall semester. The deposit is due in mid-April and will be applied to the fall semester's tuition. It is *not refundable after July 1*. It is refundable prior to July 1 upon written request.

### Tuition (Full-time students)

\$4,785.00 – Tuition per academic year for full-time students taking three or four courses each semester.

### Tuition (Part-time students)

\$600.00 – Per course. Students taking less than three courses in a semester are charged \$600 for each course taken for credit.

### Tuition (More than four courses)

\$300.00 – Full-time students who take extra courses are charged \$300 for each course taken after the basic four ordinarily attempted.

### Tuition (Audited courses)

\$300.00 – Part-time students who audit courses for no credit are charged \$300 per course.

### Room Charges (Double occupancy)

\$1,135.00-1,240.00 – Per academic year.

### Room Charges (Single occupancy)

\$1,260.00-1,290.00 – Per academic year.

### Board Charges (On-campus residents)

Students may purchase Vali-dine dollars in \$50 increments ranging from \$100-800 each semester depending upon their individual eating and spending habits. Our experience shows students will spend approximately \$500-\$550 per semester on meals in the various Food Service areas.

### Student Activity Fee

\$50.00 – Per academic year.

### Payment Policy

Information on payment options may be obtained by contacting the College's Business Office or Admissions Office.

All past due amounts are subject to a finance charge of ONE PERCENT PER MONTH (12 percent annually).

Students will not be issued official transcripts nor will they be permitted to register for succeeding semesters until all accounts have been settled.

### Refund Policy

St. Norbert College will refund student fees (except those indicated as non-refundable) according to the refund policy schedule which follows. Requests for refunds must be in writing or made through the withdrawal notice which may be obtained from the Registrar's Office. Mere cessation of attendance or departure from the College does not constitute withdrawal.

### Tuition & Activity Fee

Withdrawal within first week	80%
Withdrawal within second week	60%
Withdrawal within third week	40%
Withdrawal within fourth week	20%
Withdrawal after fourth week	0%

### Room

Withdrawal within first four weeks	75%
Withdrawal within second four weeks	50%
Withdrawal within third four weeks	20%
Withdrawal after twelfth week	0%

### Board

Unused portion of meal plan purchased

Students who feel that individual circumstances warrant exceptions from the above published policy, may contact Ms. Sally A. Dodd, Director of Business Operations, St. Norbert College, De Pere, Wisconsin 54115.

# 22 Academic Program

## Academic Program

St. Norbert College awards baccalaureate degrees in arts, science, music and business administration. Majors in art, communication, media and theatre, economics, elementary education, English, history, mathematics, philosophy, political science, psychology, sociology or religious studies will receive the Bachelor of Arts degree. Majors in biology, chemistry, medical technology, physics, pre-engineering or natural science will receive the Bachelor of Science degree. Majors in music will receive the Bachelor of Music degree. Majors in business administration, accounting and IBLAS will receive the Bachelor of Business Administration degree.

The academic structure of St. Norbert College is divisional, meaning that most course work is taken under one of three divisions: Humanities and Fine Arts, Social Sciences, or Natural Sciences. There are extra-divisional programs as well, and a number of interdisciplinary plans.

Following are the areas of study available at St. Norbert:

### Division of Humanities and Fine Arts

- Art
- Classical Language
- Communication, Media and Theatre
- English
- Graphic Communications
- History
- Modern Foreign Languages
- Music
- Philosophy
- Religious Studies

### Division of Natural Sciences

- Biology
- Chemistry
- Computer Science
- Mathematics
- Medical Technology
- Physics

### Division of Social Sciences

- Accounting
- Anthropology
- Business Administration
- Economics
- Education
- Geography
- Political Science
- Psychology
- Sociology

### Pre-Professional\*

- Pre-Dental
- Pre-Engineering
- Pre-Law
- Pre-Medical
- Pre-Pharmacy
- Pre-Veterinary

*\*Students must choose a major program consistent with their plans for professional studies.*

### Inter-Divisional

- International Business and Language Area Studies

### Extra-Divisional

- Physical Education
- ROTC

## Bachelor's Degree Requirements

To earn a degree from St. Norbert College, students must successfully complete a minimum of 32 courses, including the General Education Program\* requirements and an approved major.

*\*Juniors and seniors are subject to the General Education Requirements found in the 1981-82 College Catalog.*

## The General Education Program

### Philosophy of General Education

General Education at St. Norbert College is an integral and important part of the collegiate experience. The General Education Program seeks to provide all students with a certain core of skills, knowledge, and experience that will enable them to function effectively in a complex and rapidly changing world. Furthermore, it is a program which provides a systematic pattern for growth and learning, with shared learning experiences designed to establish a common liberal arts foundation from which students can build an academic program to help them achieve their own goals as well as the educational ideas of the College.

### The General Education Program:

1. *makes students aware of the Catholic Christian tradition, based on the gospel of Jesus Christ, and challenges them to identify their own moral and religious convictions. It enables them to recognize the moral issues involved in making human choices. This should help prepare them to exercise their duties as citizens through responsible participation in the social, political, and economic processes of daily life.*
2. *fosters the development of essential skills. These skills - the ability to analyze, quantify, interpret, synthesize, and communicate - are of vital importance in that they provide us with the basis and motivation for continued self-education.*
3. *helps students appreciate the importance of method in intellectual pursuits by having them experience the various learning methods used in studying the subject matter of the Humanities, Fine Arts, Social Sciences, and Natural Sciences. Through this emphasis upon the processes of learning, the General Education Program prepares students to deal with the proliferation of knowledge in a world of rapid change and enables them to continue to enrich their lives through self-education.*
4. *helps students develop an understanding of human nature, human relationships and the natural world. We must develop the capacity to understand and enjoy uniquely human creative expression, and we must become aware of the need for compassion in dealing with others. We must be aware of our interaction with the environment and of our responsibilities toward it.*
5. *seeks to help students achieve an awareness of the continuity and diversity of human experience. In the words of John Henry Newman: "The truly great intellect is one which takes a connected view of the old and the new, past and present, far and near, and which has an insight into the influence of all those on one another without which there is no whole, no center." We must understand that we share the world with people who have unique heritages of their own and that our own heritage is not the only one.*
6. *helps students to integrate knowledge from a variety of sources and to appreciate the relationship between ideas and experiences.*

### The Program

The General Education Program is divided into two levels: a lower biennium (freshman/sophomore level courses) and an upper biennium (junior/senior level courses).

#### LOWER BIENNIUM (Freshman/Sophomore Level)

Courses in the lower biennium are divided into nine content areas which reflect the philosophy statement. The content areas are: religious heritage, human nature, human relationships, natural world, creative expression, American heritage, foreign heritages, quantitative skills and verbal skills.

Besides incorporating content, General Education courses in the lower biennium emphasize the following considerations: a) the values inherent in the course content, b) the major methods of learning employed, c) the continuity of life and of particular traditions and heritages, and d) the further development of the student's command of essential skills as appropriate to the course content.

#### Lower Biennium Requirements (eight courses)

1. By the end of the sophomore year, each student is expected to complete one course from each of the content areas.
2. To achieve this end, students should plan to complete two General Education content areas each semester. Students who experience difficulty in completing the requirements for a major program and the requirements for the General Education program within the first four semesters may, with the adviser's consent, postpone up to two General Education courses until the fifth semester.
3. The Verbal Skills requirement (Area 9) should be fulfilled in the freshman year.
4. With the exception of transfers, students are expected to complete their General Education requirements at St. Norbert College.



# 24 Academic Program

## Lower Biennium Courses

### Area 1: Religious Heritage

RS 106 GS1 Introduction to the Bible  
RS 114 GS1V Perspectives on Faith

### Area 2: Human Nature

PI 110 GS2 Ancient Greek Philosophy  
PI 120 GS2 Philosophy of Human Nature

### Area 3: Human Relationships

DS 210 GS3 Social Geography  
Ec 100 GS3 Evolution of Economic Ideas  
Po 101 GS3 Introduction to Political Science  
PS 100 GS3 Introduction to Psychology  
Sc 100 GS3 Introduction to Sociology  
Sc 111 GS3 Cultural Anthropology

### Area 4: Natural World

BL 100 GS4 Human Biology  
BL 120 GS4 Bioscience I  
Ch 100 GS4 Applications of Chemistry  
Ch 102 GS4 Environmental Chemistry  
Ch 105 GS4 General Chemistry I  
DN 101 GS4 World Food Resources  
DN 103 GS4 Science and Society  
DN 105 GS4 Geology  
PY 141 GS4 Astronomy

### Area 5: Creative Expression

Ar 110 GS5 History of Painting  
Ar 115 GS5 History of Modern Painting  
Ar 120 GS5 History of Modern Sculpture  
DH 100 GS5 Introduction to Humanities  
En 150 GS5V Literary Genres  
En 221 GS5 American Short Story  
Mu 176 GS5 Music Appreciation

### Area 6: American Heritage

En 216 GS6 19th Century American Novel  
En 218 GS6 Modern American Novel  
Hs 116 GS6 History of American Nation  
ID 182 GS6 History of Presidential Elections  
Po 130 GS6 American Politics and Government  
RS 121 GS6V Religion in America  
SC 235 GS6 Work in America  
SC 265 GS6 American Society and Culture

### Area 7: Foreign Heritages

Students may fulfill this area requirement through one of two options. *Option A:* Study of a modern foreign language through the intermediate level (French 201, German 201 or Spanish 201) will satisfy the Foreign Heritages area in both the lower and the upper biennium. *Option B:* Completion of one of the following courses satisfies the lower biennium requirement in this area:

DH 222 GS7V The Continental Novel  
Hs 111 GS7 History of Western Civilization  
Hs 122 GS7V Modern East Asia  
PO 260 GS7 Soviet Politics  
Ru 232 GS7V Soviet Literature and Culture  
SN 240 GS7 Modern Latin American Literature & Culture  
SN 255 GS7 Spanish life & Culture

### Area 8: Quantitative Skills:

CS 100 GS8 Introduction to Computers and Data Processing  
CS 110 GS8 FORTRAN Programming and Applications  
CS 210 GS8 COBOL Programming and Applications  
CS 220 GS8 Theory of Computing Machines  
DS 224 GS8 Basic Statistics  
Mt 114 GS8 Algebra and Finite Mathematics  
Mt 115 GS8 Pre-Calculus Mathematics  
Mt 124 GS8 Survey of Calculus  
Mt 131 GS8 Calculus and Analytic Geometry I  
Mt 132 GS8 Calculus and Analytic Geometry II

### Area 9: Verbal Skills

One of the major objectives of courses carrying a verbal skills (V) designation is an attempt to improve the student's writing and reading skills. A substantial amount of writing is required in these courses. Attention is given to the development of the student's writing in terms of the principles of composition such as unity, coherence, logical development, clarity, and precision. Student papers must show respect for the conventions of grammar, punctuation, spelling and usage.

The courses listed below fulfill both the individual content area (see above) and the lower biennium verbal skills requirement.

DH 222 GS7V The Continental Novel  
En 150 GS5V Literary Genres  
Hs 122 GS7V Modern East Asia  
RS 114 GS1V Perspectives on Faith  
RS 121 GS6V Religion in America  
Ru 232 GS7V Soviet Literature and Culture

NOTE: The new General Education Program began with the freshmen who entered the College in the fall semester of 1982. Additional courses will be added to the various content areas prior to the 1984-85 academic year. A booklet with comprehensive descriptions of General Education courses will be provided to students prior to registration.

## UPPER BIENNIUM (Junior/Senior Level)

Because the General Education Program was initiated with the freshman class of 1982, the courses for the upper biennium have not yet been developed and approved. The program requires that upper biennium courses continue the emphasis in the lower biennium on values and the further development of essential skills. In addition, upper biennium courses will focus on comparison and the diversity of human life and thought. The comparative approach is intended to help students integrate knowledge from a variety of sources and to appreciate the relationship between ideas and experience.

### Upper Biennium Requirements (four-five courses)

One course from each of the following areas:

- Area 1: Religious Heritage**
- Area 9: Verbal Skills**

Three courses from the following five content areas:

Each course must be from a different content area.

A course may not be selected from the discipline of the student's major, except for the study of a modern foreign language.

- Area 2: Human Nature**
- Area 3: Human Relationships**
- Area 4: Natural World**
- Area 5: Creative Expression**
- Area 7: Foreign Heritages** (Completion of Fr 201, Gr 201, or Sn 201 fulfills this area.)

Requirements for all Medical Technology majors who enter the College beginning with the fall semester of 1982 are:

### Lower Biennium: Seven Areas

One course from each of the following areas:

- Area 1: Religious Heritage**
- Area 2: Human Nature**
- Area 3: Human Relationships**
- Area 5: Creative Expression**
- Area 6: American Studies**
- Area 8: Verbal Skills** (may be fulfilled through one of the VS courses in the areas above.)
- Area 9: Quantitative Skills** (will automatically be fulfilled through the Med. Tech. requirements.)

### Upper Biennium: Four Areas:

One course from each of the following areas:

- Area 1: Religious Heritage**
- Area 7: Foreign Heritages**
- Area 8: Verbal Skills** (may be fulfilled through a VS course in one of the other areas.)

One course selected from one of the following areas:

- Area 2: Human Nature**
- Area 3: Human Relationships**
- Area 5: Creative Expression**

## Major Requirements

Students must satisfy the requirements of the major program which they select. These requirements are established by the faculties of the respective disciplines. (The requirements for a "personal major" are stated later.)

## Residency Requirements

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 eight courses from St. Norbert College.

## Application for a Degree

Students must apply for their degree one year in advance of the date on which they expect to receive it.



## Academic Regulations and Information

### Course System

St. Norbert has a course system rather than a semester hour system. Under this system there are half and full courses. To graduate, each student must successfully pass the equivalent of 32 full courses. Each full course equals four semester hours; each half course equals two semester hours.

Courses with an H prefix are half courses; all other courses are full courses unless marked no credit. Courses with three digit numbers beginning with 0, such as 012, are ensemble courses. Two ensembles must be completed to earn a half course.

The College reserves the right to change the semester or year in which a given course is offered. Such changes are sometimes necessary because of personnel changes or for other serious reasons.

### Course Load

A normal course load for full-time students is four full courses or the equivalent per semester. No student may take more than four courses in any given semester except by written permission of the registrar. The only exception to this will be those students registering in an additional half course in music, physical education, or military science. The maximum number of courses allowed in any one semester is five.

### Progress Toward a Degree

Full-time students at St. Norbert College are expected to finish a baccalaureate program in four years. Because some deviation from this norm — in either direction — is inevitable for a few students, the following criteria will be used in considering whether or not a student is making acceptable progress toward a degree:

	EXPECTED PROGRESS # of Courses Completed	MINIMAL PROGRESS # of Courses Completed
--	---------------------------------------------------	--------------------------------------------------

After Fr. Yr. (2 semesters)	8	6
After Soph. Yr. (4 semesters)	16	13
After Jr. Yr. (6 semesters)	24	20
After Sr. Yr. (8 semesters)	32	28*

*\*The full 32 courses must be completed by the end of the ninth semester, unless special arrangements have been approved by the Dean of the College.*

*Students who achieve only minimal progress will be placed on academic probation. 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 either strict academic probation or dismissal.*

The College may grant students permission to make up a maximum of four courses by attending summer sessions at another college or university. However, the failure rate in courses that the student is enrolled in at St. Norbert College during the regular academic year is of prime importance in determining probation and dismissal. In other words, students must demonstrate that they are capable of successfully completing the normal load of four courses per semester on a consistent basis if they are to be allowed to continue at the College. If students placed on academic probation do not demonstrate significant improvement the following semester, they are subject to dismissal. (NOTE: This does not preclude immediate dismissal if there is failure in all courses for which a student is registered in any semester.)

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 unsatisfactory work in any given course at mid-semester.

## Summer School at Other Institutions

Four summer session courses transferred from other institutions may be counted in the 32 required for graduation from St. Norbert College. Students who plan to transfer credit for summer school courses in their major fields must have the courses approved by their advisor and the registrar before they are taken. Courses fulfilling general degree requirements must be approved by the registrar.

## Grading System

The St. Norbert College grading system is as follows:

Grade	Definition	Quality Points*
A	Excellent	4
B	Good	3
C	Satisfactory	2
U	Unsatisfactory	
W	Withdraw	
Inc	Incomplete	
Def	Deferred	
Ct	Continuing Course	
Au	Audit	

All grades are entered on the student's permanent record.

\*Since progress toward the degree is measured in terms of courses successfully completed, grade point average is used only for purposes of determining the Dean's List and honors at graduation.

## Incompletes

With the instructor's consent, a course may be left incomplete and then finished no later than five weeks from the beginning of the following semester. After this time it will automatically be treated as an unsatisfactorily completed course.

## Withdrawal from Class

Prior to the date specified on the academic calendar, a student may withdraw from a course by: a) obtaining the written permission of his/her advisor; b) notifying the instructor; and, c) submitting the completed course withdrawal form to the registrar. Thereafter, students may withdraw from a course only by permission of the Dean of the College for a serious reason—such as prolonged illness.

## Class Schedules

A primary purpose of the course system is so academic credit for courses can be measured in terms of educational objectives rather than in terms of number of class meetings per week.

To allow faculty members maximum flexibility in planning patterns of class meetings, the registrar has developed a schedule that allows at least four 50-minute periods per week. For those instructors who wish, the schedule makes possible the use of periods of 100 and 150 minutes in combination with 50-minute periods. Each instructor will request the sequence that best fits his/her teaching needs. He/she is free to use the periods within the sequence assigned to him/her for a course as he/she judges proper, using all of them or some of them or none of them from week to week as he/she wishes.

## Class Attendance

Except for the rules regarding students on the Dean's List, the policy on absences from class will be determined by each teacher for his/her own classes. The teacher will clearly explain his/her policy in the first class of each semester. It is presumed that all teachers will exercise prudence and justice in the application of sanctions. A uniform policy for all sections of multiple section courses is recommended.

## ROTC

All freshmen are required to attend an orientation of the Reserve Officers Training Corps program conducted during orientation week of each academic year. The ROTC program is voluntary thereafter. Students transferring to St. Norbert with sophomore standing may enroll in the two-year ROTC program.

## The Dean's List

Students who are registered for full-time study and complete three or more courses with a final grade point average of 3.50 or better with no grade of U earn a place on the Dean's List. Inclusion in the Dean's List gives students the privilege of being absent from class, except on days of compulsory attendance specified by an instructor because of tests, special assignments, or class attendance policy. Army regulations forbid the extension of this privilege to ROTC classes or drills.

# 28 Academic Regulations and Information

## Personal Majors

Individual students have the option of structuring a personal major program on a divisional or cross-divisional basis. The procedure is as follows: As sophomores, students select an advisor and together they structure a major program. This program is submitted to the Dean of the College for approval. In case of doubt an appeal may be made to the Committee on Curriculum and Educational Policy.

## Independent Study

The academic program at St. Norbert 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. The second is expansion of a student's study which goes beyond the content of regular courses listed in the catalog.

Independent study which extends beyond the scope of a course listed in the catalog may take various forms. First, there is independent study on a special topic. Second, there may be a directed readings project or directed research. Finally, there may be a work-study program. 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 chairman. To secure approval students must submit a written proposal including a precis 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 divisional chairman. 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.

## Career Planning

The Career Services office provides a full range of career services to St. Norbert students and alumni. Personalized career counseling and placement consulting are available. A Career Resource Library houses graduate catalogs and scholarship/grant information, occupational literature, and employer literature. On-campus recruiting, vacancy listings, and career programming are co-ordinated through this office.

## Foreign Study

St. Norbert College maintains a Foreign Study Center to assist students interested in study abroad.

Through formal agreements with the American Institute for Foreign Study (AIFS), the Council on International Educational Exchange (CIEE), the Institute for American Universities (IAU), Nanzan University, and Schiller College, St. Norbert enables its students to spend either a semester or a year abroad—usually in their junior year—at the following locations:

1. AIFS: Aberdeen or Stirling, Scotland; Cambridge or London, England; Paris or Evian-les-Bains, France; Salzburg, Austria; Salamanca, Spain; and Perugia, Italy.
2. CIEE: Cadiz or Seville, Spain; and Rennes, France.
3. IAU: Aix-en-Provence or Avignon, France; and Canterbury, England.
4. Nanzan; Nagoya, Japan.
5. Schiller: Heidelberg, Germany; London England; Madrid, Spain; and Paris or Strasbourg, France.

Through this diversity of programs the College serves the foreign study needs of foreign language majors, IBLAS (International Business and Language Area Studies) majors and nearly every other kind of major as well.

Students who enter these programs remain enrolled at St. Norbert College by preregistering for foreign study in the semester prior to going abroad. With advance approval from St. Norbert College advisors, course credits earned transfer fully to any St. Norbert major program. Students who receive financial aid from the College may apply that aid to their foreign study tuition and related academic costs. St. Norbert's Business Office collects the fees and remits them to the appropriate agencies.

The Foreign Study Center determines eligibility for admission into the various programs, provides assistance in selecting programs, furnishes application materials and information about each program, and helps students plan and carry out all details involved in arranging for foreign study.

To recover the administrative costs resulting from these services, the College collects a fee of \$150 from each participating student. This fee is added to those charged by the sponsoring agencies. Any resulting surplus is applied to the student financial aid program. The Foreign Study Center is located in Boyle Hall 401-H.

## Student Teaching Abroad

Besides the academic programs named above, St. Norbert College offers two other foreign study opportunities to its students. Qualified students may arrange to student teach in England, Scotland, Wales, Ireland or Australia under the auspices of St. Norbert College and the Wisconsin Consortium. The St. Norbert College European Tour—in operation for more than a decade—allows students to earn course credit while traveling in Europe during the summer.



## Division of Humanities and Fine Arts

Robert J. Vanden Burt, Chairman

The Division of Humanities and Fine Arts is composed of eight disciplines: art, communication, media and theatre, English, history, modern foreign languages, music, philosophy and religious studies. Each of these disciplines has its own faculty and offers its own major program. 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 and Fine Arts Major (HU)

In addition to the major programs offered by individual disciplines, a divisional major is available for students seeking a broader range of courses in the Humanities and Fine Arts. The following provisions govern this program:

1. The chairman of the Division will appoint a major advisor in consultation with the student.
2. The major program will consist of 15 courses in the Humanities and Fine Arts Division chosen by the student in consultation with the advisor. Six of these courses must be at an advanced level.
3. Courses must have a certain relevance to the student's explicit purposes and the overall program should exhibit reasonable integrity.
4. DH 100 (Introduction to Humanities) must be included in the major program.
5. There must be a course at the end of the program which has as its objective helping the student focus and synthesize the work he/she has done.

### Divisional Courses (DH)

#### 100 GS5 Introduction to the Humanities

An introduction to the nature of studies in the humanities. This course offers students the opportunity to study and evaluate a selection of man's artistic and critical interpretations of

the experience of being human. The materials are chosen from among the disciplines of art, music, drama, literature, communication, media and theatre, history, philosophy, and religious studies. The course encourages students to reflect upon their responses to the selected materials. It provides instruction in theories and methodologies in such a way that both the selected work and the individual response to it may be evaluated. The course seeks to broaden and deepen individual perceptions of the human experiences that are given expression in the selections; it tries to develop sensitivity toward the forms in which those experiences are expressed; and it demands that each student evaluate both the experiences themselves and their artistic or critical expression. By drawing its content from a broad range of humanities disciplines, and by requiring students to deal with the concerns and practice the methods of those disciplines, the course demonstrates the essential integrity of the humanities curriculum. Required of students who enter the Humanities major program; open to all interested students. Second semester each year.

#### 108 Film in Society

An investigation of the nature of film as an art form with emphasis on syntax, psychology, and philosophy. A variety of film genres will be studied. First semester each year.

#### 121 European Seminar Tour

The course focuses on architectural styles, major museums, historical sites, and various European cultures. Work includes readings and a 25 day tour of England, France, Germany, Austria, Italy, and the Netherlands. Tour is conducted between spring semester and summer school.

#### 135 Popular Aesthetics

Investigation of contemporary aesthetics and their relationship to media and the media phenomena. First semester each year.

#### 150 Dante Aligheri

An analysis of Dante's development as a politician, philosopher, and theologian in the *Vita Nuovo*, *Convivio*, and *De Monarchia* which culminates in the mystic vision of the *Divine Comedy*. (Acceptable as literature in translation).

#### 200 Renaissance Culture

A study of the art forms and thought patterns which mark the development and flowering of

the Renaissance in Europe from the late fourteenth to the mid-sixteenth centuries. Prerequisite: DH 100.

### 212 Logic

A study of arguments to determine whether or not the process of reasoning involved takes place in an orderly way, following definite laws. Each year.

### 213 Modern Continental Drama

This course includes some of the major dramatic works of Scandinavian, Russian, and German dramatists of the late nineteenth and the twentieth century. Dramatists whose works are likely to be treated include Ibsen, Strindberg, Gogol, Chekhov, Gorky, Mayakovsky, Schwarz, Hauptmann, Brecht, Kaiser, Borchert, and Sylvanus. Although the approach will be primarily critical, attention will be given to the cultural milieu in which each playwright worked. (Acceptable as literature in translation.)

### 215 Fiction Writing

A course in the fundamental principles of writing stories: plausibility, plot construction, point of view, setting, symbolism, and style. The approach is workshop-tutorial. Some readings in short fiction are required. First semester, alternate years.

### 220 Classical Literature

A study of the major Greek classics—Homer, the tragedians, Aristophanes, Plato, and Aristotle—through class discussion.

### 221 Great Books

A study of some of the original sources of Western intellectual tradition. Readings selected from Plato, Aristotle, Shakespeare, the Bible, Pascal, Kierkegaard, and Freud.

### 222 GS7V The Continental Novel

This course includes some of the major works of the late nineteenth and the twentieth centuries, such as those by Flaubert, Kafka, Silone, Hesse, Kazantzakis, and Solzhenitsyn. Although attention is given to historical context, the approach is primarily critical. (Acceptable as literature in translation.) Each year.

### 223 Black Literature and Culture

In this course students study black culture through a selection of important literary works by such black American writers as

James Baldwin, Ralph Ellison, Richard Wright, Langston Hughes, Le Roi Jones, Jean Toomer, Countee Cullen, and Lorraine Hansberry. Other materials will be used to provide background and critical perspectives. First semester, alternate years.

### 224 Contemporary Topics in Literature

This course concentrates on a single topic which is pertinent to the current needs and interests of students. The primary focus will be placed on the literary expressions of the natural human concerns embraced by such a topic. The topics covered will vary from semester to semester, and may include such areas as American humor, science fiction and fantasy, politics and the novel, and western American literature. Second semester each year.

### 225 Mythologies

A special study of the classical myths and their influence on literature and art. Second semester, alternate years.

### 227 Environmental Aesthetics

A perceptive analysis of the human impact upon the visual environment. An awareness of historical tendencies and the complexity of contemporary problems with emphasis placed on design options for the future. Second semester each year.

### 245 Contemporary Eastern European Literature

This course examines some of the major contemporary writers of Poland, Czechoslovakia, Hungary, Yugoslavia and the German Democratic Republic. Works by such authors as C. Wolf, Plenzdorf, Borowski, Milosz, Andrezejewski, Singer, Kundera, Drvota, Djilas and others will be analyzed. Considerable attention will be devoted to the relationship of these works to the historical, cultural and political context in which they were written. Each year.

### 375 Special Topics in Humanities

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.

### 490 Independent Study

A course allowing staff and students to explore together topics of special interest.



## Art (AR)

**Content and Objectives:** Art is a basic component of the human condition and thus an essential ingredient of a liberal education. To provide all students with the opportunity to develop an aesthetic awareness of man and his environment is an essential objective of the discipline. The study of art and artists reveals mankind's continuing search for ultimate meaning. Students are encouraged to compare their evolving value systems with those exemplified through the discipline. A major program is offered for students who possess the interest and potential for creative production. The major lays a firm foundation for graduate study, prepares effective teachers of art, and provides the background necessary for those interested in the fields of design and communication.

**Art Major (12 courses):** Ar 110, 115, 120, 134, 135, 221, 230, 240, at least two 300-level studio courses, and one or two 400-level studio courses.

Personal majors, such as advertising and pre-architecture, can be arranged through an advisor.

**Art Education Major, K-12 (14 courses):** Ar 110, 115 or 120, 134, 135, 221, 230, 240, 322, 326, DH 227, one additional 300-level studio course, one 400-level studio course, Ar 280 or 310, an art elective course and education courses.

**Elementary Art Education Major, 1-9 (eight courses):** Ar 134, 135, 221, 230, 240, 322, two art history courses and education courses. (Note: students may combine this major with Elementary Education).

**Graphic Communication Major (14 courses):** Ar 110, 115 or 120, 134, 135, 221, 230, 240, 280, 310, 335, one 300-level studio course and one 400-level studio course; DH 108, 227.

It is recommended that graphic communication majors supplement the major with courses in advertising, marketing, and computer science.

**Special Requirements or Information:** A senior exhibit is required of all majors.

### 110 GS5 History of Painting

The evolution and development of painting from Giotto to Cezanne. Emphasis is placed on aesthetic awareness and insight into the human condition through art. First semester each year.

### 114 History of Crafts

An interdisciplinary inquiry into the roles of the hand-made object and the craftsman in American society. A variety of craft forms from primitive, traditional, folk, and contemporary culture will be examined from the multiple viewpoints of the artist/craftsman, designer, sociologist, and the historian. First semester each year.

### 115 GS5 History of Modern Painting

Examination of major figures, movements, and breakthroughs made between Impressionism and the present. Chronological and topical investigation of modern painting and its relationship to contemporary society. Second semester each year.

### 120 GS5 History of Modern Sculpture

Investigation of contemporary sculpture, originating with the work of Rodin and culminating with recent developments (e.g., minimal sculpture, earth art). Architecture and painting included in sculptural survey when the conjuncture is evident. Second semester each year.

### 134 Concepts in Drawing and Design I

Introduction to the fundamentals of drawing and design: technique, illusionism, composition, elements and principles. Investigation of concept and media in line and mass drawing through use of the model, object, and still-life. First semester each year.

### 135 Concepts in Drawing and Design II

A continuation of Ar 134 with greater emphasis on color and abstract design concepts. Prerequisite: Ar 134. Second semester each year.

### 221 Three-Dimensional Concepts I

A basic and concentrated investigation of three-dimensional form and materials. This investigation concerns the structural nature and application of traditional and contemporary materials. Prerequisite: Ar 135 or consent. First semester each year.

### 230 Graphics I

An introduction to serigraphy and lithography in relation to two-dimensional expression. Prerequisite: Ar 135. Second semester each year.

### 240 Painting I

Introduction to fundamental problems of painting, with emphasis on form and color.

The elements and principles of design and their application in painting will be investigated. Prerequisite: Ar 135. First semester each year.

### **280 Photography**

Photography as an art form. Aesthetics of photography, basic techniques in using a camera, and black and white darkroom procedures will be studied. 35mm camera required. Prerequisite: Ar 135 or consent. First semester each year.

### **310 Film and TV Production**

An introduction to basic film and television techniques: equipment, theory, composition, etc. Completion of a film and tape is required of all students. Prerequisite: DH 108 and consent. Second semester each year.

### **322 Ceramics**

An introduction to the basic concerns of ceramics. Emphasis on hand-built and wheel-thrown forms will constitute the fundamental involvement of this three-dimensional studio. Prerequisite: Ar 221 or consent. Second semester each year.

### **324 Sculpture I**

Special emphasis on the development of personal statements and interest. Work in traditional and contemporary media. Prerequisite: Ar 221 or consent. Second semester each year.

### **326 Metals I**

Exploration with metal using the basic techniques of the jeweler and metalsmith, including various casting processes, fabrication, and finishing techniques. Experimentation will include both traditional and contemporary uses of metal in jewelry and smithing. Second semester each year.

### **330 Graphics II**

Intensified exploration of graphic processes in relation to a personalized statement. Special emphasis placed on experimental techniques and relationships. Prerequisite: Ar 230. First semester each year.

### **335 Advertising Graphics**

An introduction to the basic elements and problems of graphic design. Emphasis is placed on the development of skills in the following areas: layout of illustration, photographs, and type for publication and the

design of graphic communication systems. Prerequisite: Ar 135 or consent. First semester each year.

### **340 Painting II**

Problems involving the total creative processes in painting. Some synthesizing of previous and current information is expected. Prerequisite: Ar 240. Second semester each year.

### **380 Photography II**

Advanced camera and photo lab techniques with individual problems developed around student needs and photographic interest. Adjustable SLR or TLR camera required. Prerequisite: Ar 280. First semester each year.

### **424 Sculpture II**

Emphasis on new materials and attitudes. Students are encouraged to develop individual modes of plastic statement. Prerequisite: Ar 324 or consent. Second semester each year.

### **426 Metals II**

Additional technical experimentation and research. Intensified exploration of a selected medium with emphasis on developing individual approaches in object-making. Prerequisite: Ar 326. Second semester each year.

### **430 Graphics III**

Refinement and application of experimental techniques and processes in relation to independent expression. Prerequisite: Ar 330. First semester each year.

### **440 Painting III**

A concrete synthesis of experiences necessary to the emergence of a style is expected. Problems are determined by student in consultation with the instructor. Prerequisite: Ar 340. Second semester each year.

### **480 Photography III**

Intensive exploration of directions in contemporary photography, print criticism and advanced printing techniques. Adjustable SLR or TLR camera required. Prerequisite: Ar 380. First semester each year.

### **490 Directed Readings**

Specially qualified students under the guidance of an instructor may study various aspects of art.

## Classical Languages

Courses in classical languages are taught upon demand and when faculty staffing is available. A teaching minor is available in Latin through arrangement. This program introduces the student to the importance of Latin culture from classical times to the present and enhances the student's English language skills by a study of the vocabulary and syntax of the Latin language. More particularly, the program will prepare prospective teachers of Latin by giving them a thorough grounding in forms and syntax for both reading and composition, a general knowledge of Latin authors, and an in-depth acquaintance with a major prose writer and poet.

**Latin Teaching Minor (5½ courses):** Lt 101, 102, 201, 250, 300 and H90. Hs 227 is strongly recommended as a cognate.

## Greek (GK)

### 101 Elementary Greek I

The course will concentrate on forms and elementary syntax of koine Greek.

### 105 Elementary Greek II, New Testament

One of the books of the New Testament will be used as text material. One period per week will be devoted to a review of forms and to composition. Prerequisite: Gk 101.

### 201 Xenophon

The first few weeks will be devoted to an introduction to classical (Attic) Greek, after which the course will concentrate on the *Anabasis*. Throughout the course composition and forms will be stressed. Prerequisite: Gk 105.

### H90 Directed Readings

Specially qualified students under the guidance of an instructor may study different literary works.

## Latin (LT)

### 101 Elementary Latin I

The elements of the language including all forms and syntax with simple translation into Latin and English.

### 102 Elementary Latin II

A continuation of Latin I, with more intricate translations into Latin and English and with readings from selected classical authors. Prerequisite: Lt 101.

### 201 Intermediate Latin

Selected readings from Caesar's *Gallic Wars* or from Cicero's *Orations* or from philosophical works, plus composition, and a continued review of syntax and forms. Prerequisite: Lt 102.

### 250 Augustine's Confessions

Readings from the *Confessions* with a continued review of forms and principles of syntax throughout the course. Prerequisite: Lt 201.

### 300 Ovid or Horace or Virgil

Readings from one of the great Latin poets (selections of which poet may vary from year to year), giving special attention to prosody while continuing to review forms and syntax. Prerequisite: Lt 201.

### H90 Directed Readings

Students under the guidance of an instructor study different literary works. Prerequisite: Lt 201.



## Communication, Media, and Theatre (CO)

**Content and Objectives:** 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 basic 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 and acting), 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 (media, communication or theatre), but have contact with the other areas 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.

**Major (10 courses):** The major program consists of 10 courses to be distributed in the following manner:

Required courses: CO 122, 124, and 125.

Required concentration: Four courses in one of the following concentrations, two of which must be at the 400-level:

Media: CO 252, 353, 354, 456, 457  
 Communication: CO 222, 322, 323, 426, 427  
 Theatre: CO 231, 232, 333, 334, 335, 436, 437

Elective courses: Three CO electives, two of which must be outside the student's concentration. One of these courses outside the concentration must be at the 400-level.

Note: No more than six courses in one concentration can be counted toward the CO major.

### 101 Basic Principles of Speech

An inquiry into the sociological, rhetorical, logical, semantic, and ethical aspects of human communication. Principles and practice in the delivery of extemporaneous speeches which seek such responses as knowledge or understanding, pleasure, deep feeling, belief, or action. *Does not count for CO major credit.*

### 120 Survey of Communication

Designed for non-majors and students considering a major in communication, this course addresses three basic questions: What is communication? What is the relationship between communication and other disciplines? Why study communication? In answering these questions the course traces the history, the influence, and several perspectives of communication. (Formerly CA 121.) *Does not count for CO major credit.* Each semester.

### 122 Principles of Inter-Personal Communication

Develops basic principles, characteristics, types, and summary propositions of personal communication. Examines models and theories of communication from a variety of views: philosophical, rhetorical, stylistic, psychological, and sociological. Each semester.

### 124 Principles of Mass Communication

Development and application of basic communication principles in mass media. Examination of a variety of media: print, film, electronic. (Formerly CA 224.) First semester each year.

### 125 Principles of Theatre Art

Theatre is experience, an immediate art whose meaning is grasped through an understanding of the encounter between those who create theatre—performers, writers, directors, designers, and technicians—and members of the audience. The course will examine the theatre experience and develop an understanding and awareness of the event. (Formerly CA 225.) Second semester each year.

# 36 Communication, Media, and Theatre (CO)

## 222 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: CO 122. Second semester each year.

## 231 Stagecraft

An introduction to the basic technical elements of theatre, including: tools, lighting, rigging, painting, hardware, drafting, set design, costuming and construction. (Formerly CA 331.) Prerequisite: CO 125. First semester.

## 232 Acting

The course will be concerned 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. (Formerly CA 332). Prerequisite: CO 125. First semester each year.

## 252 Writing for Media

An intensive writing course designed to introduce print and broadcast writing styles and conventions. Covers style rules, editing, lead writing, libel law, story construction, interviewing, rewriting and other topics. (Formerly CA 352.) Prerequisite: CO 124 or consent. Second semester each year.

## 322 Business and Professional Speaking

Study and practice in three areas of communication which most business and professional people encounter within organizations: a) Speaking to Groups: the theory and practice of clearly presenting information and ideas; b) Speaking in Meetings: the theory and practice of participation and leadership in conference; c) Speaking One-on-One: the theory and practice of interviewing, job selection and application. Prerequisite: CO 122 or consent. Second semester each year.

## 323 Non-verbal 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, time, appearance, etc. Prerequisite: CO 122. First semester each year.

## 333 Directing

A course in the fundamentals of script analysis, blocking, and interpretation. An investigation of the director's role as artist and coordinator as seen in the various schools and techniques of play direction. Prerequisite: CO 125. Alternate years.

## 334 Scenography

A study of the artistic and practical elements involved in preparing a stage setting. Prerequisite: CO 231. Second semester.

## 335 Advanced Acting

A continuation, in depth, of the elements covered in CO 232 with special emphasis on role study and interpretation. Prerequisite: CO 232. First semester each year.

## 353 The Visual Image

A broad-ranging course covering principles of light, color and balance; photo selection, scaling and editing; and print media layout and design. Intended primarily for students interested in print journalism, advertising graphics, or public relations. Prerequisite: CO 124 or consent. First semester each year.

## 354 Advanced Journalism

Develops skills in news/editorial and feature writing (print and broadcast) and print design at a more advanced level. May involve work on the *SNC Times* and *WSNC*. Prerequisite: CO 252. Alternate years.

## 426 Organizational Communication

A study of organization 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. Prerequisite: CO 122 and senior standing or consent. First semester each year.

## 427 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. Prerequisite: CO 122 and senior standing or consent. Second semester each year.

**436 Theatre History**

Survey of the major periods in theatre from the Greeks to the present. Explores movements, significant personalities and styles which have affected theatre in the Western world. Prerequisite: CO 125 and senior standing or consent. First semester each year.

**437 Contemporary Theatre**

A study of current trends in dramatic literature and theatre practice. Special emphasis is placed on relating contemporary theatre practice to future expectations. Prerequisite: CO 125 and senior standing or consent. Second semester each year.

**456 Media History**

A study of the development of media, with an emphasis on the historical and cultural context. Examination of how the media have viewed the social concerns of their time and the results of action which the media have taken. Prerequisite: CO 124 and senior standing or consent. First semester each year.

**457 Contemporary Media**

An examination of current media and their social contexts. Directs students to problems of control, support, and function of media today. Looks at current views of society as found in media and speculates about probable results and implications in the future. Prerequisite: CO 124 and senior standing or consent. Second semester each year.

**485 Communications Internship**

Offered in conjunction with participating professional communications agencies. Opportunity for senior majors to put skills and knowledge to use in a professional setting while becoming cognizant of literature in the particular field. Open only to seniors who have completed a minimum of seven major courses and who have been accepted by disciplinary staff. May not be repeated and does not fulfill a 400-level requirement for the major.

**490 Independent Study**

A course allowing staff and students to explore together topics of special interest. Does not fulfill a 400-level requirement for the major.

**English (EN)**

**Content and Objectives:** The English discipline emphasizes the study of literature as the aesthetic expression of intellectual, ethical, and creative values. The program seeks to sensitize students to literary art forms and provides experience in reading, analyzing, discussing, appreciating, and then writing about various aspects of literary works, genres, and historical periods.

We teach reading not only because reading is good in itself, but because only a skillful reader can get at the ideas of literary works which treat values subtly, deeply, or ambiguously. We analyze the structure of literary works not only because the unity of diversity is beautiful in itself, but because in perceiving form readers perceive the various points where character becomes behavior, that is, where a human being makes a value judgement and acts upon it. We emphasize technique and style not only because they are interesting in themselves, but because readers who are aware of these matters soon come to appreciate how they express and qualify theme and character.

We teach writing not only because the ability to write well is a mark of an educated person, but because writing is one of the most fully human of all human activities: it develops, disciplines, and strengthens the writer's power to evaluate, to judge, to reason, to compose, to feel, to care; it is both a method of communicating with others and a process of self-realization in which the writer obeys Socrates' famous admonition "Know thyself."

**Major (10 courses):** The major program consists of 10 courses to be distributed in the following manner:

**Required Courses:** En 150, 250, 325, 339, 344, and 400. En 190 is required for students who plan to teach English on the secondary level. (This is the elective course for them).

**Elective courses in required areas** (one course from each area):

Renaissance: En 333 or 334.

Nineteenth Century: En 353, 355 or 358.

American: En 216, 218, 221, 366 or 374.

**Elective Courses** (one course selected from the following): All other En courses not used to meet the above requirements, or DH 213, 215, 220, 221, 222, 223, 224 or 225.

**Teaching Minor (6 courses):** En 150, 190, 250, 339, one elective in American literature, and one other En course.

# 38 English (EN)

## 101 English Composition

This course is designed to help students develop and discipline their powers of exposition through a) an in depth study of a few literary masterpieces to give them something to write about, and b) a systematic series of rhetorical exercises to help them explain ideas in clear and effective writing. (Available only through Advanced Placement).

## 150 GS5V Literary Genres

This course attempts to help students develop skill in the close reading and analysis of selected works from the genres of poetry, fiction, and drama according to the various principles and techniques of literary criticism. The emphasis is directed toward enlivening a student's perceptions and the ability to express them through class discussions and papers. (This course is required for all non-GS English courses in the 200-400 series.) Each semester. (Also available through Advanced Placement).

## 190 English Grammar

An introduction to the study of language, with special emphasis on traditional English grammar. All English majors who plan to teach on the secondary level and teaching minors are required to take this course. Second semester each year.

## 212 The Modern British Novel

This course, because of the considerable number of important authors within its compass, is necessarily highly selective. Consequently, the selections offered vary from year to year. Authors whose works may be treated include Conrad, Hardy, Joyce, Forster, Woolf, Mackenzie, Lawrence, F. M. Ford, Carey, Evelyn Waugh, Rex Warner, Bowen, Snow, Renault, Spark, Murdock, Lewis, Graves, Charles Williams, Golding, Tolkien, Huxley, and Orwell. First semester, alternate years.

## 214 Modern Drama

Representative American, Irish, British, and Continental dramatists of the past century, from Ibsen to Albee, are included in this course. The emphasis is upon the development of modern drama from the Theater of Realism to the Theater of the Absurd. Dramatists whose works may be treated include Ibsen, Brecht, Osborne, Bolt, Pinter, O'Casey, Synge, O'Neill, Wilder, Williams, Miller, and Hansberry. Second semester, alternate years.

## 216 GS6 Nineteenth Century American Novel

A study of the American novel prior to World War I, surveying representative works from the romantic, realistic, and naturalistic periods. Cooper, Hawthorne, Melville, Twain, Howells, James, Crane, Norris, and Dreiser are likely to be considered. Second semester each year.

## 218 GS6 The Modern American Novel

Surveys the development of the American novel since World War I. Fitzgerald, Hemingway, and Faulkner highlight the first half of the course. Other novelists included may vary from year to year. Eight to 10 novels will ordinarily be required reading for the course. First semester, alternate years.

## 221 GS5 The American Short Story

This course concentrates on the technical development of the American short story by studying selected works of Irving, Hawthorne, Poe, Twain, Harte, Bierce, Crane, James, O. Henry, Lardner, Anderson, K. A. Porter, Fitzgerald, Hemingway, Steinbeck, Faulkner, O'Connor, Welty, and others. Formal analysis of individual stories. Some attention also to general literary trends and theories of fiction that have affected the short story in its historical development in America. Second semester each year.

## 222 Modern Poetry

British and American poetry; the definition of "modern" depends on the instructor. The content of the course may vary from year to year; generally includes major figures such as Yeats and Eliot. Other poets who may be studied are Hopkins, Hardy, Dickinson, Frost, Stevens, Lowell, Pound, Auden, Thomas, Graves, and contemporary figures. Second semester each year.

## 250 Advanced Expository Writing

This course introduces students, by means of practical exercises, to the organizational, syntactic, and lexical problems faced by expository writers. It attempts to help students develop a prose style that is clear, concise, and accurate. Each semester.

### 290 The English Language

Aims to help students increase their understanding of the nature and theory of language, and to increase their proficiency in the use of language. Includes such topics as the history of the English language, the evolution of particular words or word groups (etymology), the relationship of meaning to language (semantics) and the relationship between language and society. Also includes vocabulary building exercises and exercises in rhetorical applications of vocabulary. No prerequisite. First semester each year.

### 325 Chaucer

A reading of Chaucer's *Canterbury Tales* from linguistic, historical, and especially artistic points of view. First semester each year.

### 333 The English Renaissance

A study of some of the most significant poetry, prose and drama of the English Renaissance, including the works of such writers as Wyatt, Sidney, Spenser, Donne, Jonson, Herbert, Herrick, Bacon, Kyd, Marlowe, Webster and Ford. Excludes Shakespearean drama. Second semester, alternate years.

### 334 Milton

This course begins with a study of some of Milton's earliest poetry and moves to a concentration on his greatest works, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Some of Milton's prose pamphlets may also be considered. Second semester, alternate years.

### 339 Types of Shakespearean Drama

This course is a survey of Shakespearean drama which usually includes representative plays from each of the following categories: English chronicle play, Roman history, comedy, tragedy, tragicomedy, and dramatic romance. In essence, it is a dramatic sampler of some of Shakespeare's finest works. Designed not only for English majors, but also for general students who have an interest in Shakespeare. Each semester.

### 344 Eighteenth Century Literature

This course concentrates on the main currents of English literature during the period. Authors studied may include Defoe, Steele, Addison, Swift, Gay, Pope, Richardson, Fielding, Smollett, Johnson, Boswell, Goldsmith, and Sheridan. First semester each year.

### 353 The English Romantics

A study of Romanticism as one of the great movements of English literary history with an emphasis on a close analysis of the works of the major Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. Second semester, alternate years.

### 355 Victorian Literature

The poetry of Tennyson, Browning, and Arnold is studied intensively with some attention given to selected nineteenth century essayists whose works explain the environment in which the poets worked. Such authors as the Rossettis, Morris, Swinburne, and Pater may also be included. First semester, alternate years.

### 358 Nineteenth Century English Novel

This course moves from Jane Austen to Thomas Hardy and Joseph Conrad. Representative novels are studied with emphasis upon the development from the eighteenth century beginnings through Romanticism and Realism to the beginnings of Naturalism. It includes works by Dickens, Thackeray, the two Brontes, Trollope, Meredith, and Butler. Second semester, alternate years.

### 366 American Romanticism

This course undertakes an intensive study of the works of Emerson, Thoreau, Hawthorne, Melville, and Whitman as representative of the great flowering of the American literary tradition in the mid-nineteenth century. First semester, alternate years.

### 374 American Realism and Naturalism

A survey of the literature of America produced between 1860 and 1900. Includes works representing the significant developments of the period. Authors likely to be included: Dickinson, Harte, Howells, Twain, James, Garland, Crane, and Norris. First semester, alternate years.

### 400 Advanced Seminar in English Literary Studies

The seminar offers junior and senior English majors (and minors who so choose) the opportunity to concentrate on a special problem or theme, or on an author or combination of authors.

### 490 Independent Study

A course allowing staff and students to explore together topics of special interest.



# 40 History (HS)

## History (HS)

**Content and Objectives:** The history discipline offers courses in American, European and Asian history. These courses serve an integrating function in the College curriculum by viewing particular historical periods from a variety of perspectives. Political, social, religious, economic, intellectual and cultural considerations are integral parts of the courses offered. This broad approach also enables the discipline to contribute significantly to the value orientation of the College by providing an opportunity for students to understand better the value commitments of their own and other cultures. While making these contributions to the College's liberal arts curriculum, the history discipline also prepares its major students for careers in teaching, law, government and other professions.

**Major (9 courses):** Students must take four courses in one area of concentration, three courses in a second area, and two in a third area. The three areas of concentration are American, Asian and European.

**Teaching Minor (6 courses):** Two courses in each area of concentration.

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.

Students may use CLEP examination credit to fulfill their major requirements as follows: one course credit in Western Civilization (Hs 111) and one course credit in American History (Hs 116).

### 111 GS7 History of Western Civilization

Milestones of history drawn from various movements of a political, social, religious, economic, intellectual, and cultural nature that have marked the development of Western civilization from antiquity to the present. Each semester.

### 116 GS6 History of the American Nation

A brief survey of the political, economic, diplomatic, and social developments in the United States from the first English colonies to the present. Each semester.

### 122 GS7V Modern East Asia

A survey of the major developments in China, Japan, Korea and Vietnam during the nineteenth and twentieth centuries. Topics include modernization, the reaction to the West, nationalism, communism and postwar trends. Each semester.

### 227 Ancient Civilizations

A study of the social, political, and cultural features of ancient Mesopotamia, Egypt, Greece, and Rome to 500 A.D. First semester each year.

### 230 Medieval Civilization

A study of events and institutions from the fall of the Roman Empire until the Reformation, 500 to 1500 A.D. First semester each year.

### 240 History of Russia

A study of the social, political, cultural and economic features of Russia from the eighth to the twentieth century. Second semester each year.

### 250 Modern European History

A study of the transformation of European society since the sixteenth century, including the structure of institutions and modes of life inherited from the past. Emphasis on the impact of social, religious, technological, and cultural changes, the strains from two world wars, revolutions, and the rise and decline of the European nation-state. Second semester each year.

### 253 Colonial America

A study of the development of the American nation from the first arrival of Europeans through the American revolutionary era. First semester, alternate years.

### 254 American Growth and Conflict

A study of the early national period, westward expansion and sectionalism, the Civil War and Reconstruction. Second semester, alternate years.

### 255 The Rise of Modern America

A study of American industrialization, imperialism, and reform from the end of Reconstruction to the end of the first World War. First semester, alternate years.

### 256 Twentieth Century America

A study of America's return to "normalcy" in the Twenties, the Depression and New Deal, World War II and the period after it. Second semester, alternate years.

**260 Traditional East Asia**

The institutions, society, politics, literature, culture and philosophies of China, Japan and Korea from their beginnings to about 1800. First semester, alternate years.

**261 Modern China**

A study of the decline of traditional institutions and values and the rise of revolution in Republican China to 1949. First semester, alternate years.

**262 Modern Japan and Korea**

A study of Japan and Korea during the past two centuries. Topics include reaction to the West, liberalism, militarism and ultranationalism, and postwar democratic institutions. Second semester, alternate years.

**263 Communism in China**

A seminar which examines communism from its beginnings in 1921 and includes the rise of Mao, ideological development, foreign policy, relations with the United States, the Great Leap Forward, the Cultural Revolution, and post-Mao China. Emphasis is on developments after 1949. Prerequisites: Hs 122 or Hs 261 or consent. Second semester, alternate years.

**301 Western Intellectual and Cultural History**

Historical analysis of the cultural and intellectual development from its Egyptian, Greek, and Roman origins to modern times. At intervals.

**305 Topics in History**

A course taught at intervals by a member of the staff, dealing with a topic in American, European, or Asian 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.

**490 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 staff member.

**Modern Foreign Languages**

**Content and Objectives:** The modern foreign language disciplines offer courses in foreign languages and literatures which may lead to majors in French and Spanish or to minors in French, Spanish and German. 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 courses in literature and civilization, in the respective language for majors and in English for general students. These courses acquaint students with the literary masterpieces of the language and the civilizations that have produced them.

Studies in modern 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 modern foreign language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; and enable students to meet the foreign language requirements of graduate programs in foreign languages and comparative literature.

**Major (7 courses beyond 300):** Major programs are offered in French and Spanish. Seven courses above 300 constitute a major. French must include 328, 365 and 375. Spanish must include 328, 375, 385 and 390.

Laboratory sessions are an integral part of the courses up to and including 225. Attendance is obligatory.

The following cognate courses are highly recommended for language studies:

- Hs 111 History of Western Civilization
- Po 250 International Relations
- Po 365 European Governments
- Sc 111 Cultural Anthropology

Translation courses numbered 226 through 299 do not fulfill major requirements. All other courses except 101 are conducted entirely in the foreign language and require active use of the language.

**Minor (2 courses beyond 300):** Teaching minors are offered in French, Spanish and German. Two courses above 300 constitute a minor. For French these courses are 365 and 375; for German 375 and 390; for Spanish 375 and 385.

# 42 Modern Foreign Languages

**IBLAS Major:** In cooperation with Business Administration, there is a major program in International Business and Language Area Studies. See page 66 for details.

**Advanced Placement:** Students who have had at least two years of language instruction and who wish to enroll in language courses at St. Norbert College must take the CLEP exam prior to first registration. Those who pass will be awarded the appropriate college credit based on pre-established norms.

Students who have had three or more years of language instruction with a B (85) average may not take language 101 for credit at St. Norbert College; if such students do not pass the advanced placement exam they must demonstrate language skills at the 101 level before registering for language 102.

## French (FR)

### Language Courses:

#### 101 GS7 Elementary French

For students without previous training in the language. Four class periods of intensive drill in the aural-oral method with two laboratory drills per week as part of the lesson in grammar, pronunciation and conversation. First semester each year.

#### 102 GS7 Elementary French

Continuation of Fr 101. Prerequisite: Fr 101. Second semester each year.

#### 201 GS7 Intermediate French

Short, basic readings, conversation, and grammar. Four class periods and two lab periods per week. Prerequisite: Fr 102. First semester each year.

#### 225 Intermediate Reading, Conversation and Composition

A continuation of 201 with emphasis on developing facility in oral and written expression. Prerequisite: Fr 201. Second semester each year.

## Literature and Culture (In English)

#### 230 Modern French Drama

An introduction to modern French drama followed by a thematic study of the masterpieces of the great modern French playwrights: Giraudoux, Anouilh, Beckett, and Ionesco.

#### 251 Contemporary French Novel

A critical study of select major French novelists of the twentieth century: Saint-Exupery, Malraux, Sartre, Camus.

### Advanced Courses in Civilization, Language and Literature:

#### 325 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: Fr 225 or consent.

#### 328 Classicism

A study of the thought and literary movements of the seventeenth century, as seen in the works of authors such as Corneille, Racine, Moliere, Pascal, la Rochefoucauld. Prerequisite: Fr 225 or consent. First semester, alternate years.

#### 340 Modern French Theatre

An intensive study of the works and philosophy of such modern dramatists as Claudel, Montherlant, Giraudoux, Anouilh, Beckett, and Ionesco. Prerequisite: Fr 225 or consent. Second semester, alternate years.

#### 349 Nineteenth Century French Novel

A study of the major trends in the French novel: romanticism, realism, naturalism based on the novels of Chateaubriand, Balzac, Stendhal, Flaubert and Zola. Prerequisite: Fr 225 or consent. First semester, alternate years.

#### 350 Modern French Novel

A critical study of the major French novelists of the twentieth century: Proust, Gide, Saint-Exupery, Malraux, Mauriac, Camus, Robbe-Grillet. Prerequisite: Fr 225 or consent. Second semester, alternate years.

#### 355 The Romantic Period

A study of the romantic movement in France with emphasis on prose, poetry and drama. Analysis of such authors as Chateaubriand, Hugo, Lamartine, Vigny, Musset. Prerequisite: Fr 225 or consent. First semester, alternate years.

#### 360 Contemporary French Poetry--1850 to the Present

A study of French poetry from Baudelaire to the present. Prerequisite: Fr 225 or consent, at intervals.

**365 Advanced Conversation**

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: Fr 225 or consent. Second semester.

**375 French Civilization**

A background of history, art, and institutions as an aid to the understanding of the principal movements in French literature and thought, and to appreciate the French people. Prerequisite: Fr 225 or consent. Second semester, alternate years.

**490 Independent Study**

For upper level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers, and examination. Prerequisite: At least two courses above Fr 225 or consent.

**German (GR)****Language Courses:****101 GS7 Elementary German**

For students with no previous training in the language. A careful drill in pronunciation and grammar, with written exercises, reading, dictation, and conversational drills. Four class periods and two laboratory periods per week. First semester each year.

**102 GS7 Elementary German**

Continuation of Gr 101. Prerequisite: Gr 101. Second semester each year.

**201 GS7 Intermediate German**

Short, basic readings, conversation, and grammar. Four class periods and two lab periods per week. Prerequisite: Gr 102.

**225 Intermediate Readings, Conversation and Composition**

A continuation of 201 with emphasis on developing facility in oral and written expression. Prerequisite: Gr 201. Second semester each year.

**Advanced Courses in Civilization, Language and Literature:****375 German Civilization**

Through extensive German language readings this course acquaints students with the cultures of German speaking nations. German history, society, and political institutions as well as literature and art are explored in depth. Prerequisite: Gr 225 or consent.

**390 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. Prerequisite: Gr 225 or consent.

**490 Independent Study**

For upper level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers, and examination. Prerequisite: At least two courses above Gr 225 or consent.

**Russian (RU)****Literature and Culture (In English)****231 Nineteenth Century Russian Fiction**

Readings include the fiction of major pre-Soviet authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Concurrently with the literary studies, students will examine the history of the period to gain an appreciation of the relationship of the fiction to the times in which it was written. (In translation).

**232 GS7V Soviet Literature and Culture**

This course explores contemporary Russian culture and society through readings of Soviet Russian 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 Soviet Union and abroad, and contemporary Soviet society. Authors who may be treated include Sholokhov, Babel, Zoshchenko, Solzhenitsyn, Bukovsky, Voinovich, Pasternak and Brodsky.

# 44 Modern Foreign Languages

## Spanish (SN)

### Language Courses:

#### 101 GS7 Elementary Spanish

Work in Spanish grammar, pronunciation and conversational skills for students without previous training in the language. Four class periods of intensive drill, with two laboratory sessions per week. First semester each year.

#### 102 GS7 Elementary Spanish

Continuation of Sn 101. Prerequisite: Sn 101. Second semester each year.

#### 201 GS7 Intermediate Spanish

Reinforcement of basic grammatical structures; enrichment of vocabulary and idiomatic expression in conversation and composition. Introduction to literature. Prerequisite: Sn 102. First semester each year.

#### 225 Intermediate Readings, Conversation and Composition

A continuation of Sn 201 with emphasis on developing facility in oral and written expression. Prerequisite: Sn 201. Second semester each year.

### Literature and Culture (In English):

#### 240 GS7V Contemporary Latin American Literature and Culture

An introduction to Latin American literature in its cultural context. Discussion and analysis of significant literary works and of historical and cultural issues that affect Latin American writing today. Will include such writers as Machado de Assis, Borges, Garcia Marquez, Carpentier, Fuentes, Cortazar, Paz.

#### 251 Contemporary Dimensions of *Don Quixote*

A study of the literary masterpiece itself, the myth, and its dimensions as reflected in the interpretations of present day writers like Unamuno and Ortega y Gasset.

#### 252 Contemporary Spanish Literature

A study of modern Spanish literature including prose, poetry, and theatre. Emphasis on the generation of '98. Attention given to the historical background as a context for the literature.

#### 255 GS7 Spanish Life and Culture

Panoramic view of the artistic and literary expression of the Spanish culture through the centuries. Special emphasis is given to the environment and the style of daily life as it is reflected in the classics, in order to ultimately arrive at an understanding of the circumstances, beliefs, problems, assumptions and ideals that gave character to the culture and shaped its historical development.

### Advanced Courses in Civilization, Language and Literature:

All 300 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.

#### 325 Special Topics

A course allowing staff and students to explore together topics of special interest. The course may be taken more than once for credit if the topic is different. Prerequisite: Sn 225 or consent.

#### 328 Golden Age of Spanish Literature

A threefold study of the masterpieces of the sixteenth and seventeenth centuries; their literary form and language, their major themes and their historical background. Included are Lazarillo de Tormes, chronicles of the explorers; the poets Garcilaso de la Vega, Fray Luis de Leon, San Juan de la Cruz, Santa Teresa and Gongora; the dramatists Lope de Vega, Tirso de Molina and Calderon; and multi-faceted authors such as Quevedo and Cervantes. Prerequisite: Sn 225 or consent. First semester, alternate years.

#### 340 Eighteenth and Nineteenth Century Spanish Literature

An exploration of the masterpieces of romanticism and realism, including such writers as Larra, Zorrilla, Espronceda, Becquer, Clarin, Valera, Galdos. Prerequisite: Sn 225 or consent. At intervals.

#### 350 Contemporary Spanish Literature

Literature of the Spanish Civil War and after. Authors such as Cela, Sender, Ayala, Sanchez Ferlosio, Santos, Aldecoa, Alexandre, Damaso Alonso, Buero Vallejo and others who play an important role in contemporary letters. Prerequisite: Sn 225 or consent. Second semester, alternate years.

### 357 Modernism and the Generation of '98

Study of the renaissance of arts and letters in Spanish during the first four decades of the 20th century. Emphasis is given to new styles in artistic expression and to writers' explorations of their cultural tradition and political experience. Authors studied include Unamuno, Ortega y Gasset, Baroja, Valle Inclan, Lorca, Benavente, Jimenez, among others. Prerequisite: Sn 225 or consent. Second semester, alternate years.

### 375 Spanish Civilization

Introduction to history, art and ways of life, as an aid to understanding the attitudes and values of the Spanish people and their culture. Prerequisite: Sn 225 or consent. First semester alternate years.

### 380 Early Spanish American Literature

A general study of prose, poetry and theatre from the colonial period up to modernism. Writers who may be treated include Garcilaso de la Vega, Sor Juana, Sarmiento, Lizardi, Hernandez, Palma. Prerequisite: Sn 225 or consent. At intervals.

### 382 20th Century Spanish American Poetry

A study of the modern poets of Latin America, and the literary and cultural trends of their time. Authors who may be treated include

Dario, Mistral, Neruda, Vallejo, Borges, Paz, Cardenal, Guillen. Prerequisite: Sn 225 or consent. Second semester, alternate years.

### 385 Spanish American Civilization

An introduction to Spanish America through readings in history and culture. Prerequisite: Sn 225 or consent. First semester, alternate years.

### 387 20th Century Spanish American Prose

Introduction to the Spanish American novel and short story. Writers to be considered may include Quiroga, Azuela, Asturias, Carpentier, Borges, Garcia Marquez, Rulfo, Fuentes, Cortazar. Prerequisite: Sn 225 or consent. First semester, alternate years.

### 390 Advanced Grammar and Composition

Review of Spanish grammatical structures, syntax and idioms through drills in composition. Emphasis on developing facility in written and oral expression. Prerequisite: Sn 225 or consent. Second semester, alternate years.

### 490 Independent Study

For upper level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers, and examination. Prerequisite: At least two courses above 225 or consent.



# 46 Music (MU)

## Music (MU)

**Content and Objectives:** The music discipline offers a curriculum which prepares its major students for careers in teaching and/or music performance. It also provides an opportunity for all St. Norbert students to enrich their musical understanding and sensitivity through courses in music appreciation and history, and through performance in the college ensembles. Music is considered not simply as a skill to be mastered, but more deeply as an expression of the feelings, values, and convictions found throughout the various periods of human culture. Its study and performance can lead to an awareness of one's own values as compared to those of the past.

**Major (13-14):** Mu H60 or H64, H90, H91, H92, H93, 167, 168, 267, 270, 370, 371 and eight semesters of applied music (or seven semesters of applied music and Mu 420). Piano majors must also take Mu 220.

**Music Education Major (12-13½):** Mu H90, H91, H92, H93, 167, 168, 267, 270, 370, 371, seven semesters of applied music, at least four of which must be in the same area. Certification for voice and piano majors must also include H60 and education courses. Certification for instrumental majors includes H62, H63, H64, H65 and education courses.

Listings with an "O" prefix designate ensembles.

Specific information and further requirements for the student majoring in music can be found in the Music Department "Bulletins" available in the music office in Abbot Pennings Hall of Fine Arts.

### Non-major courses:

#### 176 GS5 Music Appreciation

Designed for 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. Each semester.

#### 180 Twentieth Century Music

Based predominantly on listening to sounds of the twentieth century, including electronic music, chance composition, jazz; includes ap-

praisal of music's place among other arts and of the role of the composer in modern society. Second semester, alternate years.

#### 185 Musical Theatre in America

Examines the most important musical comedies of recent years and the contributions of each to the development of contemporary musical theatre. Each work will be studied along its original literary source. Audio and visual media will be used. Principally for non-music majors, and to provide interested students with an awareness of the literary and dramatic structure of the musicals discussed.

### Major courses:

#### H10, 11, 12, 13, 14, 15, 16, 17

##### Voice

A half course consisting of one lesson per week and participation in voice class. Lesson material is designed to give students a foundation in performance techniques. H15 and H17 culminate in recital performance. Prerequisite: audition and consent of instructor. Each semester.

#### H20, 21, 22, 23, 24, 25, 26, 27

##### Piano

**H20-23** The first four semesters will concentrate primarily on developing technical facility and acquaintance with the various styles in keyboard literature.

**H24-27** Semesters five through eight will concentrate primarily on preparing specific selections for performance. For keyboard performance majors, and piano pedagogy majors. Mu H25 will culminate in a recital performance of at least one-half a program and Mu H27 will culminate in a full recital. For music education majors with a concentration in piano, Mu H27 will culminate in a recital performance of at least one-half a program. Prerequisite: audition. Each semester.

#### H30, 31, 32, 33, 34, 35, 36, 37

##### Brass

One lesson per week in a brass instrument and participation in an applied class. Lesson material is designed to give students a solid foundation in the technique of performance, and to solve problems of teaching. The course culminates in a recital. Prerequisite: audition. Each semester.

**H40, 41, 42, 43, 44, 45, 46, 47****Woodwinds**

One lesson per week in a woodwind instrument. Lesson material is designed to give students a solid foundation in the area of performance, literature, and pedagogy. Prerequisite: audition. Each semester.

**H50, 51, 52, 53, 54, 55, 56, 57****Organ**

One lesson per week. Lesson material is designed to the needs of the student and culminates in a senior recital performance. Prerequisite: piano technique, two- and three-part inventions, Bach. Each semester.

**H60 Choral Conducting**

Baton technique and the study of choral conducting problems. Students will apply acquired conducting skills in a laboratory situation. Required of vocal education majors. Prerequisite: sophomore standing. First semester, alternate years.

**H62 Woodwind Methods**

Basic principles of playing and teaching woodwind instruments. Reed adjustment is part of the course. Prerequisite: sophomore standing. First semester.

**H63 String Methods**

Basic principles of playing and teaching string instruments. Required of all instrumental majors. Prerequisite: sophomore standing. Second semester, alternate years.

**H64 Instrumental Conducting**

Baton techniques and conducting problems utilizing a cross section of instrumental music from all periods of music. All students practice with live performers and are video-taped. Prerequisite: sophomore standing. Second semester.

**H65 Brass and Percussion Methods**

Basic principles of playing and teaching all brass and percussion instruments. Required for all instrumental majors. Prerequisite: sophomore standing. Second semester, alternate years.

**H67 Swing Choir Technique**

The course will study the technique of swing choir performance. Methods of choreography and vocal arranging for swing choir will be dealt with in depth. The class is designed to prepare students for teaching swing choir in junior and senior high school. First semester, alternate years.

**H70 Orchestration**

A study of the instruments of the concert band and orchestra, their tonal characteristics and transpositions. Assignments involve scoring for orchestra and concert band. The scores will then be performed. Class work includes score analysis and listening. Prerequisite: H72 recommended. Second semester each year.

**H72 Counterpoint**

The course concentrates on developing an understanding of 18th century counterpoint through extensive analysis of the keyboard works of J.S. Bach and a limited amount of original composition.

**H80, 81, 82, 83, 84, 85, 86, 87****Applied Music**

A series of half courses in those instruments for which applied lessons are not available from the St. Norbert College faculty. Students who study an instrument with private teachers may apply for college credit by performing at appropriate levels before a jury of college music faculty. Mu H85 and H87 culminate in recital performances. By arrangement only.

**H90 Ensemble I****H91 Ensemble II****H92 Ensemble III****H93 Ensemble IV****H94 Ensemble V****H95 Ensemble VI****H96 Ensemble VII****H97 Ensemble VIII**

An ensemble course is completed after students have successfully participated in two semesters of any combination of ensemble activity; participation may be engaged in concurrently. All ensembles are taken on a pass/fail basis. Students must register for all ensembles according to the following scheme:

**013 Oratorio Choir****014 Concert Band****015 Chamber Singers****016 Opera Workshop****018 Brass Ensemble****019 Accompanying****020 Swinging Knights****021 Jazz Band****022 Woodwind Ensemble****023 Flute Choir**



# 48 Music (MU)

## 167 Comprehensive Musicianship I

Students are introduced to clefs, major and minor scales, rest and active tones within the scales, intervals, rhythms, note values and chord construction. The use of non-harmonic tones is studied along with two part counterpoint. Modulation is introduced. Ear training, rhythmic and melodic sight reading and keyboard work will be stressed. First semester each year.

## 168 Comprehensive Musicianship II

Using Comprehensive Musicianship I as a foundation, this course covers the writing of all diatonic triads in their inversions, the use of non-harmonic tones, and the dominant seventh chord in root position and its inversions. The student will study triad part writing in root position. Ear training, rhythmic and melodic sight reading and keyboard work are continued. Prerequisite: Mu 167. Second semester, each year.

## 220 Piano Pedagogy

The subject matter is taught in the following sequence:

**Unit I** — The theories of teaching as applied to teaching piano.

**Unit II** — Establishing efficient practice procedures.

**Unit III** — Technical analysis of the playing mechanism; analysis of technical requirements of any piece and how to meet same, and determining a logical technical development for a student, based on individual characteristics.

**Unit IV** — Survey, evaluation, and procedure for selection of teaching materials.

Prerequisite: sophomore standing. First semester each year.

## 221 Practicum in Piano Pedagogy

Designed to give students who have completed Mu 220 experience in the practical application of concepts and materials studied in that course. Both private and class methods will be used. Prerequisite: Mu 220. Second semester each year.

## 267 Comprehensive Musicianship III

This course continues the investigation and application of modulation, expanding into chromaticism, secondary dominants, augmented sixth chords, the Neopolitan sixth, altered chords, and the relationships between harmony and form. Part-writing, analysis, melodic sight reading, ear training and keyboard will be utilized in developing understanding of these elements. Prerequisite: Mu 168. First semester each year.

## 270 Music History and Literature I:

The course covers the development of Western music from ancient times through the Middle Ages and Renaissance, into the Baroque Period. (Formerly Mu 172.) Prerequisite: Sophomore standing. First semester each year.

## 330 Approaches to Analysis

Begins with the Baroque period and encompasses the evolution of tonality and its analysis through twentieth century compositions. Includes standard procedures of analysis as well as how to develop investigative procedures for music not falling into standard or traditional forms, such as much twentieth century music. Prerequisite: Mu 267 and consent of instructor. First semester, alternate years.

## 370 Music History and Literature II

The course, a continuation of Mu 270, traces the development of music from the Baroque Period through the Classical Period and the music of Beethoven. Particular emphasis is placed on the evolution of opera, sonata form, and the Classical symphony. (Formerly Mu 272.) Prerequisite: Sophomore standing. Second semester each year.

## 371 Music History and Literature III

A continuation of Mu 370, this course examines the musical developments of the Romantic Period and music styles and literature of the Twentieth Century. (Formerly Mu 273.) Prerequisite: Sophomore standing. First semester each year.

## 372 Topics in Music History

The study of particular literature or specified era or style in music history. The topic will be specified each time in the course listings. Prerequisite: junior standing; Mu 270, 370 and 371.

## 420 Honors Recital

A full recital for exceptional students in performance contingent upon completion of junior and senior recitals, and audition before the entire music faculty, resulting in an automatic waiver of the eighth applied half-course during that semester. Prerequisite: consent.

## 490 Tutorial Studies

Subjects of special interest, selected by the student with faculty approval. Prerequisite: senior standing. Each semester.

## Philosophy (PL)

**Content and Objectives:** The primary value of philosophy lies in the realm of personal development. Its study brings students to an understanding of fundamental questions of human existence. Philosophers are fond of quoting Socrates' dictum that "The unexamined life is not worth living." The business of philosophy is to undertake such an examination. In this role it is an intensively human and humanizing activity insofar as it examines the problems that are peculiar to humans as human. The personal enrichment resulting from the study of philosophy also includes the development of qualities of mind often grouped under the general name of "critical thinking," e.g., the ability to follow an argument, to see its implications, to detect its implicit premises.

In addition to the values intrinsic to the study of philosophy, it also serves to complement study in other fields. Students of history interested in the ancient period or modern period would considerably enhance their understanding of those times through taking the appropriate philosophy course. Similarly, students of American literature would profit from an American philosophy course. The same is true of many other areas of study.

**Major (8 courses):** Either PL 110 or PL 213; PL 230; either PL 280 or 304; PL 490; five electives.

DH 212 may be taken as one of the electives.

PO 210, 225, and 230 may be counted as PL courses.

DH 212 does not count toward fulfillment of the school's general RS/PL requirement.

### 110 GS2 Ancient Greek Philosophy

An examination of the first nine centuries of Western philosophy--from Thales (sixth century B.C.) to Plotinus (third century A.D.) with particular emphasis on the nature of man. Each semester.

### 120 GS2 Philosophy of Human Nature

An inquiry into some of the traditional and contemporary questions about human nature and the human condition. Each semester.

### 150 Philosophy of Aquinas

A study of the man, his philosophy, and his enduring contribution, with particular emphasis on the nature of man. Each semester.

### 201 Metaphysics

An investigation of some of the leading notions of the metaphysics of Aquinas: being, causality, analogy, God, unity, truth, goodness, and beauty. Second semester, alternate years.

### 213 Medieval Philosophy

History of philosophy from Augustine (fourth century A.D.) to Ockham (fourteenth century A.D.). Second semester, alternate years.

### 218 Philosophy of Religion

Philosophy of religion is the rational assessment of religious beliefs and concepts and of arguments used in their support. The focal point of this course is a consideration of contemporary challenges to belief in God and of the various responses to this challenge in defense of religious belief. Prerequisite: one course in RS or PL or sophomore standing. First semester each year.

### 225 Topics in Philosophy

This course concentrates on a single topic pertinent to the current needs and interests of the students. The topics covered will vary from semester to semester and will be announced in the course listings each time the course is offered.

### 230 Modern Philosophy

A study of the major movements in European philosophy from the seventeenth century through the nineteenth century, with particular attention to the relationship of these movements to scientific and religious thought. Each year.

# 50 Philosophy (PL)

## 240 Political Philosophy

A philosophical investigation of basic political problems: the state, government, law, civil and international law, war and peace, church and state. Second semester, alternate years.

## 280 Existentialism

A study of the development of twentieth century European existentialism. Principal figures studied are Sartre, Marcel, Jaspers, and Heidegger. Prerequisite: one course in philosophy. Second semester each year.

## 304 Contemporary Philosophy

A study of three major movements in philosophy in this century—pragmatism, existentialism, and analytic philosophy—with particular attention given to American pragmatism. Prerequisite: one course in philosophy. Each year.

## 316 Ethics

This course, an inquiry into the philosophy of morality, has two objectives: a) to acquaint students with the perspectives and problems of a philosophical approach to morality in our time; and b) to help develop personal sensitivity to the elements involved in ethical choices. Prerequisite: one course in PL or consent. Each year.

## 320 Business Ethics

This course studies the problems and perspectives of morality in economic life, and seeks to develop moral sensitivity in the making of decisions in a business context. Prerequisite: junior standing. Each year.

## 490 Independent Study

A course allowing staff and students to explore together topics of special interest in the area of philosophy.

## Religious Studies (RS)

**Content and Objectives:** As a major program, religious studies seeks to ground student undergraduate majors in theological method, providing them with the opportunity to develop a critical awareness in dealing with theological and religious problems. The discipline also offers courses intended to bring non-major students to a critical awareness of the problem of religious faith and to acquaint them with various theologies and religions and their impact on human life. In all its offerings, the discipline attempts to confront students with those ultimate issues which are everyone's constant companions and to have them considered critically from the viewpoint of revelation.

The religious experience is an integrative one; it requires the consideration of persons and their development within a large framework of reference. Therefore, the program is divided into four principal areas of study, defined not by traditional content, but by the use and development of specific methodological and analytical tools. These areas illustrate four perspectives in the study of religion as a human phenomenon, namely the literary, theological, historical and ethical.

### Major (10 courses):

**Required courses:** RS 106, 114, 320, 332, 460 and either PI 218, Sc 216 or ID 206.

**Elective courses:** Four RS courses, at least two of which must be from among the following: RS 205, 242, 245, 316, 348.

### Religious Studies Associate of Arts Degree:

An Associate of Arts degree is also available in religious studies. This degree seeks to give a theological basis, especially to qualified adults who are interested in learning about theology and its impact on today's world. The degree should be especially helpful for lay people involved in parish or mission apostolates, parish coordinators, and members of liturgical commissions.

**The Concentration:** Eight courses in Religious Studies, all courses to be chosen in consultation with an academic advisor.

**Catechetics Associate of Arts Degree:** The AA degree in catechetics seeks to prepare teachers for work in school catechetical instruction programs, to work with CCD programs, and to provide the necessary

background for work with boards of education in parishes and on a diocesan level.

**The Concentration:** Six courses in religious studies, plus two courses in education, all courses to be chosen in consultation with an academic advisor.

### 106 GSI Introduction to the Bible

This course provides an introduction to the literature of the Judaeo-Christian tradition. It will include a study of modern critical methods including source criticism, form criticism, and redaction criticism as they relate to this literature. There will be a special emphasis on the theological themes. Each semester.

### 114 GSI-V Perspectives on Faith

A study of the dynamic process by which the Judaeo-Christian community moves from religious experience to the formulation and articulation of its beliefs; attention will be given to the critical and dialectical situations which compelled the community to develop new modes of understanding. Each semester.

### 121 GS6-V 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. (Formerly RS 211.) First semester, each year.

### 205 Topics in Scripture

Critically examines scriptural themes and genres; may also concentrate on one or more biblical authors or works. (Formerly RS 321.) Prerequisite: RS 106. Second semester, alternate years.

### 242 Sacraments: Encounters with God

A study of the sacramental and symbolic life of the Catholic Church as a pathway for our relationship with and growth into the presence of the Father, Son and Holy Spirit. Prerequisite: RS 106 or 114. Second semester, alternate years.

### 245 Contemporary Catholicism

A study of today's Roman Catholic tradition with an emphasis on central theological themes and current issues in debate. Prerequisite: RS 114. First semester, alternate years.

## 52 Religious Studies

### 312 Why the Church?

Why is Christianity essentially a social experience? What makes for strong fellowship and faith community? Studied in the light of Vatican II and its search for the meaning and nature of the Church. Models and images helpful for the 80's. Second semester, each year.

### 316 Who is Jesus?

An attempt to answer the biblical question "And who do you say that I am?"--a central issue of theology. Looking at today's answers formulated in continuity with scripture and tradition but shaped in the light of contemporary culture and experience. Prerequisite: Junior standing. First semester, alternate years.

### 320 The Christian Tradition

Studies the history of Christianity in social and cultural context, accenting major figures, movements, and issues in the development of Christian thought and practice. (Formerly RS 214.) Second semester, each year.

### 332 Christian Ethics

Seeks to bring sensitivity and method to discovering human values in the light and context of the Judaeo-Christian experience. Theory and application to selected issues. (Formerly RS 113.) First semester, each year.

### 334 Ethics and Society

Explores one or more areas of contemporary concern, such as human rights, justice and peace. Second semester, each year.

### 342 Oriental Religions

A study of eastern religions through the media of their scripture and other religious documents. (Formerly RS 107.) First semester, each year.

### 344 Critical Issues in Religion

An in-depth approach to one or more major issues confronting contemporary religion. Topics, which will change from semester to semester, include social, ethical, theological and cultural concerns. First semester, each year.

### 346 Christian Autobiography

A focus on Christian biographies and autobiographies as classic expressions of conversion, exploration and integration of Christianity and personal existence. Prerequisite: Junior standing. Second semester.

### 348 Global Theology

A concentration on the challenges to European and American theology by the Churches of the Second and Third Worlds. Focus will be on differing approaches to church, the relationship of church to society, and the cultural issues which determine the theological agenda. Prerequisite: Junior standing. Second semester, alternate years.

### 355 Prayer and Spirituality

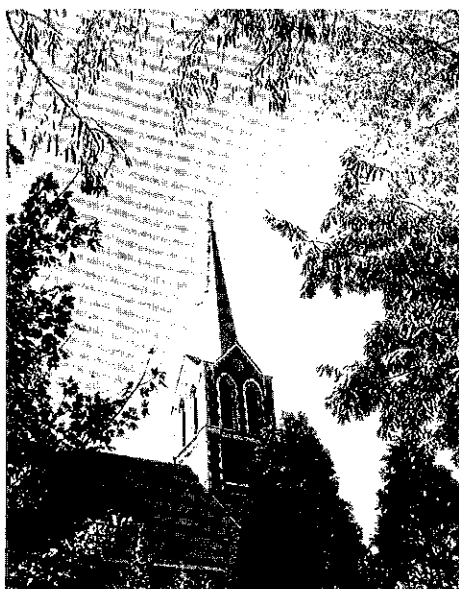
An emphasis on the theory and practice of prayer as the foundation for spiritual life; a survey of the history of spirituality will enhance and deepen this spiritual journey. First semester, each year.

### 460 Advanced Seminar

Offers junior and senior majors and minors the opportunity to engage in a research project on a special topic, theme or theologian. First semester, each year.

### 490 Independent Study

A course allowing staff and students to explore together topics of special interest.



## Division of Natural Sciences

Harold J. Baeten, Chairman

Within the context of a Liberal Arts College, the curricula in the various disciplines of the Division of Natural Sciences are designed to allow students to achieve confidence as self-educating persons. Through interaction with faculty and peers, students are able to identify and pursue their own personal goals.

The Division of Natural Sciences includes the disciplines of biology, chemistry, mathematics, and physics with major programs in each of these areas as well as the natural science major described below. In addition, programs are offered in medical technology and pre-professional areas such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy and other health related fields as well as pre-engineering. The division also offers computer science courses for science and non-science majors and divisional (DN) courses primarily for students not majoring in the sciences.

**Natural Science Major (15 courses):** Objectives of the major in natural sciences are: to allow pre-professional students to make their selection of courses based on the requirements of the professional school, and to serve those students interested in science without specific area commitments.

It is also the framework within which a student may emphasize a study of environmental science in such courses as DN 100, DN 105, DN 307, Bl 228, Ch 102, Ch 251.

A major in natural science (divisional major) consists of 15 courses in the division of Natural Sciences which meet the educational objectives of the student. In consultation with the student, the advisor shall approve the selection of 15 courses to provide a program with breadth and depth of study.

### Divisional Courses (DN)

#### 100 Man and Environment

A lecture and field course concentrating on man's present and future impact on the environment and a discussion of possible solutions to these problems. Topics include: general principles of ecology (as applied to human impact on the ecosystem), current food problems, mineral and energy resources, human population growth, man's contribution to air and water pollution, pesticide problems, and man's comparative position in the ecosystem. Primarily designed for non-science majors but open to all students.

#### 101 GS4 World Food Resources

A course of lectures, work exercises, field trips, and discussions concerned with man's basic nutritional demands. As a science course, emphasis will be on historical and contemporary technological contributions in food values, production, management, handling, and marketing.

#### 102 World Energy

A lecture-demonstration course concerned with the energy sources on which modern civilization depends. Content will be science oriented in: a) analysis of fossil fuels in a geological context; b) chemical and physical aspects of energy transformations commonly used; and, c) the influence of human technology on past, current, and future use and disuse of world energy stores.

#### 103 GS4 Science and Society

A lecture-discussion course focusing on an awareness of the nature of science and the role science plays in determining applications-technology. Emphasis will be placed on the rationale for individual opinions regarding science. Some general topics will be considered--methods, limitations, science, and politics. More specific topics in the course will depend on the background and interest of the instructor.

#### 104 History of Science

The development of science from the early Greek period to modern times will be covered. The primary emphasis will be on scientists as persons, analysis of certain contributions, and the significance of these in the development of scientific theories.

#### 105 GS4 Geology

A study of geological phenomena involved in the formation of the earth's surface and sub-surface features, the interrelationship of man and the geological environment, and the application of the science of geology to problems resulting from the ever more intense use of the materials of the earth's crust. The course includes lectures, discussions, laboratory and field trips.

#### DN 307 World Resource Conservation

A study emphasizing the principles, management techniques and the environmental impact of the following natural resources: soils and minerals, water, forests and parks, fish and wildlife.

## Medical Technology

Norbert J. Flanigan, Director.

**Content and Objectives:** The program is designed to meet the requirements of the American Society of Clinical Pathologists and the baccalaureate requirements of St. Norbert College. In addition, it satisfies the recommendations of concerned schools of medical technology.

**Major Requirements:** Three academic years of appropriate course work (24 courses) at St. Norbert, followed by one calendar year of internship at a school of medical technology approved by the medical technology profession.

The 24 courses include Ch 105, 107, 216, 311, and 350; BL 120, 121, 217, 350, 372 and 343, or 344, or 368; one or more mathematics courses depending on the student's background; CS 110, and additional science and non-science electives.

St. Norbert College is affiliated with four hospitals in Wisconsin which have schools of medical technology. The College can not assure students of acceptance by the hospitals. The selection of students remains with the hospital school. The hospitals and directing staff are:

St. Elizabeth, Appleton; Adjunct Professors: James W. Erchul, M.D.; Robert F. Cihak, MT (ASCP).

St. Mary's, Madison; Adjunct Professors: Dean M. Connors, M.D.; Thomas Olson, MT (ASCP).

St. Vincent, Green Bay; Adjunct Professors: Darrell P. Skarphol, M.D.; Ruth Bloy, MT (ASCP).

Theda Clark, Neenah; Adjunct Professors: H. Cullen Henshaw, M.D.; Thomas L. Pharmakis, M.Sc.

Students who complete the proper courses for the medical technology program, but major in a different area, must notify the program officers when applying to hospitals for admission to the internship.

## Academic Disciplines in the Division of Natural Sciences

### Biology (BL)

The biology program has five objectives: a) to provide liberal arts students with the opportunity to use scientific methods to appreciate the contributions of science and scientists to man's present and future welfare; b) to prepare students for positions in graduate school, government service, and industry; c) to prepare students for professional training in medicine, dentistry, medical technology, veterinary medicine, and other biologically-oriented disciplines; d) to provide content courses for prospective elementary and secondary school teachers; and e) to provide an environment for scientific inquiry.

**Major (13 courses):** BL 120 and 121 plus at least one course in each of the following five areas:

1. Environmental — BL 228, DN 100.
2. Morphological — BL 150, 215, 216, 217, 300, 374, 381.
3. Physiology — BL 371, 372.
4. Systematics — BL 337, 368, 376, 225, 355.
5. Heredity — BL 343, 344, 420.

At least three other biology courses are then taken as electives. BL 120 and 121 constitute the required core of the major program. When selecting electives, students should be oriented according to their interest and objectives.

Successful completion of general chemistry (Ch 105 and 107) and a course in organic chemistry is also required of all majors.

**Teaching Minor (6 courses):** BL 120, 121, 228 (fulfills conservation requirement); three electives.

**100 GS4 Human Biology**

A lecture, discussion, and demonstration course for non-science students. The primary emphasis will be on the structure and function of the human organism. Some objectives will be: to develop an appreciation for man's position in phylogeny; an awareness of one's own body as a functioning biological entity; an awareness of some current issues involving the application of the science of biology to man's present and future welfare. This course will not count in the biology major program. First semester each year.

**120 GS4 Bioscience I**

A lecture and laboratory study of living systems with particular emphasis on the molecular, cellular, and tissue levels of organization in both plants and animals. Genetic mechanisms and some aspects of development are included in the course. First semester each year.

**121 Bioscience II**

A lecture and laboratory study of living organisms. Representatives of both the animal and plant kingdom are considered in morphology, taxonomy, physiology, population dynamics, evolutionary history, and ecological relationships. Prerequisite: BL 120. Second semester each year.

**Note – BL 120 and 121 are considered an introductory sequence for biology majors and others such as pre-professional students who desire an emphasis in biological sciences. They are also recommended for non-science students since they include general information on the world of science, study the powers and limitations of the scientific method, give some historical perspectives, and help develop an awareness of science and technology as it affects present and future civilization.**

**150 Human Anatomy**

An introductory course, surveying the major systems of the human body. Kinesiology and function will be stressed. This course is designed for pre-nursing, physical education, and physical therapy students. It is not intended for pre-medical, pre-dental, or medical technology programs. Includes laboratory work.

**215 Biostructure of Vertebrates**

A laboratory and discussion course in the functional anatomy of the vertebrate line, tracing the history of the human body. Fulfills

the pre-medical and pre-dental recommendations for comparative anatomy. Prerequisite: BL 121. Each year.

**216 Mammalian Anatomy**

A laboratory and discussion course in the regional approach to the dissection of a representative mammal. Each student schedules the dissecting time and dissects a specimen independently. Unit exams are oral, providing a new and useful experience. Recommended for pre-medical, pre-dental, and physical therapy students. Prerequisite: BL 215 or consent.

**217 Animal Histology**

A laboratory, lecture, and discussion course in the study of basic tissues and representative organs of the mammal. Laboratory study is confined to light microscopy. Contributions to ultrastructure by electron microscopy and other techniques are considered. Recommended for pre-medical, pre-dental, and medical technology students. For the latter, an opportunity to study the cells which produce the normal and pathological substances which the technologist measures. Prerequisite: BL 121. Each year.

**225 Vertebrate Biology**

A lecture and laboratory course on natural history, taxonomy, and ecological relationships of vertebrate animals. Field collections, identification, and preservation of specimens will be an integral part of the course. Prerequisite: BL 121. Each year.

**228 Bioecology**

A lecture and laboratory course on the relationships of plants and animals to one another and to their physical environment. Field trips and laboratory work provide first-hand knowledge of organisms and their ecological significance in the De Pere area. Prerequisite: BL 121. Each year.

**300 Neurobiology**

A rare opportunity to study the human nervous system at the undergraduate level. The classic approach, investigating the limitations imposed by structure and development, is counterpointed by appreciation of the capacities and potential of the system. Consent only.



# 56 Biology (BL)

## 337 Entomology

A lecture and laboratory course in the morphology, classification, and physiology of insects. Field experience includes the assembling of a representative collection. Laboratory work includes establishment and maintenance of colonies for experimental studies. Prerequisite: BL 121.

## 343 Human Heredity

Discussion of the principles of heredity as applied to man and relevant implications of these. Prerequisite: BL 121. Each year.

## 344 Genetics

A lecture and laboratory course demonstrating and expanding the basic principles of the gene structure, gene action, and gene transmission. Prerequisite: BL 121. Each year.

## 350 Microbiology

An introduction to the theory and application of microbiology, including preparation of media, cultivation, and staining of organisms together with a study of their morphology and physiology. Prerequisite: BL 120. Each year.

## 355 Invertebrate Biology

A lecture and laboratory course concerned with identification, morphology, and bionomics of free living invertebrates (exclusive of the insects). Local fauna will be sampled via field trips. Phylogenetic relationships will be discussed. Prerequisite: BL 121.

## 360 Medical Microbiology

A lecture and laboratory course dealing with the interaction between microbial pathogens and the human host. Topics to be treated include the development and normal functioning of the immune system, allergic reactions, and autoimmune diseases. A survey of the important bacteriological, mycological and viral pathogens in terms of their mechanisms of disease production is also included.

## 368 Parasitology

A lecture and laboratory course in identification, life histories, and epidemiology of parasitic forms, with special reference to the parasites of man. Prerequisite: BL 121.

## 371 Cellular Physiology

A lecture and laboratory course concentrating on the structure and function of the cell as the basic unit of plant and animal organisms. Prerequisites: BL 121 and Ch 220.

## 372 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. Prerequisites: BL 121 and Organic Chemistry. Each year.

## 374 Plant Structure

Lectures and laboratory studies of the anatomy and morphology of vascular plants. Prerequisite: BL 121.

## 375 Lower Plants

An exercise in the classification, morphology, and life history of algae, bryophytes, and fungi. Some emphasis will be placed on cell types, function, and evolutionary trends. The course involves field and laboratory identification of fresh material. Important economic aspects of the groups are also considered. Prerequisite: BL 121.

## 376 Plant Systematics

A lecture, field, and laboratory study of the fundamentals of plant relationship, identification, and classification based on local flora and the extensive resources of the college herbarium. Prerequisite: BL 121.

## 381 Vertebrate Embryology

A lecture and laboratory course in developmental biology. A descriptive terminology for normal development of vertebrate classes is first established. Then, experimental techniques and causal relationships are considered. Fulfills the recommendation for pre-professional students. Prerequisite: BL 121.

## 420 Evolution

A lecture, reading, and discussion course concentrating on the development of the theory of evolution and its impact on humanity. The objective will be to integrate the students' knowledge of the biological sciences. Prerequisite: a knowledge of genetic mechanisms. Senior majors.

## 450 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 majors or consent of instructor.

**460 Biology Seminar**

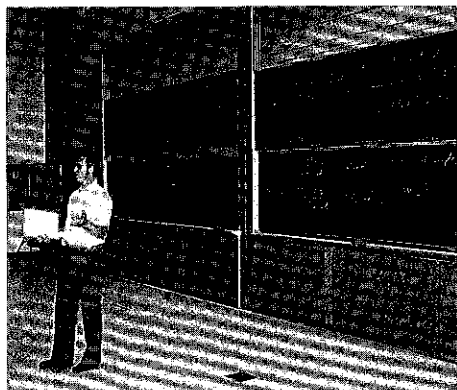
An in-depth study of biologically oriented topics in an area not usually covered by scheduled courses. Emphasis will be on current literature with student independent study and presentations. Prerequisite: BL 121.

**495 Independent Study**

A course offering 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. Prerequisite: Junior and senior majors or consent of instructor.

**499 Research and Thesis**

Original student laboratory and/or field research of a biological problem under faculty supervision terminating 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 prospective research director a written proposal of the project. The staff member then forms a committee which he 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 interdisciplinary). 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 work in public forum at a time set by his committee with his approval. Prerequisite: Biology major.

**Chemistry (CH)**

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; and to serve the other academic disciplines of the Natural Science Division as well as students from Social Sciences and Humanities.

**Major (13 courses):** Ch 105, 107, 220, 222, 311, 312, 330, 332, and 350.

Physics 104 and 105, Mt 131 and an appropriate computer course are also required.

Pre-medical chemistry majors may substitute an advanced biology course for one of the courses numbered above.

**Teaching Minor (6 courses):** Ch 105, 107, 216, 220, 311, and one other course in chemistry numbered above 200.

**100 GS4 Applications of Chemistry**

The 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.

**102 GS4 Environmental Chemistry**

This is a Lecture and Laboratory course designed to develop an awareness of the environment based on chemical concepts. It will include the involvement of inorganic, organic and biochemical entities and their interactions which affect ecological conditions.

**105 GS4 General Chemistry I**

A study of the basic principles, laws, and definitions of chemistry. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. It is possible for well prepared students to test out of this course. Four lectures and one scheduled laboratory per week. Prerequisite: knowledge of exponents and logarithms. First semester each year.

## 107 General Chemistry II

A continuation of the study of fundamental principles; emphasis will be on the study of ions in solution. Four lectures and one scheduled laboratory per week. Prerequisite: Ch 105 or consent. Second semester each year.

## 216 Organic Chemistry

The course includes a review of chemical fundamentals, reactions of organic functional groups, an introduction to spectroscopic methods of structure determination, and basic biochemistry. Selected synthesis and mechanisms are developed to the extent that students have a basic understanding of these areas. The course is designed for medical technologists and students in the life sciences for whom a one-semester course is desirable. Note: Ch 216 does not serve as a prerequisite for Ch 222. Prerequisite: Ch 107. Each year.

## 220 Organic Chemistry I

A study of the basic principles of organic chemistry. Topics include energy relationships, bonding theory, stereochemistry, synthesis, and reaction mechanisms. The laboratory work is designed to teach basic techniques necessary to both chemistry majors and students in the life sciences. Four lectures and one laboratory per week. Prerequisite: Ch 107. Each year.

## 222 Organic Chemistry II

A continuation of Ch 220 with emphasis on synthesis, mechanisms, structural and spectral properties of organic compounds. Four lectures and one laboratory per week. Prerequisite: Ch 220 or consent. Each year.

## 230 Biophysical Chemistry

This is a one semester course designed to serve preprofessional students in the health related sciences. The course presents the basics of physical chemistry without the usual heavy reliance on calculus and differential equations. A knowledge of algebra is recommended. Emphasis is on biological applications of physical methods. The course has an accompanying laboratory experience. Prerequisite: Ch 220 or 216.

## 251 Environmental Measurements

A laboratory course using the more simple procedures of environmental analysis. The course will require the collection and interpretation of data in written reports. Prerequisite: Ch 102.

## 300 Special Problems

Lecture, laboratory, and/or literature study of advanced chemistry. Consent.

## 305 Advanced Inorganic Chemistry

A study of structural and descriptive inorganic chemistry. Laboratory work will provide an introduction to various techniques employed in the preparation and study of inorganic compounds. Three lectures and one laboratory per week. Prerequisite: Consent of instructor.

## 310 Advanced Organic Chemistry

An in-depth study of synthesis, mechanisms, and spectral correlations of organic compounds. Prerequisite: Ch 222 or consent.

## 311 Quantitative Analysis

An introductory course in quantitative principles and techniques. Two lectures and two scheduled laboratories per week. Prerequisite: Ch 107. Each year.

## 312 Instrumental Analysis

This course should be of interest to anyone interested in any laboratory science. Consideration is given to spectrophotometric methods including atomic absorption, infrared, ultraviolet and visible. NMR, electroanalytical chemistry and chromatography are also covered. A weekly two hour laboratory experience is part of the course. The objectives of the course are to provide conceptual understanding of instruments and instrumental methods and to provide hands-on experience in the laboratory. The course has both qualitative and quantitative aspects. Prerequisite: Ch 107 and 311; Ch 216 or Ch 220 are strongly recommended.

## 330 Physical Chemistry

A course utilizing the mathematical approach and the laws of physics in the study of chemistry. Four lectures and one laboratory per week. Prerequisites: Ch 311, 222, calculus, computer science, physics, or consent.

## 332 Physical Chemistry

Continuation of Ch 330. Four lectures and one laboratory per week. Prerequisite: Ch 330 or consent.

## 350 Biochemistry

The chemistry of carbohydrates, proteins, lipids, vitamins, hormones, enzymes and nucleic acids. Lecture and laboratory. Prerequisites: Ch 216 or 220 and 311 or consent. Each year.

## 495 Introduction to Research

Independent study with consultation and evaluation by a chemistry staff member. Prerequisite: consent of instructor.

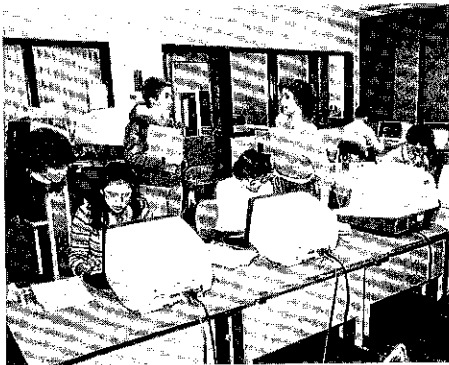
## Computer Science (CS)

**Content and Objectives:** The computer science program has three objectives: a) to offer students in all disciplines an opportunity to learn uses and limitations of a computer; b) to encourage student and faculty use of the computer; and c) to provide a foundation for students in computer science.

A computer science major is not offered; however, a student with a strong background in mathematics who takes the computer science and computer-oriented courses is able to obtain employment in data processing or enter a graduate program in computer science. A student interested in business data processing as a career is advised to take introductory business courses as well.

The computer center maintains two Prime 400 computer systems, one for administrative computing and one for academic computing. The academic system consists of one megabyte of virtual memory, 300 megabytes of disk storage, one line printer, one tape drive supporting a graphics terminal, multiple CRT's, and a classroom equipped for demonstration purposes. The computer center is open approximately ninety hours per week, to provide students with ready access to a terminal as desired. Student assistants are present whenever the computer center is open. The college also maintains one Apple II and two TRS-80 microcomputers, with disk operating systems and printers.

**Py 200, BA 340, Mt 310, 315 and 317 are also computer-oriented courses.**



### 100 GS8 Introduction to Computers and Data Processing

This course provides an introduction to computers and data processing for general education students so that they are able to understand how computers operate and how they are used. The course is designed to encourage students to evaluate the influence computer technology has, and will have, on the quality of life, and introduces some of the problems facing the profession and society because of rapid technological change. Students will work with a computer using the BASIC programming language. Prerequisite: Mt H02 or advanced algebra in high school. Each semester.

### 110 GS8 FORTRAN Programming and Applications

This course introduces the student to the FORTRAN-77 programming language emphasizing structured programming. FORTRAN is primarily used for scientific problem-solving, but it can be used for data processing applications as well. After a brief discussion of the nature, functions, and limitations of a digital computer, the role of a stored program in a digital computer is studied in detail. Problem definition, algorithm design, coding and testing, documentation, and applications are taught through classroom examples, practice exercises, and programming problems. Students will use a CRT and the computer's operating system to enter, store, edit, debug, and execute their programs. Prerequisite: Advanced algebra in high school or Mt H02. Each semester.

### 210 GS8 COBOL Programming and Applications

After a brief discussion of the hardware and software organization of a typical computer system, and the stored program concept, the student will develop the ability to read and write COBOL (Common Business-Oriented Language) programs to solve a variety of problems. Structured programming techniques are emphasized: problem definition; top-down design, using structure charts; coding using only the sequence, selection, and repetition structures; testing and debugging at a computer terminal; and documentation. Topics include: the IDENTIFICATION, ENVIRONMENT, DATA, and PROCEDURE divisions; input, output, data movement and manipulation, arithmetic, logical, and PERFORM instructions; report design and control break

# 60 Computer Science (CS)

logic; table processing; subprograms; file processing; and the COBOL SORT. Prerequisite: previous programming experience. Second semester.

## 220 GS8 Theory of Computing Machines

This course provides an introduction to the internal operations of digital computers and microcomputers. Assembly language programming, machine languages, binary representation and data and instructions, computer arithmetic, Boolean algebra and logic circuits, operating systems, virtual storage, software and hardware organization, program segmentation and linkage, addressing techniques, registers, subprograms, interrupt handling, I/O, file organization techniques. Prerequisite: CS 110 or CS 210.

## 320 Data Structures

A discussion of various methods of physically and logically representing data in a computer system, designing efficient algorithms (programs) for processing the information, and measuring the time and space requirements for the different representations and

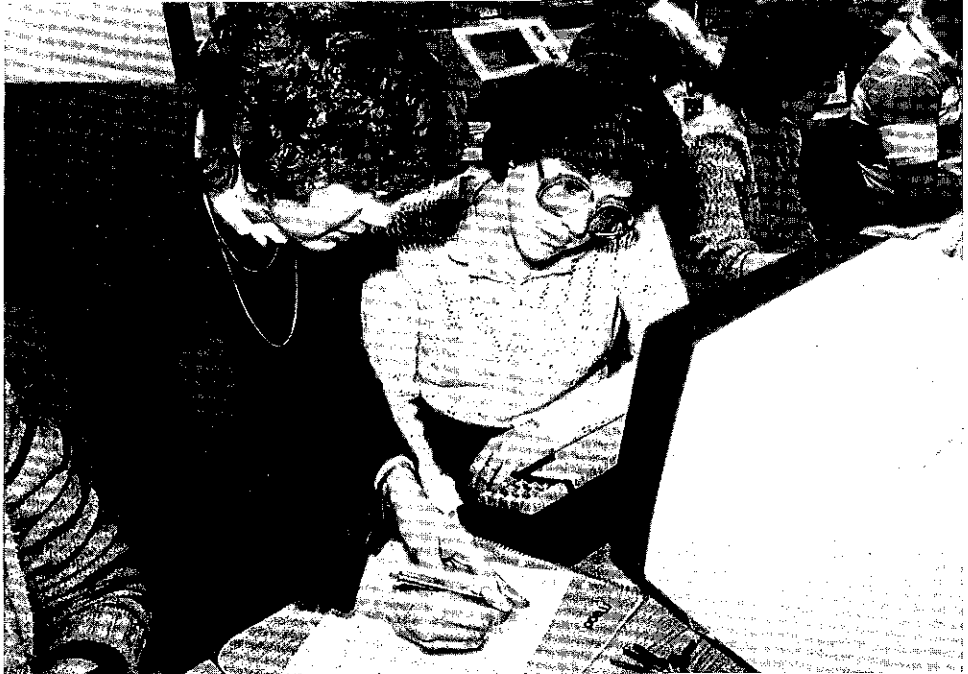
algorithms. Topics may include: arrays, stacks, queues, linked lists, dynamic allocation, memory management, strings, trees, graphs, sorting, search and update, recursion, sparse matrices, table files, and data base concepts. Selected examples will be implemented on the computer. Prerequisite: CS 110, Mt 131 (or Mt 124), and at least sophomore standing.

## 450 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 consent of the instructor.

## 495 Independent Study

A course offering 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 the faculty member and the student. Prerequisite: junior or senior standing, and consent of the instructor.



## Mathematics (MT)

The mathematics program has three objectives: a) to introduce students to the methodology of mathematics; b) to provide students of experimental science, education, economics, business administration and engineering with the mathematical competency required to these disciplines; and c) to train professional mathematicians for graduate school, teaching, or other careers.

**Major (10 courses):** CS 110, Mt 131 (or Mt 124), Mt 132, 233, 250, and at least five mathematics courses numbered 300 or above.

Transfer students majoring in mathematics must earn satisfactory credit in at least three mathematics courses at St. Norbert College which are 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.

**Teaching Major:** For secondary teaching, the program shall consist of CS 110, Mt 131 (or Mt 124), Mt 132, 233, 250, 306, 321, 350, and at least two other mathematics courses numbered 300 or above.

**Teaching Minor:** The program shall consist of CS 110, Mt 131 (or Mt 124), Mt 132, 250, 306 and 350.

### H02 Basic Algebra

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. Prerequisite: two years high school mathematics or consent. First semester each year.

### 114 GS8 Algebra and Finite Mathematics

Primarily intended for students not majoring in natural sciences, and for students planning to take Mt 124 or DS 224 but who need more preparation. Basic concepts of set theory, algebraic operations, functions, present value, matrices, systems of equations and probability. Prerequisite: advanced algebra in high school, or Mt H02, or consent. Note: Students may not receive credit for both Mt 114 and Mt 115. Each semester.

### 115 GS8 Pre-Calculus Mathematics

Primarily for students intending to take Mt 131 but who need more preparation. Basic concepts of set theory, algebraic operations, functions, systems of equations, exponents, logarithms, and trigonometry. Prerequisite: advanced algebra in high school, or Mt H02, or consent. Note: Students may not receive credit for both Mt 114 and Mt 115. First semester each year.

### 124 GS8 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, present value, differentiation and applications, integration and applications, functions of several variables. Prerequisite: four years of college preparatory math in high school or Mt 114 or Mt 115. Note: Students may not receive credit for both Mt 124 and Mt 131. Each semester.

### 131 GS8 Calculus and Analytic Geometry I

Pre-calculus mathematics will be presumed but reviewed as needed. Limits and continuity of functions; the derivative, its meaning, computation and applications; the definite integral, its meaning, computation and applications; the fundamental theorem of calculus. Prerequisite: four years of college preparatory math in high school, or Mt 114, or Mt 115, or consent. Note: Students may not receive credit for both Mt 124 and Mt 131. Each semester.

### 132 GS8 Calculus and Analytic Geometry II

Differentiation and integration of logarithmic, exponential and trigonometric functions; methods of integration; indeterminate forms and improper integrals; variables, separable differential equations, applications of integration; conics; polar coordinates, series. Prerequisite: Mt 131 or Mt 124. Each semester.

### 233 Calculus and Analytic Geometry III

Parametric equations, matrices and determinants; vectors and curves in two and three dimensional space; partial derivatives; multiple and line integrals; further applications of differentiation and integration. Prerequisite: Mt 132. Each semester.

### 250 Advanced Foundations of Mathematics

This course is intended to be a transition to abstract mathematics. Logic; the axiomatic

## 62 Mathematics (MT)

method and the nature of proof; sets; relations, functions and 1-1 correspondences; countability. Prerequisite: Mt 132 or consent. Second semester each year.

### 303 Linear Algebra

Vector spaces and inner product spaces, linear transformations, matrices and determinants, eigenvalue problems, rational and Jordan forms. Prerequisite: Mt 233 and Mt 250 or consent. Second semester each year.

### 306 Abstract Algebra

Rings and ideals, matrix rings, polynomial rings; the ring of integers, number theory, modular arithmetic, integral domains; fields; groups, cyclic groups, permutation groups, Lagrange's theorem. Prerequisite: Mt 250. First semester each year.

### 310 Differential Equations

Solutions and applications of ordinary differential equations of types including: variables separable, homogeneous coefficients, exact, linear, and non-linear. Includes introduction to differential operators, variation of parameter, Laplace transform, power series, and numerical solutions. Prerequisite: Mt 132. Second semester, alternate years.

### 315 Numerical Analysis

Algorithms and error analysis related to: approximations of roots of equations, systems of equations, numerical integration; solutions of ordinary differential equations, curve fitting and interpolation. Emphasis is placed on those methods most easily programmed for solution by means of digital computer. Prerequisite CS 110 and Mt 233. Second semester, alternate years.

### 317 Operations Research

Linear programming, transportation and decision theory models. Emphasis will be on applying these models to a wide variety of problems. Introduction to duality, sensitivity analysis, and parametric and integer programming. Prerequisite: junior standing and Mt 131 or Mt 124. First semester each year.

### 321 Probability and Statistics

Probability, discrete and continuous random variables, discrete and continuous distributions, statistical inference and sample statistics, hypothesis testing and selection of procedures, correlation and regression, analysis of variance. Prerequisite: Mt 233. Second semester, each year.

### 350 Modern Geometry

Postulational systems; Euclidean and non-Euclidean geometries; and the role of geometry in the history of mathematics. Prerequisite: Mt 250 or consent. Second semester, alternate years.

### 355 Introduction to Topology

Metric spaces and general topological spaces, separation properties, compactness, connectedness, convergence, completeness, continuous functions, homeomorphisms. Prerequisite: Mt 250. By special arrangement with a member of the mathematics staff.

### 373 Advanced Real Calculus

Introduction to the theory of functions of a real variable, topology, limits, continuity, differentiability, Riemann integral, sequences and series, functions of several real variables. Prerequisite: Mt 233 and Mt 250. First semester, alternate years.

### 376 Introduction to Analytic Functions

Elementary functions of a complex variable, differentiation, topology, conformal mapping, integration, calculus of residues, series. Prerequisite: Mt 233 and Mt 250. First semester, alternate years.

### 450 Special Topics in Mathematics

Prerequisite: Special arrangement with a member of the mathematics staff.

## Physics (PY)

The objectives of the physics program are to provide service courses for pre-engineering students, other pre-professional students and other science majors; to prepare students for graduate study in the field; and to provide selected courses in physical science for students whose major program is outside of science.

The physics program and the pre-engineering program (See Page 92) are closely inter-related since students in both groups will be taking many of the same courses.

The pre-engineering program will be developed for each student in consultation with his/her advisor.

**Major (8 courses in physics):** Including Py 104, 105, 201, 211, 221, 341, 351, 461, and 471. Courses numbered above 300 may be substituted with the approval of the advisor. Six courses in mathematics or computer science are also required.

**Teaching Minor (6 courses):** Py 104, 105, and four physics courses numbered above 200 chosen in consultation with the advisor.

**Non-science majors (3 courses):** Py 113, 114 and 116, are designed for students not majoring in the sciences.

Pre-engineering students enroll in the general physics courses and are urged to enroll in selected advanced courses.

Students with majors in biology, chemistry, math, and pre-professional students are advised, or required, to take Py 104 and 105; they may also choose other electives in physics.

### 104 General Physics

Study of mechanics, wave motion. Three lectures, one lab per week. Prerequisite or concurrent registration: first course in calculus. First semester each year.

### 105 General Physics

Study of optics, electricity, and magnetism. Three lectures, one lab per week. Prerequisite: Py 104. Second semester each year.

### 113 Physical Science

A course for non-science students which uses the laboratory as the principal means of learning how the scientific method is used to discover physico-chemical laws. Students are given the opportunity to investigate the structure of matter through experiments in which they formulate and test hypotheses, analyze data, and arrive at conclusions. One discussion and two laboratories per week.

### 114 Physical Science

A continuation of Py 113 with a little more emphasis on the reasoning and data analysis and a little less on the details of the practical experiment. One discussion and two laboratories per week. Prerequisite: Py 113.

### 115 Electronic Instrumentation

Designed for students interested in the application of basic electronics to instruments in the medical and related professions. The course will emphasize basic electrical phenomena, measurements, elementary circuits, and their use in more elaborate instruments.

### 116 Acoustics

A discussion and laboratory course in the basic principles of vibrations and waves, production and reception of musical sounds, room acoustics, and sound measurement (especially valuable for music oriented students).

### 141 GS4 Astronomy

A qualitative course in astronomy. Intent is for the student to develop a familiarity with the night-time sky and achieve an appreciation and understanding of the universe. The course will consist of three lectures and one laboratory session per week. This laboratory section will occasionally meet in the evening for the purpose of making astronomical observations. Exposure to physics or college level mathematics is not assumed.

### 200 Digital Electronics

This course describes the theory and design of digital logic circuits. Boolean algebra is defined in terms of electronic devices, principally flip-flops and registers. Arrays of these devices in both sequential and combinational circuits are then studied. The course concludes with a description of microprocessor architecture and operation, with emphasis on interfacing, buffering, d/a and a/d conversions. Prerequisite: Mt 114.



## 64 Physics (PY)

### 201 Mechanics

Mechanics of two body systems. Introduction to relativistic mechanics, and Lagrange equations. Three lectures, one lab per week. Prerequisite: Py 104.

### 211 Wave Mechanics

Considers electromagnetic wave phenomena. Three lectures, one lab per week. Prerequisite: Py 105.

### 221 Electricity and Magnetism

Study of electromagnetic fields, Maxwell equations. Three lectures, one lab per week. Prerequisite: Py 105.

### 225 Circuit Analysis

DC and AC circuits. Three lectures, one lab per week. Prerequisite: Py 105.

### 244 Meteorology

A study of weather patterns. Application of principles of thermodynamics and fluid dynamics are shown in this study. A consideration of instrumentation useful for measuring weather parameters is also given. Prerequisite: Py 104 or consent.

### 315 Continuum Mechanics

Introduction to boundary layer theory, compressible flow. Three lectures per week. Prerequisite: Py 105.

### 341 Quantum Mechanics

Study of quantized states. Three lectures, one lab per week. Prerequisite: Py 211.

### 351 Statistical Physics

Development of second law of thermodynamics from probability. Three lectures, one lab per week. Prerequisite: Py 341.

### 431 Thermodynamics

Treatment of canonical equations. Three lectures per week. Prerequisite: Py 105.

### 461 Atomic Physics

Three lectures per week. Prerequisite: consent.

### 471 Nuclear Physics

Three lectures per week. Prerequisite: consent.

### 481 Advanced Lab

Independent study, senior physics majors.

### 491 Advanced Lab

Continuation of Py 481.



## Division of Social Sciences

Dr. Harold M. Ross, Chairman

The social sciences deal in systematic, rational and empirical ways with human nature, our thoughts and feelings, our behavior, our relationships with one another, and the factors that affect and influence us. They approach these subjects in a spirit of objective scientific inquiry, coupled with a humanistic concern for the human condition in general and for people as individual human beings. The social sciences are, in a sense, a link between our mental, emotional and creative selves (which the humanities and the fine arts express) and human beings as inhabitants of the natural world (which is the domain of the natural sciences). At St. Norbert College the Division of Social Sciences includes the academic disciplines of anthropology, economics, geography, political science, psychology and sociology, plus professional programs in business administration and teacher education.

The social sciences contribute to the goals and objectives of the College in many ways. They stimulate our intellectual and personal growth by improving our understanding of our own and other ways of life, of our basic customs, and institutions, of human development, of human social relations, and of the economic, political, social and cultural systems in which we as individuals live. They encourage the growth of community participation and responsibility by increasing our awareness that we are complex beings who exist as members of numerous communities, both small and large: family, workplace, neighborhood, fraternal or special interest groups, church, state and others. They promote our moral and ethical development by encouraging a search for meaning in ourselves and in our relationships with others, by fostering an openness to religious questions and feelings in their wider social and cultural contexts, by emphasizing that choices and values are implicit in all aspects of human behavior and interaction, and by recognizing that intellectual understanding is inextricably linked with fundamental commitments to principles and to other people. They contribute to liberal or general education by teaching the distinctive modes of thinking and learning that characterize social science and by offering courses about human nature, human relationships, human diversity, the continuity of human experience, and our environment. The social sciences prepare students for graduate or professional study, for careers in specific fields, and for becoming self-educating persons who can lead full and effective lives as individuals and as members of society.

**Social Science Major:** There is no interdisciplinary social science major at present. The Division of Social Sciences, however, plans to begin offering such a program in the near future.

**Social Studies Teaching Major (15 courses):** The broad field social studies teaching major for students seeking certification as secondary school social science teachers consists of 15 courses chosen from the six disciplines of economics, geography, history, political science, psychology and sociology/anthropology. Students must take at least one course from each of the six disciplines, at least two courses in three of the six disciplines and at least six courses in one of the six disciplines. A course in conservation of natural resources and a marketing cooperatives competency examination are required for secondary education certification. With the approval of the divisional chairman, the broad field social studies teaching major may be used to satisfy college graduation major requirements.

**Social Studies Teaching Minor (5-6 courses):** The social studies area of concentration for elementary education majors consist of five or six courses in history and the social sciences chosen by the education faculty.

## Divisional Courses (DS)

### 210 GS3 Social Geography

An introductory course concerned with the interrelationships of people and their natural surroundings. The course deals with the broad concepts of geography, plus the cultural features with which human beings are associated. Problems of population, food supply, housing, energy, transportation and other social concerns will also be discussed. Prerequisite: consent of instructor. Each semester.

### 224 GS8 Basic Statistics

Introduction to the basic statistical concepts and techniques used in the analysis of data in the social sciences, education and business. Includes descriptive statistics, probability theory, sampling and estimation, tests of significance, and regression, correlation and variance. Prerequisite: advanced high school algebra or Mt H02. Each semester.

### 489 Special Topics in the Social Sciences

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 be normally limited to upper division students. This course may be repeated since the topics will vary.

## Business Administration (BA)

**Content and Objectives:** Business administration programs at St. Norbert College are broadly conceived to offer a comprehensive preparation for students who plan to enter the business world and to provide a liberal education that will contribute to our students' intellectual, personal and moral growth. Because the functional areas of business (accounting, finance, management and marketing) have their roots in such social sciences as economics, political science, psychology, sociology and anthropology, the placement of business administration in the Division of Social Sciences at St. Norbert College offers a unique opportunity to integrate the basic theoretical and applied or practical aspects of knowledge. The business student's intellectual development takes place through a course of study that establishes a solid foundation of logical thinking and effective communication skills, one that teaches the theoretical and technical or professional skills essential to expertise in business and other kinds of administration, and which introduces a practical problem-solving orientation toward decision making. Although the program has its own core curriculum of required courses and permits individual concentration in accounting, finance, management or marketing, it is neither narrow nor vocational in its approach. Instead, it integrates the study of business administration into the context of a general education in the best traditions of the liberal arts and sciences and the Christian ideals and values of the College as a whole. It seeks to produce liberally educated men and women who will be knowledgeable and skilled professionals in the field of business, and who are qualified to continue their education at the graduate level. They will realize that business both draws upon and contributes to our general knowledge and understanding of the world, and that business policies and activities reflect and in turn help form the ethical and moral foundations of our society. Because of its Norbertine heritage of scholarship and Christian service, the College educates its business administration graduates to be discerning and responsible citizens of the business community and of a democratic society.

Three alternative majors lead to the baccalaureate (BBA) degree in business administration: General Business, Accounting, and International Business and Language Area Studies (IBLAS).

**General Business Major (14 courses):** The general business major is divided into basic, core and advanced requirements. Although the business curriculum is demanding and full, it is neither necessary nor desirable to take more than two business or cognate courses in any given semester.

A. Basic requirements should be taken during the first two years.

Freshman Year.

1. BA 105 (Financial Accounting).
2. BA 106 (Managerial Accounting).
3. Mt 124 (Survey of Calculus) or Mt 131 (Analytical Geometry and Calculus).

Sophomore Year.

4. Ec 201 (Principles of Economics I).
5. Ec 202 (Principles of Economics II).
6. DS 224 (Basic Statistics) or Mt 321 (Probability and Statistics).

B. Business core requirements should be taken during the second and third years.

Sophomore Year.

7. BA 230 (Foundations of Management).

Junior Year.

8. BA 250 (Corporation Finance).
9. BA 270 (Marketing Concepts and Issues).
10. BA 340 (Information Systems).
11. BA 390 (Business Law I).

C. Advanced business requirements should be taken in the third and fourth years, and there are both minimum and maximum limits. General business majors must take at least three advanced courses from the following list: any business administration (BA) course above the 100-level (other than the core requirements and courses designated for non-majors); any economics (Ec) course above the 200-level; and selected courses in mathematics (Mt 317), philosophy (Pl 320), political science (Po 338), psychology (Ps 220, 320, 325, 340 and 360), and sociology (Sc 235). No more than four advanced business administration (BA) courses may be counted to satisfy the 32 total courses required for graduation. Students must select their advanced courses in consultation with their advisors.

**Accounting Major (18 courses):** The accounting major includes the same 11 basic and

core requirements as the general business major, but one additional advanced business law and six advanced accounting professional courses are also required.

The accounting major satisfies the educational requirements for taking the CPA examination. It is a very demanding curriculum with little time available for elective courses. (Students who are not interested in preparing for the CPA examination should consider taking the general business major, using the advanced accounting professional courses for their advanced business course requirements).

A. Basic requirements should be taken during the first two years.

#### Freshman Year

1. BA 105 (Financial Accounting).
2. BA 106 (Managerial Accounting).
3. Mt 124 (Survey of Calculus) or Mt 131 (Analytical Geometry and Calculus).

#### Sophomore Year.

4. Ec 201 (Principles of Economics I).
5. Ec 202 (Principles of Economics II).
6. DS 224 (Basic Statistics) or Mt 321 (Probability and Statistics).

B. Business core requirements should be taken during the second and third years.

#### Sophomore Year

7. BA 230 (Foundations of Management).

#### Junior Year.

8. BA 250 (Corporation Finance).
9. BA 270 (Marketing Concepts and Issues).
10. BA 340 (Information Systems).

C. Advanced accounting and business law professional requirements should be taken during the final three years.

#### Sophomore Year.

11. BA 225 (Accounting Theory I).
12. BA 226 (Accounting Theory II).

#### Junior Year.

13. BA 227 (Accounting Theory III).
14. BA 315 (Cost Accounting).

#### Senior Year.

15. BA 390 (Business Law I).
16. BA 391 (Business Law II).
17. BA 418 (Auditing).
18. BA 419 (Federal Income Tax).

**International Business and Language Area Studies (IBLAS) Major:** Refer to the Inter-Divisional Programs section of the catalog for IBLAS curriculum requirements.

### 100 Introduction to Business

A survey of business administration for students who do not intend to be business majors. Provides students with the fundamental knowledge for understanding business. Topics include management, marketing, finance, accounting and the use of computer systems. Illustrates the role of business in our economy and society through study of the historical development of business institutions. This course may not be counted toward a business administration major. Each semester.

### 101 Introduction to Accounting

A survey of accounting principles and procedures for students who do not intend to be business majors. Examines the bookkeeping and accounting techniques that enable management or owners to operate business firms. Introduces financial accounting (assets, liabilities, net worth, revenues and expenses, profits or losses, earnings, and cash flows) as a means for measuring and reporting the effectiveness of business activity; and managerial accounting (budgeting, cost control, production and sales forecasting, and financial analysis) as a means for directing and controlling business activity. This course may not be counted toward a business administration major. Each semester.

### 105 Financial Accounting

A complete and balanced treatment of the concepts and procedures used by all businesses to measure and report their performance. Emphasizes accounting recording systems and preparation of income statements, balance sheets, cash flow analyses, and statements of changes in financial position. Covers profit and loss from commercial operations, trade accounts, notes payable and receivable, cash and marketable securities, bonds and interest, inventories and material resources, plant assets and depreciation, intangible assets, payrolls, and equity distribution in partnerships and corporations. Each semester.

### 106 Managerial Accounting

Studies the ways that accounting can help businesses operate more effectively, emphasizing management's use of accounting data for planning and control. Introduces

financial statement analysis and manufacturing accounting using job order, process, and standard cost systems. Covers comprehensive and capital budgeting, responsibility accounting for cost allocation and control, cost/volume/profit analysis, inventory control, and management reports and analyses. Prerequisite: BA 105. Each semester.

**225 Accounting Theory I**

The first advanced course covering the more comprehensive and complex issues and details of financial accounting. Gives special attention to contributions to the accounting field made by its professional and research groups. Rigorous and in-depth study of the preparation of all financial statements. Considers cash, receivables and liquidity; temporary and long-term investments; complex inventory procedures for estimation, valuation and control; the acquisition, use, depreciation, retirement and replacement of plant assets; fixed asset revaluation; depletion of natural resources; intangible assets; and risk management through life, fire and liability insurance. A field visit to a corporation or non-profit institution to observe accounting systems and procedures is included whenever possible. Prerequisite: BA 106. First semester each year.

**226 Accounting Theory II**

The further study of comprehensive and complex financial accounting concepts and procedures. Rigorous and in-depth treatment of financial statement analyses and the preparation of statements of changes in financial position. Considers non-operating income components and supplemental disclosures; current, contingent and long-term liabilities; tax allocations; leases; payroll and pension costs; statements from incomplete records, and the reporting of general price level changes; corporate capital formation; and the measurement and distribution of earnings, including complex earnings-per-share determinations. Surveys currently applicable FASB rulings and recommendations. A field visit to a CPA firm is included whenever possible. Prerequisite: BA 225. Second semester each year.

**227 Accounting Theory III**

A third advanced course covering comprehensive, general, and highly specialized accounting issues. Considers partnership and corporate organization, operation and liquidation; mergers, corporate acquisitions and integration, and other business combinations; combined financial statements at ac-

quisition dates and subsequent dates; inter-company profit, loss and asset transfers; and bankruptcies and reorganizations. Also includes international accounting, estates and trusts, governmental and non-profit accounting, and other selected advanced financial accounting topics. Prerequisite: BA 226. Second semester each year.

**230 Foundations of Management**

This course introduces the management theories and methods that apply to all businesses and other human organizations: the principles of management or administrative approach, the quantitative or management science approach, and the behavioral or human relations approach. Principles of management topics include planning, organizing, staffing, directing and controlling. Quantitative topics include mathematical modeling, managerial economics, resource allocation, and project planning and control techniques. Behavioral topics include motivation, communication, decision-making, and leadership/influence processes. Emphasis is upon contingencies and problem solving. Prerequisite: sophomore standing and Mt 114 or 115; or consent of instructor. Each semester.

**250 Corporation Finance**

This course examines, from the perspective of the corporate financial manager, the financing that makes business activity possible. Includes the study of financial forecasting; working capital management; capital budgeting; valuation; risk management; financial and operating leverage; cost of capital; short, intermediate, and long-term financing; divided policy; mergers; multinational considerations; and corporate failure. Prerequisites: junior standing, BA 106, and Mt 124 or 131. Each semester.

**256 Personal Finance**

Open only to sophomores, juniors and seniors who are not majoring in business. The objective of this course is to prepare young adults to assume family financial responsibilities. Topics include family budgeting; banking, installment buying, and home buying or renting; investment in stocks, bonds, mutual funds, and the money market; life, health, liability, casualty, and disability insurance; annuities and pensions; social security; personal income taxes; and wills, trusts, and estate planning. This course may not be counted toward a business administration major. Prerequisite: sophomore standing. First semester each year.

### **270 Marketing Concepts and Issues**

Examines the role of marketing as a principal means for satisfying consumer needs and desires and promoting public welfare. The course emphasizes the impact that external economic, political, legal, social, cultural and environmental factors have upon business firms; and it promotes understanding that the marketing function differs profoundly during eras of affluence and scarcity. Considers the marketing manager's responsibilities and duties from product planning through selling to customer relations. Includes product classification, market segmentation, product development and life cycles, promotion and advertising campaigns, consumer behavior and motivation, and the development of channels and distribution systems in both domestic and international markets. Prerequisite: Ec 202. Each semester.

### **315 Cost Accounting**

Study of the principles and procedures used in cost accounting as a managerial technique. Includes job order, process, and standard cost systems; direct costing; indirect manufacturing cost allocations; and joint costs. Management applications of accounting include cost/volume/ profit analysis, cost behavior, budgeting, responsibility accounting, and other selected topics. Prerequisites: BA 106 and DS 224. First semester each year.

### **333 Production/Operations Management**

This course is an elaboration of the material presented in the quantitative or management science approach to management. Topics included are forecasting, inventory management, scheduling, facility design and location, project management and control, resource allocation, quality control, and human work design. Emphasis is on the manager's use of quantitative models and computer analyses for decision making. Prerequisites: BA 230, DS 224, and Mt 124 or 131. Second semester each year.

### **336 Personnel and Industrial Relations**

One of three advanced courses concerned with human behavior in 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 administration 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. Studies the history and background of the labor movement, the legal environment in which labor unions and management exist, labor union organizational activities and contract negotiations. Prerequisite: BA 230 or consent of instructor. First semester each year.

### **337 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 context of decision-making processes. Elements of behavioral theory and research are presented. Prerequisite: BA 230 or consent of instructor. Second semester each year.

### **338 Organizational Theory and Practice**

This behavior 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; communications, authority and responsibility within organizations; 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 organizations. Prerequisite: BA 230 or consent of instructor. First semester each year.

### **340 Management Information Systems**

This course focuses on how information requirements at all levels of a business organization are satisfied through the use of computers and associated hardware and software. General introduction to computer system operations, programming, and systems analysis. Specific systems are examined to illustrate typical applications of data collection and storage, data processing, information distribution, and computer assistance in decision making and control by management. Considers the effect of automatic systems on business organizations and our general society. Prerequisite: BA 230. Each semester.

# 70 Business Administration (BA)

## 351 Investments

A study of long and short term investment processes. Includes the securities market, common and preferred stocks, corporate and governmental bonds, mutual funds, options, the money market, real estate, annuities, insurance, portfolio management and estate planning. Prerequisite: BA 250. Second semester each year.

## 355 Advanced Finance Seminar

An in-depth analysis of the financial manager's decision-making role. Through use of the case method, students are faced with realistic comprehensive problems permitting them to utilize and build upon earlier courses. Cases involve industrial, non-industrial and multinational entities. Prerequisite: BA 250. First semester each year.

## 371 Sales Management

This course provides an integrated application of management and marketing principles to the corporate selling function. Administrative, leadership and motivational factors are analyzed in terms of the planning, organization, staffing, direction and control essential to an effective sales management program. Considers 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. Prerequisites: BA 270 and DS 224. Second semester each year.

## 372 Marketing Research

This course teaches that markets must be studied in their full economic, political, legal, social, cultural and environmental contexts; and that the marketing function requires a mature understanding of these factors. It coordinates two essential aspects of marketing research: the critical role of information in marketing decisions, and the process of conducting a formal marketing research project. Marketing information sources are discussed with emphasis on their use for evaluating sales potentials, assigning sales quotas, estimating selling costs, and other marketing activities. Students are required to write an original marketing research report. Prerequisites: BA 270 and DS 224. First semester each year.

## 374 Marketing and Advertising Campaigns

This course provides a systems analysis approach to marketing. Advertising and sales

promotions must be integrated into the firm's overall marketing effort, they must be an extension of the basic marketing strategy and plan, and they must be designed to suit a particular economic, social and cultural context. It is both a reading and a research course dealing with advanced problems in marketing, advertising, product promotion, and sales campaigns. Attention is also given to specific options inherent in selecting media, copy, and sales promotion variables. Prerequisites: BA 270 or senior standing. First semester each year.

## 375 Consumer Behavior

The course concentrates on the psychological and sociological aspects of the marketing function. Topics include motivation, formation of tastes and preferences, choice-making, and the role of opinion leaders. Behavioral, cultural, social and demographic dimensions are emphasized as part of a coordinated effort to view the consumer as part of a total environment. Prerequisite: BA 270 or senior standing. Second semester each year.

## 390 Business Law I

After a brief study of the American legal system, the course covers contracts, agencies, partnerships, corporations, trusts, insurance, and estates. Prerequisite: junior standing. Each semester.

## 391 Business Law II

A second and continuing course in business law which covers sales, product liability, commercial paper, personal and real property, bankruptcy, secured transactions, anti-trust legislation and securities regulation. Prerequisite: BA 390. Second semester each year.

## 418 Auditing

General principles of auditing, auditing standards, professional ethics, legal liability, rules of evidence, internal control, EDP audits, statistical sampling, audit programs and procedures, audit reports and unaudited reports. Prerequisites: BA 227 and 315. Second semester each year.

## 419 Federal Income Tax

Individual, partnership, corporate and payroll taxes. Installment sales, depreciation and asset cost recovery systems, investment credit, sales and exchanges, capital gains and losses, and legal basis for gain or loss. Prerequisites: BA 106 and senior standing. First semester each year.

**478/ IBLAS Senior Seminar I and  
479 II (two semesters)**

Two capstone courses required for all senior IBLAS majors. The courses attempt to apply the knowledge and skills obtained from the prerequisite courses in business administration, mathematics, economics, political science, and modern foreign language area studies to the identification and solution of some of the complex social, political, economic, and ethical problems frequently encountered in the international business arena. The course format will include lectures, oral presentations by students, seminars by visiting business executives, panel discussions, field trips, and a final term paper. BA 478 is prerequisite for BA 479. Prerequisite: Senior IBLAS major or consent of instructor. Each year.

**485 Seminar in Business Policy**

An integrated approach to decision making through case study, role playing, and student-led discussion. Emphasis on interrelationships of accounting, finance, marketing, and management. Prerequisites: BA 230, 250 and 270, and consent of instructor.

**489 Special Topics in Business**

This is a seminar course that is 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. Prerequisite: consent of instructor.

**490 Independent Study in Business**

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 and tutorial discussion are required; written work is optional. Prerequisites: consent of instructor and approval of division chairman.

**492 Directed Research in Business**

Qualified students may perform business research projects under the supervision of a business faculty member. Prerequisites: consent of instructor and approval of division chairman.

**494 Work-Study in Business**

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. Prerequisites: consent of instructor and approval of division chairman.

## Economics (EC)

**Content and Objectives:** Economics is the social science that is concerned with human thought and actions that are 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 the making of 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 persons should understand how it works. Economics is often called the science of rational behavior; and 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.



# 72 Economics (EC)

**Major (12 courses):** The economics major consists of ten economics courses including Ec 100, 201, 202, 310 and 311; Mt 124 or 131; and DS 224 or Mt 321. Students are advised to take Ec 100 and Mt 124 or 131 as freshmen, Ec 201 and 202 and the statistics course as sophomores, and Ec 310 and 311 as juniors. Those contemplating graduate study in economics are strongly urged to take Mt 132 in addition to the minimum requirements for the major.

**Teaching Major (12 courses):** The teaching major for secondary education certification in economics consists of the same courses required for the economics major.

**Teaching Minor (6 courses):** The economics teaching minor for elementary education majors consists of six economics courses including Ec 100, 201, 202, 310 and 311.

## 100 GS3 Evolution of Economic Ideas

The ideas of historically important economists (including Smith, Ricardo, Malthus, Marx, Keynes, and selected contemporary economic theorists), as products of their social and political environments and as factors influencing the course of human history. Introduces the behavioral or social scientific methods that are used in economics. Emphasizes the critical role of the economy in human relationships. Economic thinking and institutions influence social, cultural and political life; yet the former express the concerns and values of the latter. Each semester.

## 201 Principles of Economics I

Central problems of every economic society. Includes basic economic concepts; institutional framework; national income, monetary and fiscal policy, economic growth, and current economic problems; international trade, balance of payments; underdeveloped countries, other economic systems. (Formerly Ec 101). Each semester.

## 202 Principles of Economics II

Resource allocation by consumer and producer; efficiency of competition compared to noncompetitive markets. Determination of wages and other factor inputs. Problems of agriculture, labor, poverty, and pollution. (Formerly Ec 102). Prerequisite: Ec 201. Each semester.

## 310 Intermediate Microeconomics

Theory of consumer demand and theory of production. Pricing and output under pure competition, monopoly, monopolistic competition and oligopoly; resource markets and income distribution. General equilibrium and Pareto-optimality. (Formerly Ec 210). Prerequisite: Ec 202. First semester each year.

## 311 Intermediate Macroeconomics

National income determination; general equilibrium of the product and money markets; stabilization policy; contemporary policy issues. (Formerly Ec 211). Prerequisite: Ec 202. Second semester each year.

## 320 Mathematical Methods for Economics and Business

The solution of maximization, minimization and optimization problems. Application of first and second derivatives, elements of matrix algebra, and fundamentals of linear programming. Prerequisites: Ec 202, and DS 224 or Mt 321.

## 325 Introduction to Econometrics

Problems of estimation and economic model building. Ordinary least squares method of estimating parameters of linear equations, analysis of variance, matrix algebra, and multiple regression analysis. Prerequisites: Ec 202, and DS 224 or Mt 321.

## 330 Labor Problems

Labor markets and wage structure. Collective bargaining, wage theories and policies, labor productivity and real wages, income, employment and unemployment. Prerequisite: Ec 202 or consent.

## 340 Urban Economics

Application of economic theory to problems of the cities: central-city decay, erosion of the tax base, the mass-transit dilemma, hardcore unemployment; analysis of remedial legislation; urban planning. Prerequisite: Ec 202 or consent.

## 360 Economics of Transportation

Development of transport technologies; the demand for transportation; cost characteristics of the carriers and resultant pricing policies; effects of rate structures on industrial location; governmental regulation and promotion. Prerequisite: Ec 202 or consent.

**361 Government and Business**

Market structure and conduct; public interest in the pricing process; the legal basis of regulation; control of monopoly; cases in antitrust; promotion of competition; "fair trade" and other anti-competitive laws; the public service industries. Prerequisite: Ec 202 or consent.

**370 Comparative Economic Systems**

Primary emphasis on the Soviet economy and the workings of central planning; market socialism in Yugoslavia; indicative planning in France. Prerequisite: Ec 202 or consent.

**371 International Economics**

Theory of international trade; why countries trade with each other, effects of trade, free trade versus protection and economic union. Balance of payments; problems and corrective mechanisms. Prerequisite: Ec 202 or consent.

**372 Economic Development**

Theories of economic growth; special features of less developed countries. Role of capital, agriculture, foreign trade, and government. Major issues of economic development. Prerequisite: Ec 202 or consent.

**390 Money, Income and Price**

The nature and functions of money; commercial banks and creation of money; Federal Reserve System and monetary control; the effect of money on income and price. Prerequisite: Ec 202 or consent.

**391 Public Finance**

The impact of federal, state, and local government finance on the American economy. The subject matter includes taxes, their scope, interrelation and incidence; problems of government budgets; and the techniques of public borrowing. Prerequisite: Ec 202 or consent.

**489 Special Topics in Economics**

This is a seminar course that is 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: consent of instructor.

**490 Independent Study in Economics**

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. Prerequisites: consent of instructor and approval of division chairman.

**492 Directed Research in Economics**

Qualified students may perform economics research projects under the supervision of an economics faculty member. Prerequisites: consent of instructor and approval of division chairman.

**494 Work-Study in Economics**

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. Prerequisites: consent of instructor and approval of division chairman.



## Education (ED)

**Content and Objectives:** Education is both an academic discipline and a professional program that prepares students for secondary, 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 them grow personally and morally. Through various teacher education programs, students qualify for teaching careers and become active and effective participants in community life.

Teacher training must include preparation for work in the natural sciences, mathematics, the humanities, languages and the fine arts as well as the social sciences. But the core of education as an academic discipline itself relates so closely to motivation and learning theory, to human development and behavior, and to social and cultural issues, that the education faculty at St. Norbert College is part of the Division of Social Sciences. This creates an excellent opportunity for integrating theoretical with applied or practical knowledge. Teacher education programs combine study in traditional academic subjects with professional education courses, teaching methods courses that train students how to teach, and practical student teaching experiences.

Student teaching is required by all states for teacher certification. By working with cooperating teachers in local public or parochial schools, students gain practical classroom experience that prepares them for professional responsibilities. Opportunities for student teaching in England, Ireland, Scotland, Wales and Australia are also available. Students must apply for acceptance

into the student teaching program during their junior year. Candidates must have a minimum grade point average for both their major courses and their overall College course work, pass a speech proficiency examination, and obtain a physician's certificate of satisfactory health. All applications for student teaching must be approved by the faculty of the student's major discipline and the Teacher Education Committee.

The St. Norbert College Handbook for Teacher Education contains full details on all teacher education and certification programs, and it establishes the currently effective requirements for student teaching.

**Elementary Education Major (13½ courses):** The elementary education major consists of 11 half-courses and six full courses for a total of 11½ education professional courses (including Ed H23, H25, H28, H31, H34, H43, H48, H49, H81, H83, H86, 270, 285, 352, 353, 422 and 423); two half-courses in physical education (PE H68 and H69); and DS 210. Prospective elementary teachers should take Ed H25 and H28 in the second semester of the freshman year. The sophomore "professional semester" provides supervised classroom clinical experience as teachers' assistants (Ed H48 and H49), that lets students explore their aptitude for teaching. There is a full professional semester of student teaching (Ed 422 and 423) in the senior year. Elementary education majors may complete a teaching minor or an area of concentration that prepares them to teach a particular subject. Teaching minors are state certified for grades 1-9; areas of concentration are designed and approved by the College. Teaching minors and areas of concentration are described elsewhere in the catalog under the various divisional and disciplinary programs. They are available in art, biology, chemistry, economics, English, foreign languages (French, German, Latin or Spanish), history, human relations, mathematics, math/science, music, nursery/ kindergarten teaching, physical education, physics, psychology, religious studies, social studies or sociology/anthropology. Elementary education majors must also choose general education courses that satisfy both St. Norbert College graduation requirements and certain state requirements for teaching certification. Students must consult their advisors when selecting their courses.

### **Secondary Education Teacher Certification**

**(8½ courses):** There is no secondary education major; but students who wish to qualify to teach in secondary schools can do so by completing the secondary education program in addition to a teaching major in an academic discipline, which corresponds to a normal college graduation major. The secondary education certification program consists of six half-courses and three full-courses for a total of six education professional courses (including Ed H23, H25, H28, H70, H81, H83, 301, 430 and 431) plus one teaching methods course appropriate for their teaching major or minor (from among Ed H51, H52, H53, H54 or H55). Teaching majors are described elsewhere in the catalog under the various divisional and disciplinary programs. Secondary teaching majors or minors are available in art, biology, chemistry, coaching of athletics, economics, English, foreign languages (French, German, Latin or Spanish), history, mathematics, music, physical education, physics, political science (including civics and government), psychology, religious studies, social studies, or sociology/anthropology. Prospective secondary teachers should take Ed H25 and H28 as freshmen or sophomores, and Ed 301 as juniors. There is a full professional semester of student teaching (Ed 430 and 431) in the senior year. Students must consult their advisors and the Director of Teacher Education when selecting their courses.

### **Early Childhood Teaching Minor (5 courses):**

The teaching minor for elementary education majors who wish to qualify for nursery school or kindergarten teaching certification consists of five education professional courses (Ed H72, H75, 292, 294, 362 and 425) that are normally taken in the junior year.

**Art Education:** The art education major for secondary and elementary teaching (grades K-12 combined) and the elementary art education major (for grades K-9) are described in the art section of the catalog.

**Music Education:** The music education major for secondary and elementary teaching (grades K-12 combined) is described in the music section of the catalog.

**Coaching Certification:** Requirements for men's and women's athletics coaching certification and the physical education minor for secondary and elementary teaching are described in the physical education section of the catalog.

## **Half Courses**

### **H23 Audio-Visual Education**

The uses of new media (including video) in the school curriculum are combined in a laboratory approach to equipment operation and the production of materials. The course applies some of the knowledge available about perception, learning, and communication theory to audio-visual aids in the classroom. Each semester.

### **H25 Foundations of American Education**

This course will study education in the United States and show the evolution of schools, educational systems, and educational thought in America in relation to the major traditions of education and the larger movements of American life. Each semester.

### **H28 Human Development and Exceptionality**

This course will provide students with a basic foundation for understanding the what and the why of the marvelously complex, ever-changing, and still mysterious phenomena of the human personality and of human development through its various stages. Each semester.

### **H31 Visual Art in Elementary Schools**

An introduction to art education theory and practice for the elementary school classroom. Content includes study of child growth and development as it relates to art, use and preparation of curriculum materials, lesson planning, evaluation, and instruction resources for art. Teaching-learning experiences will be explored in relation to four aspects of art: seeing and feeling visual relationships, performing with art materials, knowing and understanding about art objects, and developing skills in criticism and evaluation. Taken with Ed H32 by art education majors, or with Ed H34 by elementary education majors. Prerequisite: junior standing. Second semester each year.

### **H32 Art Education I**

This course is an application of art content and skills in planning art activities for the prospective elementary and secondary art specialist. Pre-student teaching experiences with children and art as well as studio work in a variety of media will provide a foundation for student teaching. Taken with Ed H31 by art education majors. Prerequisite: junior standing. Second semester each year.

# 76 Education (ED)

## H33 Art Education II

A study of concepts and changes in art and art education, research in the visual arts, and preparation of art curricula. Taken with Ed 432 and 433. Prerequisite: Ed H32. First semester each year.

## H34 Elementary Art Workshop

An exploration of art content, materials, processes, motivation, and selection of activities appropriate for varied age and development levels. Taken with Ed H31 by elementary education majors. Prerequisite: junior standing. Second semester each year.

## H43 Classroom Appraisal and Evaluation

An introduction to evaluation as an integral part of the teaching-learning process. Emphasis is given to identifying and defining intended learning outcomes, constructing or selecting tests and other evaluation devices that are relevant to the specified outcomes, using descriptive statistics in classroom learning, and the general application of evaluation results to improve learning and instruction. Prerequisites: Ed H48 and H49. Each semester.

## H48 Psychology Applied to Elementary Teaching

A study of the major theorists who seem to have promise for providing teachers with systematic ways of thinking about and evaluating what happens in classroom instruction. Prerequisites: Ed H25 and H28. Each semester.

## H49 Clinical Experience, Elementary School

A sophomore practicum experience for elementary education majors. For five weeks, students who aspire to be teachers are assigned full time to a certified teacher at a public or parochial elementary school. Emphasis is placed on direct application of theory in the classroom. The focus is on the discrimination of effective teaching-learning practices. Prerequisites: Ed H25 and H28. Each semester.

## H51 High School Math-Science Methods

A course designed to prepare future high school mathematics and science teachers. This course stresses lesson planning, methodology, techniques unique to these areas, observation in high school classes and curriculum trends and developments in order to prepare students adequately for teaching mathematics or science. Prerequisite: Ed 301. First semester each year.

## H52 High School English Methods

A study of the present approaches to the teaching of English in American secondary schools. Emphasis is placed on planning, preparation, presentation, measurement, and evaluation. Students are introduced to the modern high school through classroom observation. Prerequisite: Ed 301. First semester each year.

## H53 High School Social Science Methods

This course will examine the objectives of the social studies curriculum in secondary schools. Implementation of desired objectives through lesson planning, approach, methodology, and evaluation will be stressed. Observation of existing practices in social studies teaching and investigation of curriculum trends and developments is intended to create an awareness of needs and background necessary for teachers of social studies in high school. Prerequisite: Ed 301. Second semester each year.

## H54 High School Language Methods

A comprehensive treatment of teaching modern foreign languages based on the nature of language and the new discoveries in psychology, physiology, pedagogy, and linguistics. Films and discussions which will enable future teachers to evaluate their observations of high school classes, prepare lesson plans and tests, and enable them to provide opportunities for their students to acquire and develop habits and skills which will ultimately lead to mastery of the foreign language are used. Prerequisite: Ed 301. Second semester each year.

## H55 High School Religious Studies Methods

A study of the various methods by which religious educators approach their task. Both theological and social science models will be examined so both the content of religion and the process of communicating its meaning will be taken into account. Prerequisite: Ed 301. Second semester each year.

## H56 Elementary Religious Studies Methods

A study of the various methods of teaching religion in elementary schools will be investigated. This will include planning, techniques, available programs and models, present trends, and resources which are unique to this area. Second semester each year.

### **H65 Choral Music Methods for Junior and Senior High Schools**

A study of the techniques of choral singing, rehearsal methods, choral problems, the changing voice, and the administration of a choral program in the junior and senior high school. Prerequisite: Mu H60. First semester each year.

### **H66 Instrumental Music in the Schools**

All aspects of administration, budgeting, musical 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. Prerequisite: Mu H64. First semester each year.

### **H67 General Music in the Elementary School**

Music program content for the elementary grades is reviewed. Methods of presentation for developing musical experience through listening, moving, singing, playing, and creating music are studied. Prerequisite: sophomore standing. First semester each year.

### **H68 General Music in Junior/Senior High Schools**

General music programs for junior/senior high schools are reviewed in depth. This course explores the possibilities for music offerings other than performance. The basic principles of folk instruments (including guitar and autoharp) are taught. The study of adolescent musical capabilities and learning attitudes is included in the course. Prerequisite: junior standing. Second semester each year.

### **H70 Teaching Reading in High School**

A study of current literature and the research of reading problems facing academic teachers in the secondary schools. Content is designed to help prospective teachers develop skills in the general teaching of reading and its application in the various subjects taught in high school. This course is included in the first part of the professional semester and continues during student teaching as a clinical experience with students who are having reading difficulties. Prerequisite: Ed 301. Each semester.

### **H72 Early Education Curriculum and Instructional Methods**

The focus of this course is the pre-school child. Students examine current curriculum issues from philosophical, historical, technical, pedagogical and ethical perspectives. Topics such as parent involvement, TV, play, literature, mastery learning, computer-assisted instruction and other current issues will be studied and analyzed. Taken with Ed H75 and 425. Prerequisites: Ed 292 and 294. Second semester each year.

### **H75 Nursery School Student Teaching**

This course provides a supervised student-teaching experience within a range of settings (day care, nursery school, hospital, corporate day care, special schools). The transition from student to teacher is negotiated gradually in an assigned pre-school setting. Clinical supervision and direction by a qualified master teacher is a major supporting component of this course. Taken with Ed H72 and 425. Prerequisites: Ed 292 and 294. Second semester each year.

### **H81 Educating Exceptional Children**

In this course emphasis will be placed on the study of children for whom the presence of physical, cognitive, emotional, behavioral, or social factors makes difficult the realization of their needs and full potential. Field experience is required. Each semester.

### **H83 Multicultural Education**

The purpose of this course is to help students develop a respect for and an appreciation of diversity to resolve the fears, prejudice and discrimination which stem from inadequate understanding of the positive values of difference, of diversity and of pluralism. Each semester.

### **H86 Reading Improvement in the Elementary School**

This course consists of seminars and directed teaching experiences. Students learn to diagnose reading disabilities and to plan, prepare, and teach exercises designed to correct them. Students engage in a supervised clinical experience working with a child in reading for two hours each week. Prerequisite: Ed 352. Each semester.

# 78 Education (ED)

## H90 Independent Study

This course provides the opportunity to investigate, through independent inquiry and critical analysis, the relative value of educational theories, practices, and agencies which influence the work of teachers. Students are permitted to institute their own theme or they may select from themes. Prerequisites: consent of instructor and approval of division chairman.

## Full Courses

### 270 Elementary School Music Education Methods

This course is designed to give future classroom teachers who have had little previous musical experience the necessary musical skills and understanding needed for teaching music in the elementary schools. Music fundamentals, basic keyboard knowledge, and beginning guitar techniques, plus musical activities (listening, singing, playing, moving, creating, and reading) are stressed. Prerequisites: Ed H25 and H28. Each semester.

### 285 Elementary School Math/Science Methods

Students participate in laboratory activities and field experiences which focus on the processes essential to modern mathematics and science programs. The discovery mode of learning is emphasized and applied to various organizational patterns for elementary schools, including individually guided education, and integrated day curricula. Prerequisites: Ed H25 and H28. Each semester.

### 292 History and Philosophy of Early Childhood Education Programs

This course is based on and developed around 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. It is designed to aid in the selection and guidance of appropriate curriculum and activities. Special emphasis is given to the administration of early childhood programs. Taken with Ed 294. Prerequisites: Ed H48 and H49. First semester each year.

### 294 Early Childhood Activities and Practicum

This course gives prospective early childhood

teachers laboratory experiences under the supervision of qualified teachers of young children. Through actual teaching experiences and seminars students acquire knowledge in the observation and interpretation of child behavior, familiarity with materials appropriate for young children, and techniques of selecting, planning, organizing, presenting, and evaluating educational experiences appropriate to the developmental level of the children. Taken with Ed 292. Prerequisites: Ed H48 and H49. First semester each year.

### 301 Psychology Applied to High School Teaching

A study of the major theorists who seem to have promise for providing teachers with systematic ways of thinking about and evaluating what happens in classroom instruction. Emphasis will be placed on how these theories appear in modern form and get translated into real-life programs of learning for today's youngsters. Contact with students is a required lab experience. Prerequisites: Ed H25 and H28, or consent of instructor. Each semester.

### 352 Elementary School Reading Methods

Though oriented to the teaching of reading to elementary school students, the fundamental nature of the reading process will be analyzed and the psychological, linguistic and pedagogical factors affecting learning to read at any age level will be treated. Prerequisites: Ed H25 and H28. Each semester.

### 353 Elementary School Language Arts/Social Studies Methods

The purpose of this course is to provide theoretical and philosophical foundations for the teaching of language arts and social studies in elementary education (K-8) within a social and historical context. The goals, content, instructional procedures and evaluative measures involved in teaching the language arts and social studies are considered in this course. Prerequisites: Ed H25 and H28. Each semester.

### 362 Children's Literature

The course is intended to acquaint elementary teachers with representative examples of literature for children, and through lectures, discussion, audio-visual aids, and especially through wide reading, to develop their capacity to evaluate current books and to augment their power to stimulate children's reading. Each semester.

**422 Elementary Student Teaching**

Elementary student teachers will have a full day of student teaching for 10 weeks. Application for this course must be made in the preceding semester. Taken with Ed 423. Prerequisite: approval of Teacher Education Committee. Each semester.

**423 Elementary Student Teaching**

This section of student teaching will include seminars which deal with the teacher's role in the profession, classroom management, personal development, and professional growth. Taken with Ed 422. Prerequisite: approval of Teacher Education Committee. Each semester.

**425 Kindergarten Student Teaching**

Elementary education majors who have nursery/kindergarten as their minor spend nine weeks teaching in a kindergarten for half days. There is a weekly seminar included. Taken in the nursery/kindergarten professional block with Ed H 72 and H75. Prerequisites: Ed 292 and 294. Second semester each year.

**430 High School Student Teaching**

Secondary teaching certification candidates will spend a full day each week student teaching in a high school. Application to take this course must be made in the preceding semester. Taken with Ed 431. Prerequisites: approval of Teacher Education Committee and faculty of major discipline. Each semester.

**431 High School Student Teaching**

This section of student teaching will include seminars with the college supervisor and with the methods faculty to discuss and study pertinent problems. Taken with Ed 430. Prerequisites: approval of Teacher Education Committee and faculty of major discipline. Each semester.

**432 Elementary Art Student Teaching**

A full day of student teaching in art for a five week period; includes weekly seminars. Application for this course must be made in the preceding semester. Taken with Ed H33 and 433 by art education majors. Prerequisites: Ed H31 or H32, and approval of Teacher Education Committee and art faculty. First semester each year.

**433 Secondary Art Student Teaching**

A full day of student teaching in art for a five week period, includes weekly seminars. Ap-

plication for this course must be made in the preceding semester. Taken with Ed H33 and 432 by art education majors. Prerequisites: Ed H32, and approval of Teacher Education Committee and art faculty. First semester each year.

**435 Elementary Music Student Teaching**

Music student teachers will teach all day for seven weeks during the semester. Application must be made in the preceding semester. May be taken with Ed 436 by music education majors. Prerequisites: Ed H67, and approval of Teacher Education Committee and music faculty. Second semester each year.

**436 Secondary Music Student Teaching**

Music student teachers will teach all day for seven weeks during the semester. Application must be made in the preceding semester. May be taken with Ed 435 by music education majors. Prerequisites: Ed H68, and approval of Teacher Education Committee and music faculty. Second semester each year.

**489 Special Topics in Education**

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in education or teacher training exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

**490 Independent Study in Education**

Individual study of an approved topic in education or teacher training under the direction of an education 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: consent of instructor and approval of division chairman.

**492 Directed Research in Education**

Qualified students may perform projects in educational research under the supervision of an education faculty member. Prerequisites: consent of instructor and approval of division chairman.

**494 Work-Study in Education**

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: consent of instructor and approval of division chairman.



## Geography (GE)

**Content and Objectives:** Geography is an elective subject. No major program is offered. The purpose of the program is to develop practical skill in applying the accepted tools of an important natural and social science. The substance and methodology of geographical science are of interest and value to students in all divisions. Some additional geography courses are offered as divisional courses in the Natural Sciences and the Social Sciences.

### 328 Conservation of our Natural Resources

A geographic survey of the conservation practices in the United States. A study and application of the principles of conservation of raw materials from the farms, forests, grasslands, mineral deposits, and wildlife of the United States; a study of the human role in changing the face of the earth with project work in environmental management education. Each semester.



## Political Science (PO)

**Content and Objectives:** Political science is the social science that deals with the ways human beings organize and govern themselves. We are social beings, and our lives are inextricably connected with those of other people. 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 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 these. 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 are 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.

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, and national politics; and for living effective lives as members of a democratic society in a diverse and complex world.

**Major (10 courses):** The political science major consists of nine political science or political philosophy courses including either Po 101 or 130, Po 200, one course in political thought (from among Po 210, 211, 212 or Pl 240), one course in American politics and government (from among Po 332, 335, 336, 338, 341 or 342), and one course in international relations and comparative politics (from among Po 250, 260 or 365); plus DS 224. Students are advised to take Po 101 or 130 as freshmen, DS 224 and Po 200 as sophomores, and one course in each of the three content areas (political thought, American politics

and government, and international relations and comparative politics) during the first two or three years.

**Teaching Major (10 courses):** The teaching major for secondary education certification in civics, government or political science consists of the same courses required for the political science major.

**Teaching Minor:** There is no teaching minor in political science, but elementary education majors interested in this field should consider the social studies area of concentration described in the social sciences divisional programs section of the catalog.

### 101 GS3 Introduction to Political Science

Examines the major concepts and methods of political science, and how various nation-states have dealt with fundamental political issues. Introduces and analyzes different historical and contemporary ideas about organization, authority, power, public and private rights and responsibilities, cooperation and competition among individuals and groups, justice and legitimacy, sovereignty, and the meaning of public or social welfare. Emphasizes the critical importance of politics and government in human relationships. Stresses that political thinking and institutions influence social, cultural and economic life; while governments and political behavior express the concerns and values of the people and their leaders. (Students may not take both Po 101 and 130 for credit). Each semester.

### 130 GS6 American Politics and Government

A survey of the American political system at the national level; including examination of the Constitution, social and political ideology, mass political behavior, parties and factions, interest groups, the Congress, the presidency, the courts, and the development of national public policy. Focuses on the problems of policy-making in a pluralistic democratic system. (Students may not take both Po 101 and 130 for credit). Each semester.

### 200 Political Science Research Methods

Examines the fundamental methods and techniques used in political science research. Emphasis on concept formation and measurement, hypothesis development, research design, data collection, hypothesis testing, statistical association, theory construction, and ethics in political science research. Prerequisite: Po 101 or 130. Second semester, each year.

## 210 Ancient Political Thought

An examination of fundamental political concepts such as the purpose, nature, and types of states, the relationship of citizens to the state as treated by Plato, Aristotle and Cicero. May be taken for philosophy credit. First semester, alternate years.

## 211 Medieval Political Thought

An investigation of the development of Greco-Roman political theory as it met the Jewish, Islamic, and Christian faiths. Particular topics of concern will include the notion of authority, monarchy, church-state relations, and world government as these are treated in the writings of such thinkers as Augustine, John of Salisbury, Thomas Aquinas, Alfarabi, Maimonides, Dante, and Marsilius of Padua. May be taken for philosophy credit. (Formerly Po 225). Second semester, alternate years.

## 212 Modern Political Thought

An introduction to such concepts as power, social contract, sovereignty, liberty, and revolution as these are treated in basic writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mill, and Marx. May be taken for philosophy credit. (Formerly Po 230). First semester, alternate years.

## 231 State and Local Politics

A comparative examination of state and local political systems, stressing the interrelationships among political culture, government structure, and public policies. (Formerly Po 180). Second semester, alternate years.

## 250 International Relations

An examination of the various methods of analysis of world politics in the twentieth century. Includes the balance of power, alliance systems, decision making, integration theory, and others. (Formerly Po 227). Second semester each year.

## 260 GS7 Soviet Politics

An assessment of the nature of the Soviet political system which focuses upon the role of ideology, the Communist Party, and the government in the Soviet Union. (Formerly Po 280). Second semester each year.

## 332 Political Parties and Interest Groups

An examination of the development, structure, functions and behavior of political parties and interest groups in the United States. The focus is on the relationships of parties and interest groups to democratic govern-

ment. (Formerly Po 205). First semester, alternate years.

## 333 Third Parties and Extremist Groups

The course includes in-depth studies of the extreme right and left wing in the United States. Among the groups studied will be the Socialist Workers Party, Communist Party, S.D.S., Peace and Freedom Party, the Constitution and States' Rights movements, John Birch Society and American Nazi Party. (Formerly Po 206). Prerequisite: consent of instructor. Second semester, alternate years.

## 335 Legislative Politics

An examination of the power, structure and functions of legislative bodies at the national and state levels in the United States. Focuses on the various factors that influence the performance of these bodies. (Formerly Po 208). Prerequisite: Po 101 or 130. Second semester, alternate years.

## 336 The Presidency

A study of the presidency and the executive branch of government in the United States. Historical antecedents, the structure of the institution, and current trends are reviewed. Considers both the need for effective leadership in national and international affairs, and the potential for abuse of power. Prerequisite: Po 101 or 130.

## 338 Administration Theory and Practice

The basic theories and concepts of public administration with an emphasis on orientation of citizen understanding. A critical examination of the role of administration, its basic characteristics, and the problems of making it efficient and holding it responsible. (Formerly Po 318). Prerequisite: Po 101 or 130, or consent of instructor. First semester, alternate years.

## 341 Constitutional Law I

An examination of the constitutional evolution of the doctrines of judicial power, federalism, and separation of powers with emphasis on the historical circumstances in which the developments took place and the impact of the judicial decisions on the American social, economic, and political systems. (Formerly Po 241). Prerequisite: sophomore standing. First semester, alternate years.

**342 Constitutional Law II**

An examination of major judicial decisions in the areas of civil rights and civil liberties and their impact on American society. (Formerly Po 242). Prerequisite: sophomore standing. Second semester, alternate years.

**353 American Foreign Policy**

The formulation, conduct, and content of contemporary United States foreign policies, defense policies, changes in Cold War diplomacy, and policy toward the new states and developing countries. Prerequisite: Po 101 or 130. First semester, alternate years.

**365 European Governments**

An examination of the political systems of England, West Germany, and France; attention will be given to their historic evolution, ideology, and political culture. (Formerly Po 265). Prerequisite: sophomore standing. First semester, alternate years.

**489 Special Topics in Political Science**

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: consent of instructor.

**490 Independent Study in Political Science**

Individual study of an approved topic in political science under the direction of a political science 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: consent of instructor and approval of division chairman.

**492 Directed Research in Political Science**

Qualified students may perform political science research projects under the supervision of a political science faculty member. Prerequisites: consent of instructor and approval of division chairman.

**494 Work-Study in Political Science**

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: consent of instructor and approval of division chairman.

**Psychology (PS)**

**Content and Objectives:** Psychology is the social science that studies human nature, behavior, social relations, the human mind and personality, and the processes of learning and human development. It shares with the natural sciences an orientation toward empirical observation, experimentation, and formal analysis; but it also has humanistic concerns about the total human experience and about people as individuals.

Psychology is an important component of a liberal or general education, because psychologists are interested in all aspects of human nature, from the influence of the complex external environment on our lives to our inner worlds of emotion and thought. By expanding and enriching our awareness of human relations and behavior, the study of psychology stimulates our intellectual growth. Personal growth comes through the self-insight that develops along with a better understanding of people in general. The study of psychology also fosters moral awareness and growth; because in studying human nature, psychologists are in essence studying themselves. We, as human beings, have a moral character, too; and any definition of "humanity" must acknowledge and consider its moral and ethical dimensions.

A psychology major prepares students for graduate study and research; for careers in counseling, human relations management, law enforcement, personnel administration, teaching and various helping or social service agencies; for professional study in business, government or public administration, law, medicine, the ministry, and social work; and for full lives as sensitive and compassionate adults making valuable contributions to their communities and our general society.

**Major (10 courses):** The psychology major consists of nine psychology courses including Ps 100, Ps 300, Ps 350, one course in individual psychology (from among Ps 210, 212 or 312), one course in social psychology (from among Ps 220, 320 or 325), and one course in the psychology of learning (from among Ps 231, 333 or 337); plus DS 224. Students are advised to take Ps 100 as freshmen, DS 224 as sophomores, Ps 300 and 350 as juniors, and one course from each of the three content areas (individual, social, and learning psychology) during the first two or three years.

# 84 Psychology (PS)

**Teaching Major (10 courses):** The teaching major for secondary education certification in psychology consists of the same courses required for the psychology major.

**Teaching Minor (6 courses):** The teaching minor for elementary education majors consists of five psychology courses (including Ps 100, 210, 300 and 333) plus DS 224.

## 100 GS3 General Psychology

The mind, the personality, and human relationships. Surveys the nervous system, biological bases of behavior, mental processes, the development of the mind and personality, learning theory, mental health and abnormality, interaction and group dynamics, and human behavior and social life. Introduces the social scientific methods used in all the basic fields of modern psychology. Examines the complex interplay of external and internal stimuli and the environmental, individual, social and cultural factors affecting human behavior and relationships. (Formerly Ps 101). Each semester.

## 205 Seminar in Psychology

Discussion of selected works in psychology, both historical and contemporary. Emphasis is placed on independent inquiry and the development of a critical attitude toward psychological problems. Prerequisite: Ps 100 or consent of instructor.

## 210 Developmental Psychology

A study of human development from a lifespan point of view. The environmental and physiological factors which are most important to healthy development are emphasized. (Formerly Ps 295). Prerequisite: Ps 100 or consent of instructor. Second semester each year.

## 212 Abnormal Psychology

This course develops the view of psychological abnormality understood in the light of the biological, sociological, and psychological factors involved. (Formerly Ps 260). Prerequisite: Ps 100 or consent of instructor. First semester each year.

## 220 Social Psychology

This course examines contemporary theory and research in social psychology, which is the study of human behavior and cognition in interpersonal contexts. Topics include social perception, interpersonal attraction, aggression, altruism, attitude formation and change,

group dynamics, and potential psychological stressors such as crowding and urban living. Students will gain practical insights about social behavior, and familiarity with how social behavior is systematically studied. (Formerly Ps 310). Prerequisite: Ps 100 or consent of instructor. First semester each year.

## 231 Early Childhood Activities

The fundamental principles of operant learning theory and Piaget's theory of cognitive development are explored with emphasis on their practical applications in the nursery school. Students develop skills in defining behavioral goals, conducting behavioral interventions, and in designing and using cognitive assessment techniques. Two hour lecture, four to six hour lab each week. (Formerly Ps 290). Prerequisite: Ps 100 or consent of instructor. Each semester.

## 300 Experimental Design in Psychology

A detailed examination of classic problems, methods, and experiments in scientific psychology. The course also involves techniques of experimental design and data analysis in preparation for the experimental psychology course. (Formerly Ps 230). Prerequisites: Ps 100 and DS 224. First semester each year.

## 312 Personality Theories and Dynamics

A study of the current theories of personality from Freud to the present day; an examination of contemporary issues and trends. (Formerly Ps 330). Prerequisite: Ps 100 or consent of instructor. Second semester each year.

## 320 Industrial and Organizational Psychology

This course examines the ways in which psychological principles and methods are applied in business and industry. Topics include personnel selection, training, and evaluation; human engineering; motivation and morale; problems of management; decision-making; and group dynamics. Students will become familiar with current theory and research and gain practical knowledge about how behavioral science affects our working lives. Prerequisite: Ps 100 or consent of instructor. Second semester, alternate years.

## 325 Group Dynamics

A study of group dynamics and processes. Formal presentation of theory and research findings, supplemented by data generated through class interaction. (Formerly Ps 375). Prerequisite: Ps 100 or consent of instructor.

**333 Basic Learning Theory**

A course covering experimentation and theory on the nature of the learning process. The evolution of the current approach in research on human and animal learning is traced. (Formerly Ps 380). Prerequisite: Ps 100 or consent of instructor. First semester each year.

**337 Memory and Cognition**

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: Ps 100 or consent of instructor.

**340 Motivation**

A theoretical course designed to pursue questions such as why complex behaviors occur as they do. Material covered will include the biological bases of unlearned behavior in both animals and humans as well as incentive motivation and achievement motivation. (Formerly Ps 285). Prerequisite: Ps 100 or consent of instructor.

**350 Experimental Psychology**

Lectures include an introduction to experimental methodology in behavior sciences, definition of variables, and statistical evaluation of results. Laboratory periods are devoted to experimentation with humans and animals. Prerequisite: Ps 300. Second semester each year.

**360 Psychological Testing**

This course is designed for those planning to become psychologists, teachers, social workers, guidance counselors, or personnel and training officers in business and industry. Topics covered include the theory, problems, content, and methods of psychological testing with special attention to the principal intelligence, aptitude, ability, educational, vocational, and personality tests. (Formerly Ps 240). Prerequisites: Ps 100 and DS 224, or consent of instructor.

**370 Physiological Psychology**

A course on the physiological bases of behavior. Emphasis is on sensory systems, motor functions, and the physiological correlates of emotional expression and learned behaviors. (Formerly Ps 408). Prerequisites: Ps 100, BL 121, or consent of instructor.

**420 History of Psychology**

A survey of the historical antecedents of present day psychology. The course will consider the development of both scientific and humanistic or depth psychology. Prerequisite: junior standing.

**489 Special Topics in Psychology**

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in psychology exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

**490 Independent Study in Psychology**

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: consent of instructor and approval of division chairman.

**492 Directed Research in Psychology**

Qualified students may perform psychology research projects under the supervision of a psychology faculty member. Prerequisites: consent of instructor and approval of division chairman.

**494 Work-Study in Psychology**

Appropriate work experience with government or private agencies or business firms may be undertaken for course credit, when directly related to the educational goals of the student. Prerequisites: consent of instructor and approval of division chairman.

## Sociology-Anthropology (SC)

**Content and Objectives:** Sociology and anthropology are closely related social sciences that increase our awareness and understanding of human social and cultural life. Courses in these disciplines examine our own customs and institutions and introduce students to different heritages and traditions through the comparative study of peoples whose ways of life differ from ours. Sociology emphasizes social relations and interaction; it focuses upon groups, institutions, the nature of social life, and social problems and policies. Anthropology emphasizes a holistic approach considering all aspects of human nature, a comparative or cross-cultural perspective on customs and behavior that is not limited to our own society, and the concept of "culture" as a distinctively human characteristic that integrates our understandings, beliefs and institutions.

Sociology and anthropology are important parts of a liberal or general education, because they foster the intellectual, personal and moral growth of students as responsible participants in community life. A mature understanding of social and cultural phenomena, an honest objective and rational evaluation of our own society, and an appreciation for the diversity of human life all contribute to a student's intellectual and personal development. Concern for the implications of beliefs, customs and institutions and for social justice promote our moral and ethical growth. The knowledge acquired through the study of sociology and anthropology enables us to lead more satisfying and effective lives.

Research or teaching careers in either sociology or anthropology usually require a master's or doctoral degree; but both disciplines provide excellent preparation for graduate study in business, law, medicine, the ministry, public administration or social work. Other career possibilities for sociology and anthropology majors include government service, law enforcement, marketing, personnel management, social service agencies, urban and regional planning, and other fields where a knowledge of human relations and behavior are important.

**Major (10 courses):** Students majoring in sociology may elect to concentrate either in sociology itself or in anthropology.

**Sociology Concentration:** The basic general sociology major consists of nine sociology courses including Sc 100, 111, 250, 300 and 350; plus DS 224. Students are advised to take Sc 100 and 111 as freshmen, DS 224 and Sc 250 as sophomores, and Sc 300 and 350 as juniors.

**Anthropology Concentration:** The sociology major with concentration in anthropology consists of nine sociology/anthropology or cognate courses including Sc 100, Sc 111, and Sc 300; at least one social theory course (from among Sc 250, 310 or 350); and at least four anthropological courses (from among BL 100, En 290, and Sc 114, 212, 216, 219, 311, 313, 315 or 318); plus DS 224. Because professional and graduate education programs in anthropology require broad general preparation in all aspects of the discipline (biological or physical anthropology, linguistics, archaeology or prehistory, and ethnology or sociocultural anthropology), students interested in the anthropology concentration are strongly urged to take BL 100, En 290, and Sc 114 in addition to Sc 111. Students are advised to take Sc 100 and 111 as freshmen; BL 100, DS 224, En 290, and Sc 114 as sophomores; and Sc 300 and the social theory course as juniors.

**Social Work Preparation:** Sociology is not synonymous with social work, for which specialized professional training at the graduate level is usually required. However, a sociology major with an orientation toward social work can be constructed. In cooperation with local agencies, St. Norbert College offers a work-study course enabling selected students to gain firsthand experience in what social work can be as a potential career.

**Teaching Major (10 courses):** Teaching majors for secondary education certification in these fields consist of the same courses required for the sociology major or the anthropology concentration.

**Teaching Minor (6 courses):** The teaching minor in sociology/anthropology for elementary education majors consists of five courses in sociology or anthropology including Sc 100, 111 and 300; and either Sc 250, 310 or 350; plus DS 224. Where options are permitted students should choose either sociology or anthropology courses, depending upon the subject they would prefer to teach.

**100 GS3 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, sex and age roles, minorities and social classes, religious and political movements, and social problems. Each semester.

**111 GS3 Cultural Anthropology**

This course examines the anthropological concept of "culture" as a means for understanding human relationships, and for explaining both our common humanity and the differences that exist among us. Culture integrates our societies, influences our relationships with one another, affects our behavior and beliefs, and expresses our fundamental concerns and values. The course considers the nature of culture, social patterns and variations, and cultural processes and change. It introduces the major methods and theories of anthropology as a social science, involving the comparative study of societies on a worldwide basis. Surveys human family life and kinship, technology and ecological adaptation, economic and political institutions, religious beliefs and practices, and aesthetic creativity. Extensive use of films, slides and videotapes. Each semester.

**114 Prehistoric Archaeology**

An anthropology course introducing the basic techniques, methods and theories of social scientific archaeology. Survey of world prehistory covering human origins, technical and cultural evolution in the Paleolithic and Neolithic past, and the rise of major civilizations. Emphasizes the developmental and comparative study of human society, relationships, and behavior. (Formerly Sc 104). Each year in alternate semesters.

**122 Deviance and Criminology**

Sociological approaches to deviance, crime, and the social institutions which encourage and discourage deviant and illegal behavior. (Formerly Sc 108). First semester, alternate years.

**212 American Indian Ethnology**

An anthropology course which surveys the cultures, languages, and history of indigenous peoples of North America. The course can be divided into three parts: part one being the prehistoric record of the first migrants to North America; part two, the Native American experience from European contact to the present; and, part three, the contemporary Native American. (Formerly Sc 230). Second semester, alternate years.

**216 Religion and Culture**

An anthropology course focusing on the religions of pre-literate societies. Stresses the cross-cultural dimensions of religious phenomena. Approaches the origins and functions of religious beliefs and practices from an anthropological perspective. (Formerly Sc 232). First semester, alternate years.

**219 Myth and Folklore**

An anthropology course beginning with a historical survey of theories which have attempted to explain the origin, function, and structure of myth, from Euhemerus to Levi-Strauss. Emphasis on anthropological view of myth as "charter of belief" incorporating central values of society, and a look at contemporary mythmaking in popular culture. (Formerly Sc 109). First semester, alternate years.

**225 Urban Sociology**

Modernity has brought the extraordinary growth of cities, a phenomenon which has posed significant problems in both the developed and developing nations. The theoretical positions of Weber, Simmel, Park, and Wirth are examined along with current research having implications for city management. (Formerly Sc 256).

**234 Society, Sex, and Marriage**

This course examines the social organization of sexual relations with particular reference to the regulatory system which identifies and specifies acceptable and prohibited sexual behavior for men and women. (Formerly Sc 112). Second semester, alternate years.



# 88 Sociology-Anthropology (SC)

## 235 GS6 Work in America

This course examines theological, philosophical, and ideological conceptions of labor in America from colonial times to the present. Consideration is given to the view of work held by the rural small farmer before the Civil War and to the view held by both early and large industrial capitalists. The Great Depression, the rise of the national unions, the emergence of multi-national corporations, and the rearrangement of work in an international economy are all studied. The social implications of these changes for the student and for the nation are covered in detail, along with the challenge of the papal encyclical *Laborem Exercens*. (Formerly Sc 221). First semester, each year.

## 243 Sociology of Sex Roles

The cultural and social organizations of the sexes into male and female roles is examined. Various theoretical debates concerning the origin of sexual inequalities and how they are maintained or changed are considered along with their social implications. (Formerly Sc 150).

## 247 Social Inequality: Race and Ethnicity

American racial and ethnic groups and their historical differences in access to status, power, and opportunity. Cultural and social barriers to advancement, and recent policy initiatives designed to bring about equality are critically examined. (Formerly Sc 201). Second semester, alternate years.

## 250 Classical Social Theory

Classical Social Theory is the intellectual response to the dramatic transformation of traditional society in the past 300 years. The course considers Hobbes, Rousseau, Locke, Smith, Darwin, Marx, Comte and other classical social theorists who set the stage for modern sociology. (Formerly Sc 200 and 215). Prerequisite: consent of instructor. Each semester.

## 265 GS8 American Culture

This course concerns the evolution of American visions of the individual, the community, and the sacred. It explores central ideas in American culture from the Puritan settlement through the Revolution, industrialization, the rise of an urban consumer society, and the social and political ferment of the past 20 years. The connections between

institutional change and cultural change is emphasized. Contradictions and problems which affect us both as individuals and as a nation are critically explored. First semester, each year.

## 275 Social Change

It has become a commonplace that social change has accelerated rapidly in this century. In this course various theories of social change are examined and the possible directions of change in the coming century are explored. Special attention is paid to the social, political, and economic problems which attend current social changes. Second semester, alternate years.

## 277 Political Sociology

The study of political institutions exercising power and having the authority to distribute values and positions; institutionalized ideologies of dominance. (Formerly Sc 290). First semester, alternate years.

## 300 Social Research Methods

The methods used by sociologists include surveys, participant observation, experiments, and historical research. Examples of each of these methods will be studied to learn their strengths and weaknesses. In addition, students will participate in original research. (Formerly Sc 320). Prerequisites: Sc 100 and DS 224. Second semester each year.

## 310 Anthropological Theory

An anthropology course that presents a historical survey of major trends in cultural anthropology such as evolutionary and ecological explanation, the diffusionists, functionalism, American eclectic ethnology, the culture and personality approach, and modern structuralism. Introduces the work of Tylor, Morgan, Boas, Schmidt, Malinowski, Radcliffe-Brown, Sapir, Kroeber, Ruth Benedict, Margaret Mead, White, Steward, Levi-Strauss and other influential anthropologists. Considers the problems and techniques of participant-observer ethnography, data collection, and anthropological fieldwork methods. (Formerly Sc 330). Prerequisite: Sc 111 or consent of instructor. Second semester, alternate years.

### 311 African Ethnology

An anthropology course about the peoples and cultures of Africa. Beginning with their prehistoric origins, it surveys the major language families, environmental adaptations and culture areas, the rise of tribal societies and native African states, traditional beliefs and customs, foreign colonies and missionary evangelism (both Christian and Islamic), and the emergence of African nationalism, independence and unity movements. Considers the institutions of slavery and apartheid, and the Afro-American black experience in the Americas. Focuses on the role of Africa in history and the modern world. Available on demand as an independent study course.

### 313 East Asian Ethnology

An anthropology course introducing the peoples and cultures of East Asia, including China, Japan and Korea. Beginning with their prehistoric origins, it surveys the development of major East Asian civilizations, their traditional cultural patterns and their importance in the modern world. (Formerly Sc 233). Second semester, alternate years.

### 315 Ethnology of the Islamic World

An anthropology course about the peoples and cultures of the Islamic World, including the Middle East, North Africa and Central Asia. Beginning with the ancient Near Eastern civilizations, it surveys the origins of Islam, the nature of the Muslim religion, the spread of Arabic civilization, the rise of Turkish and Persian power, major language families and ethnic groups, traditional beliefs and customs, and the effects of Christian and European imperialism. Focuses on the cultural, economic and political significance of the Islamic peoples in history and the modern world. Available on demand as an independent study course.

### 318 Pacific Islands and Southeast Asian Ethnology

An anthropology course about the peoples and cultures of mainland and insular Southeast Asia, Australia, and Oceania. Surveys their ecological adaptations to tropical forest and maritime environments, prehistoric migrations and navigation to overseas settlements, languages and ethnic groups, traditional customs and beliefs, the rise of advanced economies and civilizations, the introduction of Buddhism and Islam, historical European colonialism and missionary Christianity, and the subsequent role of Southeast Asia and the Pacific Islands in

the modern world. (Formerly Sc 231). First semester, alternate years.

### 325 Social Welfare and Human Services Practice

An examination of social work and the other helping professions. Covered are the historical development of the service professions, the various fields of social service, and their professional standards, requirements, and methods. The Brown County human service system will be studied in detail as an example of the typical institutions involved, their interrelationships, and the types of professionals they employ. Films and addresses by practicing human service workers will be used. Prerequisites: sociology or psychology majors, junior standing, or consent of instructor. Second semester, each year.

### 345 Social Stratification: Class, Status, and Power

An examination of the theoretical basis of rule by elites. The theories of Mosca, Marx, Mills, Michels, Pareto and their modern descendants on the organization of power and class structures are considered. (Formerly Sc 242). Prerequisite: Sc 100 or consent of instructor. Second semester, alternate years.

### 350 Modern Sociological Theory

The development of modern sociological theory in the late 19th and 20th centuries, since the end of the classical period that is covered in Sc 200. The course emphasizes the intellectual debates which formed modern social theory and modes of sociological enquiry; considering the contributions of Durkheim, Weber, Parsons, Merton, Simmel, Tonnies, Dahrendorf, Gouldner, Homans, Lazarsfeld, G.H. Mead and other influential thinkers. It focuses upon functionalism, conflict theory, exchange theory, symbolic interaction, and phenomenological theories of society. Prerequisite: Sc 250 or consent of instructor. First semester, each year.

### 373 The Sociology of Marx: Social and Historical Change

Study of why Marx ascribed the primary causes of historical change to the material conditions of human existence, i.e., the actual forces of production which, in his view, were responsible both for the forms of social organization and the forms of consciousness that characterized a given historical period. Analysis and critique of early capitalism as a basis for conflict theory. (Formerly Sc 303). Prerequisite: Sc 200 or consent of instructor.

## 90 Sociology-Anthropology (SC)

### 489 Special Topics in Sociology or Anthropology

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in sociology or anthropology exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

### 490 Independent Study in Sociology or Anthropology

Individual study of an approved topic in sociology or anthropology under the direction of a sociology or anthropology 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: consent of instructor and approval of division chairman.

### 492 Directed Research in Sociology or Anthropology

Qualified students may perform sociology or anthropology research projects under the direction of a sociology or anthropology faculty member. Prerequisites: consent of instructor and approval of division chairman.

### 494 Work-Study in Sociology or Anthropology

Appropriate work experience with government, private agencies or business firms may be undertaken for course credit, when directly related to the educational goals of the student. Prerequisites: consent of instructor and approval of division chairman.



## Pre-Professional Programs

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, or pharmacy, 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. Practically all pre-professional students who finish a degree program do so in biology, chemistry, or natural science. For pre-law, see later in this section.

It is wise for these students to allow for the possibility of finishing a degree after four years, since admission to professional school is not assured and the competition is keen, especially for medical school.

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.

There is a standing Pre-Professional Careers Committee which provides recommendations for our students at the time of their application to a professional school. For more information on all science-based pre-professional programs, the chairman of the Division of Natural Sciences should be consulted.



**Pre-Dental:** 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 two years of undergraduate work as a minimum requirement, they generally give preference to students with three and 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, are 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-Medical:** There are well over 100 medical schools in the United States 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-plus average seems necessary for admission to a medical school.

Adequate performance in the national Medical Aptitude Test, 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, nursing, and many others. 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 chairman of the division should be consulted.

## 92 Pre-Professional Programs

**Pre-Engineering:** St. Norbert College offers a number of opportunities through which students may enter the engineering profession.

The Marquette Program — Eligibility is based on at least three years of high school mathematics and one of physics. The program involves three years of pre-engineering study at St. Norbert, followed by two academic years in engineering at Marquette University, which leads to conferment of a Bachelor of Science degree in pre-engineering from St. Norbert and the conferment of a degree in civil, mechanical or electrical engineering from Marquette.

Pre-engineering studies include an emphasis in physics and mathematics plus other science and non-science electives. Students should contact a member of the physics staff or the chairman of the division. It is also possible to transfer into other schools of engineering after two or three years at our college even though no official affiliation exists.

**Pre-Law:** Law schools require a bachelor's degree from an accredited college or university but no specific fields of major study or particular courses are prescribed. The 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 obviously seek to develop a high degree of competence in reading and writing the English language, and to develop the skills of critical analysis and logical reasoning. Thus, courses in literature, composition, communication, 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 United States.

Given such a broad undergraduate background, students interested in law should feel free to choose a major program consistent with their interests, or to devise a personal major. Although the broad background mentioned above should be pursued, it is also highly advisable that a student obtain a mastery of some definite field, whatever that might be.

Students applying for law school should take the Law School Admission Test (LSAT) no later than eight months before graduation. Applications can be obtained from Career Services.

## International Business and Language Area Studies (IBLAS)

**Content and Objectives:** The goal of this program is to prepare students for entry into the international business field or graduate school. St. Norbert College has negotiated agreements with several graduate schools whereby IBLAS majors may receive advanced standing upon acceptance as graduate students.

The program seeks to help meet the need for persons who are well grounded in the many areas of business and fluent in one or more foreign languages. We also strive to provide the student with an appreciation and understanding of other cultures.

Students are urged to spend some time in another country. Some may take a semester or academic year of study abroad and some may travel through a St. Norbert College foreign travel program. In any event, the living-learning experience in a foreign culture is highly recommended.

The IBLAS Senior Seminar also provides students with the opportunity to operate a business corporation. The corporation, IBLAS Imports, was granted a charter in the spring of 1978. Currently, the students who manage and operate the corporation have devoted their attention to the important dimension of international business.

Another dimension of the Senior Seminar is conducting research projects which are devoted to study, analysis and recommendations relative to a foreign market. The unique feature of these projects is that they frequently are conducted for a business firm which is seeking to expand its foreign markets or for a business which is beginning to explore the potential of the export market for the first time.

**IBLAS Major:** Business administration, economics, mathematics, political science and foreign language courses as listed below.

**Core Curriculum:** business administration, nine courses – BA 105, 106, 230, 250, 270, 340, 478 (IBLAS Senior Seminar) and BA 479 (IBLAS Senior Seminar II) and one of the following two: BA 390 or DS 224.

**Economics – three courses:** Ec 201, 202, and 371.

**Mathematics – either** Mt 124 or Mt 131.

**Political science and history – two courses:** Po 250 and at least one of the following: Po 260, 365, or Hs 262.

**Modern foreign languages – four courses** beyond the 201 level to include 225, 375, and two electives. Spanish also requires Sn 385.

For descriptions of the courses listed above see the pages under the appropriate discipline headings.

## Inter-Divisional Courses (ID)

### H01 Basic Verbal Skills

This half course is intended for students who need to enhance their verbal skills competence before taking a lower biennium General Education course from Area 9: Verbal Skills. Students in the course work independently, using programmed self-instructional materials; they may work under the direction and guidance of a student tutor; or they may receive classroom instruction in small groups from the director of the Verbal Skills Workshop. The director selects the particular combination of methods and activities that best meets each student's needs.

### 101 Freshman Seminar

The purpose of this course is to help students:

- a) develop a personal hierarchy of values and to be aware of how this personal hierarchy fits within the context of societal values;
- b) crystallize educational objectives by employing a variety of educational philosophies and approaches; and
- c) develop a better understanding of their own life goals through various exercises requiring careful self analysis.

Prerequisite: Enrollment in the EBO program. First semester each year.

## 94 Inter-Divisional Programs (ID)

### 182 GS6 History of Presidential Elections

Views the development of American history, tradition and heritage by examining the great issues, philosophies, and candidates for the presidency, the results of these elections and their ultimate effect on the nation and its people.

### 206 The Phenomenon of Religion

Man and his experience of the sacred are approached through a survey of the art, music, and literature of Eastern and Western religions. Modern sciences such as psychology of religion will be invoked to shed light on man's religious responses.

### 249 Rock Culture

An investigation of the cultural, aesthetic, and socio-political statements of rock and roll music. Special emphasis on the historical roots, life styles, and unique forms of communication embodied in this contemporary phenomenon. First semester each year.

### 375 Special Topics in Inter-divisional Studies

This course will concentrate on a topic pertinent to the current needs and interests of students. Primarily, it will focus on topics which cross divisional lines and will involve two or more inter-divisional disciplines.



## Extra-Divisional Programs

### Military Science (MS)

**Content and Objectives:** Military Science is concerned primarily with the exploration and development of topical areas contributing to competence in leadership and management. The Military Science Program of Instruction is a core-type curriculum consisting of seventy-two military skills and nineteen professional knowledge subjects integrated in both the Basic and Advanced course. While the ultimate purpose of the program is to provide college-trained officers for the U.S. Army Reserve and the Army National Guard, it supports college goals by emphasizing intrapersonal depth and the development of personal qualities necessary for leadership such as integrity, candor, moral courage, strength of character and honor. The course study is conducted under the auspices of the Reserve Officers Training Corp (ROTC) and is a four-year program divided into two parts—the Basic Course and the Advanced Course.

**Basic Course (Pre-professional):** The Basic Course is normally taken in the freshman and sophomore years. However, any student may register for any of the lower division military science courses. No military commitment is incurred and students may withdraw at any time before the end of the second year. Additionally, no cost is incurred for course registration and 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 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. Instructions in this program includes the introduction of military skills that must be developed prior to attendance at an Officer Basic Course (OBC). They are fundamental to the military profession and serve as the basis for all future branch-directed specialty training. Professional knowledge subjects are also provided. They describe in very foundational terms what it is that the United States 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 a living allowance up to \$1,000 each year.

A six week Advanced Camp is held during the summer between the junior and senior years. This camp permits students to put into practice the principles and theories they have acquired in the classroom and exposes them to more military skills. Successful completion of the advanced camp is required prior to commissioning.

**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 six-week basic camp prior to their junior year of college. This summer training takes the place of the Basic Courses of the four-year program and qualifies students to enter the professional courses. Qualified veterans with prior military service and junior ROTC graduates are eligible to enroll in the Advanced Course without participating in the Basic Courses.

**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 as early as the freshman year in college. Upon successful completion of the Advanced Course, the cadet could receive an early commission and serve as a second lieutenant with the Army National Guard or Reserve while completing the baccalaureate degree.

**ROTC Scholarship Program:** Army ROTC offers three and two 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 compete for two-year scholarships while at camp. These scholarships pay for tuition, textbooks, lab fees and other educational expenses, plus providing a living allowance of up to \$1,000 each year the scholarship is in effect.

Scholarship candidates are obligated to serve four years on active duty with the remaining two in the Reserves. Nonscholarship graduates may serve three years on active duty and the remaining three in the Reserve, or they may volunteer or be chosen to serve on Reserve Forces Duty (RFD). On RFD, the active duty obligation is from three to six months for attendance at the Officer Basic Course,



# 96 Military Science (MS)

with the remaining time spent in a reserve component unit.

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. This distinction enables them to apply for a Regular Army Commission. 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.

## **H11 Introduction to Military Science**

Basic Course. Designed to introduce freshman first-year students to the ROTC Program, an overview of the role of the U.S. Army, Army Reserve and Army National Guard, the Department of Defense and the Army's task in national defense and community activities. Provides fundamental knowledge and applicable skills in land navigation, first aid, drill and ceremonies and physical fitness through practical application in the classroom and two required Leadership Labs. Includes a summary of the current Army posture and a discussion of the Army branches and their roles as part of the Army team. First semester, first year.

## **H12 Introduction to Military Science**

Basic Course. Designed to expand upon experiences in MSH 11, provides a fundamental foundation for exploring and understanding formal leadership and management theory. Continues fundamental knowledge and skills preparation in physical training, and drill and ceremonies. Two leadership labs are required. Professional knowledge subjects introduced include the Law of War, the role of the non-commissioned officer, intelligence and combat information and the Soviet Army. Second semester, first year.

## **H21 Introduction to American Military History**

Basic Course. Structured to familiarize students with American Military History, tracing the origin and development of the U.S. Military organization from the colonial period to its current posture. The course includes an introduction to the theory and practice of war, the evolving nature of war, and the principles of war. Each student is required to research, organize and present information in the form of an oral report to the class on a

topic from one of the Military History periods discussed in class. The course is a required professional knowledge subject and the oral presentation is designed to improve oral communication skills. First semester, second year.

## **H22 Applied Leadership and Management**

Basic Course. Designed to review leadership traits and fundamentals. Examines leadership theory relative to the military environment and challenges the student to solve leadership problems through the use of case studies portraying specific problems encountered in military units. Professional skills related to leadership positions will be discussed. Students will learn counseling techniques dealing with subordinates job performance, personal problems and disciplinary matters. Finally, briefing techniques will be discussed followed by a practical exercise wherein the student will prepare and present a ten minute information briefing. This is designed to refine oral presentational skills. Two leadership labs are required for skills training in drill, ceremony and physical readiness. Second semester, second year.

## **H31 Applied Leadership and Management-- Professionalism and Military Ethics, Leadership Assessment Program**

Advanced Course. Introduction to the professional level program. Introduces students to the profession of arms, its characteristics, uniqueness, roles and responsibilities. Provides a fundamental understanding of the professional soldiers ethical and moral responsibilities to the nation and Army. Develops an understanding of the need for ethical conduct and a greater awareness and sensitivity to ethical issues. Designed to improve ethical decision making skills through case studies of real world situations. Additionally, the students will be introduced to required leadership skills such as written and oral communication, sensitivity, initiative, planning and organizing, delegation, administrative controls, problem analysis, judgement and decisiveness. Two hours of leadership lab are required every other week to develop other required military and professional knowledge skills. First semester, third year.

## **H32 Squad Tactics and Unit Level Training Management**

Advanced Course. Designed to familiarize students with basic tactical operations of small units organic to military force structure.

Discusses functions, duties and responsibilities of leaders within such units. Provides skill development, practical experience and diagnostic evaluation in the use of topographic maps, aerial photographs and the magnetic compass. Discusses requirements, activities and standards that students will counter at Advance Camp. Introduces the student to the Army training management concept within small units dealing with the elements of time, materials and objectives. Further develops student skills through practical experience in preparing military correspondence, staff papers and briefings that impart information, elicit decisions and make official records of past events in the form of after-action reports. Two hours of leadership lab are required every other week to assist in military skill development for advanced camp preparation. Joint FTX attendance is required. Second semester, third year.

#### **H41 Company and Battalion Level Operations**

Advanced Course. Structured to introduce students to battlefield dynamics and the strategic and tactical capabilities of the Warsaw Pact. Discusses the concept of task organization, combined arms teamwork and the combat support and service support requirements for military operations. Emphasizes the preparation of commissioning packets for branching requirements. Further develops the technical aspects of management within company and battalion structures. Continues professional development through requirements to demonstrate both written and oral communication skills. Leadership lab requirement is by assignment to select lab periods. First semester, fourth year.

#### **H42 Practicum in the Managerial Activities of the Commissioned Officer**

Advanced Course. Designed to provide the student with an understanding of Army expectations concerning the commission and oath of office, conduct and behavior while on or off duty, duty performance and public responsibility. Introduces the student to the Military Law and Justice System and prepares them for their role in the administration of military justice. Provides the student with requirements for active duty to include military movement, financial management, insurance coverage and career progression. Promotes further development of oral and written communication skills. Leadership lab requirements is by assignment to select lab periods. Joint FTX attendance is required. Second semester, fourth year.

## **Department of Physical Education (PE)**

**Content and Objectives:** The physical education department is organized to meet the following objectives:

1. To provide students with the opportunity to become qualified teachers of physical education in elementary and secondary schools. The physical education minor satisfies the required competencies as set forth by the Wisconsin Department of Public Instruction.\*
2. To provide education majors with a coaching certification program. This program allows students majoring in another academic discipline to become qualified athletic coaches.\*
3. To provide all students with an opportunity to acquire skills in sports for recreation, intramural or lifetime activities.

**Physical Education Minor:** A minimum of 24 semester hours, plus a methods course, must be earned for a minor in physical education. The required courses are: BI 150, PE H73, PE H85, PE 101, PE 120, a minimum of four half courses in lifetime sports and PE H70 if a secondary education major.

**Coaching Certification:** This program is designed to certify both men and women for athletic coaching. The certification requires a minimum of 26 semester hours for coaching preparation. The required courses are: BI 150, PE H75, PE 400, PE 120, PE 301, PE H97, plus a minimum of three half courses in coaching theory.

**Lifetime Sports:** A wide range of lifetime sports will be offered for all students. Through lifetime sports individuals will have a better understanding of the need for a planned activity program. A major objective of lifetime sports is to have each student incorporate physical activity into his or her daily lifestyle.

\*Physical education minors must achieve a major in three years to remain certified.

## Half Courses:

### **H68 Curriculum and Methods of Teaching Elementary Physical Education**

This course is designed to acquaint students with the elementary physical education curriculum. Teaching methods for movement exploration, games, rhythms, fitness testing and sports skills will be surveyed.

### **H69 Health and Nutrition for Children**

Innovative and experiential approaches to teaching wellness concepts with special emphasis on nutrition, substance use/misuse, cardiovascular health, emergency first aid/safety, and sexuality. Focus is on the lifestyle approach with positive self-image as the basis for health decision-making.

### **H70 Methods of Teaching Secondary Physical Activity**

The course is designed to analyze the approaches and systems for teaching physical activities. Students will develop skills in teaching activities in a variety of instructional situations, including health clubs, community recreation programs, corporate fitness programs and schools.

### **H73 Field Experience**

This course is designed to provide students with an opportunity to experience teaching of physical education under the supervision of qualified elementary or secondary school teachers. Students will be expected to outline the objectives of their experience with the supervising teacher and the departmental advisor. Prerequisite: junior or senior standing; physical education minor only.

### **H74 Independent Study**

The purpose of this course is to allow students to pursue special projects with departmental approval. Prerequisite: approval of advisor and department chairman.

### **H75 Organization and Administration of Physical Activity Programs**

This course is designed to provide students with administrative techniques and procedures in physical activities and related fields. Emphasis on theories and philosophies of administration; policies and practices; leadership, management, budgeting, planning, construction and maintenance of facilities; public relations and legal liabilities.

### **H85 Tests and Measurement**

This course is designed to develop an understanding and ability to apply measurement and evaluation in physical activity. Topics include uses and philosophy of measurement; selection, construction, administration, and interpretation of tests; basic statistical interpretation of data; and classification of students.

### **H91 Theory of Coaching Baseball/Softball**

This course is designed to develop an understanding of the different theories, techniques and philosophies of coaching baseball/softball. The students will develop their personal coaching philosophies with the help of the instructor. The emphasis of the course will be placed on the teaching and analysis of the individual techniques involved in developing baseball/softball skills. Situations and strategies will also be discussed, along with the importance of utilizing statistics and scouting reports.

### **H92 Theory of Coaching Basketball**

This course is primarily designed for students interested in coaching basketball at all levels of competition. It will provide an in-depth study of basketball from its basic elements through the complexities of team organization. Emphasis on individual player offense fundamentals, coordinating individual offensive techniques into team offense, basic defenses (individual and team), game situations, scouting, game organization, team strategy and coaching aids.

### **H93 Theory of Coaching Football**

Emphasis will be placed on theories, procedures and techniques used in coaching football on the secondary level. All aspects of offensive football will be covered, including: line play, pass blocking, trap blocking, wide receiver play, pass maneuvers, passing trees and pass patterns, backfield play and quarterback play. Also included will be defensive football, line play, line backer play and defensive back play. Film analysis, scouting techniques, practice planning and staff organization are all important aspects of the course.

### **H94 Theory of Coaching Tennis**

The purpose of this course is to familiarize students with the techniques and procedures used in coaching tennis. An emphasis will be placed on practice organization and fundamental skills.

**H95 Theory of Coaching Track and Field**

The foundations of this course are the theories and techniques used in coaching track and field. Students will be given an opportunity to teach performance skills and set up drills to develop the basic skills. Also included are the strategies of running races and relay races. Practice, planning, staff organization and meet management are vital considerations of the course.

**H96 Theory of Coaching Volleyball**

This course is designed to familiarize students with the techniques and procedures used in coaching volleyball. (Basic skills will also be reviewed with an emphasis placed on techniques of analysis and drills for development of these skills in athletes). Course content will include offensive and defensive strategies; obtaining and utilizing statistics; use of coaching aids; structuring practice schedules; competition organization before, during and after the event; team management and utilization and duties of managers and the assistant coach.

**H97 Conditioning and Training for Athletes**

The fundamental principles of training and conditioning for participation in varsity sports are the vital issues of the course. The concerns of aerobic and anaerobic training are studied in detail. The training of female athletes is given special consideration with a concentration on the growth of women's sports. Diet, ergogenic aids, environment and their effects on performance are also discussed.

**H98 Officiating**

The techniques of officiating team sports will be taught and will include the philosophy of officiating, rule knowledge, floor position, tactics and preventive officiating. Special emphasis will be placed on the sports of volleyball, football, baseball and basketball.

**H99 Theory of Coaching Soccer**

This course is designed for students interested in learning the techniques, methods and strategems of coaching soccer, primarily at the elementary and secondary level. Emphasis will be placed upon individual techniques, team offense, team defense, and the overall strategy of coaching soccer.

**Full Courses:****PE 101 Concepts of Healthful Living**

This course will provide students with a knowledge of the concepts of "wellness" and will tell 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 in 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.

**PE 120 CPR, First Aid, Care and Prevention of Athletic Injuries**

This course involves the study of a variety of topics in three areas: CPR—artificial ventilation and circulation; First Aid—care of injuries, dressings and bandages, shock, burns, fractures, control of bleeding and transportation of the sick and injured; and care and prevention of athletic injuries; taping techniques, protective equipment, injury recognition and evaluation, and selected modalities such as massage, cryotherapy and thermotherapy.

**PE 301 Physiology of Exercise**

This course is designed to provide students with a basic knowledge of the physiological changes which occur in the human body as a result of exercise and training. Prerequisite: BI 150, junior standing.

**PE 400 Coaching Experience**

This course gives students an experience in coaching a particular sport or sports. Students are expected to submit to the college departmental advisor the objectives that have been approved by the supervising coach of an elementary or secondary school. Prerequisite: theory courses of the sport or sports being coached; junior or senior standing; coaching minors only.

## Lifetime Sport Activities (LTS)

This program emphasizes the study of movement as a force in one's life. Just as the forces of intellect and imagination give meaning and support to self development, so too can movement. For this to occur, however, people must have the skills to move effectively and efficiently. They must also have knowledge and attitudes about how participation in movement can give added meaning to life, help fulfill one's potential, and counter-balance stresses of today's world. The courses listed below have these goals as their objectives and will include readings, reports, exams, and field experiences which will give students an opportunity to develop skills by participation in various sports.

### H40 Archery

This course is designed to teach students the basic skills and knowledge of archery. Emphasis will be placed on care and selection of equipment, scoring, terminology, the art of shooting, stance, nocking, draw, anchor, release and follow through, clout and field shooting, and aiming with point of aim and sight.

### H41 Badminton

This course teaches students the basic skills and knowledge of badminton. Content will include the learning of basic skills such as serves, clears, drives, the drop shot, the smash, and net shots, rules and strategy for doubles and singles, terminology, and an understanding of the history of the sport.

### H42 Basketball

The class will provide an opportunity for the development of fundamental skills, knowledge and rules necessary for successful participation and enjoyment in recreational play.

### H43 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.

### H47 Football/Soccer

The class will give students an opportunity to participate in and enjoy recreational play of these two popular team sports. Emphasis will be on fundamental skills, knowledge of rules, and strategy necessary for participation in the activity.

### H48 Golf

The class will provide golf students with the basic knowledge, skills, and attitudes of golf. It will include fundamental skills such as grips, stance, swing, putting, rules and etiquette.

### H50 Lifesaving

This course gives students the skills and knowledge required to save their own lives or the life of another person in the event of an emergency. Students must have sound swimming skills to be eligible. Red Cross Certification will be given upon successful completion of this course.

### H51 Racquetball

This course gives students the skills and knowledge, strategy, and rules of racquetball.

### H52 Skiing (Downhill/Cross Country)

This course is designed to be an introduction to skiing. The primary emphasis will be placed on the development of skills and attitudes basic to a lifetime pursuit of active, outdoor winter recreation. Safety and accident prevention along with equipment comparison, purchase and care will be discussed.

### H53 Softball

This course teaches students the basic skills and knowledge of softball. Content will include rules, terminology, scoring, care and selection of equipment, offensive and defensive strategies, and the basic skills of pitching, catching, throwing, batting, bunting and fielding.

### H54 Swimming (Beginning and Intermediate)

Beginner and advanced beginner skills will be taught during the second half of the semester. Individuals may register for one or both sections (once for credit, once for audit) of the course but may only receive credit for one half course. Both courses will also include boat safety, diving, safety and self-rescue techniques.

**H55 Tennis**

This course gives students the basic skills and knowledge of elementary tennis. Content will include basic skills, singles strategy, doubles strategy, courtesy, equipment, rules and tournament play.

**H56 Track and Field**

This course is designed to familiarize students with all aspects of track and field. The history of track and the Olympics will be included, along with techniques used in the various field events. The order of runners and strategy of relay races as well as the latest theories in the other running events will be discussed.

**H57 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, dunking, spiking, dives and digs.

**H58 WSI (Water Safety Instructor)**

This course gives students the knowledge and swimming skills needed to attain WSI Red Cross Certification. Content will include swimming strokes, skill analysis, class organization, objectives, lifesaving skills and practical experiences.

**H60 Weight Training for Men (Beginning)**

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

**H61 Weight Training for Women (Beginning)**

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

**H62 Intermediate Weight Training**

A continuation of H60 and H61 with the student in an intermediate phase, selects and applies an indepth Olympic or Nautilus Weight Training Program. Prerequisite H60 and 61 or consent.

**H63 Advanced Weight Training**

This course provides the student with advanced knowledge and techniques and an opportunity to develop his/her own Weight Training Program. This program would include lifts for the development of specific muscle groups as well as pre and post testing procedures. Prerequisite: H60 and 61 or consent.

**Aviation (AV)****100 Introduction to Aviation**

The course includes all the subject matter necessary to successfully pass the F.A.A. Private Pilot written examination. At the end of the course students are encouraged to take the exam. The course includes: the theory of flight; communications; navigation; aviation weather; flight computers; radio navigation; FAA regulations; physiological aspects of flying; and flight instruments. The course is designed not only to help students acquire a basic academic flight background but also to help direct their judgements towards the end of conducting safe flight in today's modern airplanes. Optional orientation and cross country flights, plus an ingrated flight training program arrangement with a local flight school will also be available.



## Board of Trustees

**Bernard S. Kubale**, Chairman; Attorney/Partner, Foley and Lardner.

**Quentin F. Willems**, '41, Vice Chairman; President and Chief Executive Officer, The Larsen Company.

**Michael S. Ariens**, '53, President, Ariens Company.

**Richard A. Bemis**, President, Bemis Manufacturing Company.

**The Rev. Dennis M. Burke, O.Praem.**, '26, Chancellor Emeritus, St. Norbert College.

**Joanne M. Burns**, '54, Assistant Director for Career Planning, Eastern Michigan University.

**E. L. Everson**, '20, Attorney.

**William H. Fieweger**, Independent Management Consultant.

**The Rev. Robert K. Finnegan, O.Praem.**, '49, Canonry Treasurer, St. Norbert Abbey.

**The Rev. Joel P. Garner, O.Praem.**, '62, Director of Formation, St. Norbert Abbey.

**Philip J. Hendrickson**, Chairman of the Board, Krueger Inc.

**Herbert E. Hoelt**, '55, President, Christensen Oil Company.

**Joseph F. Kauffman**, Executive Vice President, University of Wisconsin System.

**Donald P. Kelly**, President and Chief Executive Officer, Esmark, Inc.

**The Rt. Rev. Sylvester M. Killeen, O.Praem.**, '27, Abbot Emeritus, St. Norbert Abbey.

**Robert E. Kissel, Sr.**, Retired Western Division Manager, Charmin Paper Products.

**The Rev. David M. Komatz, O.Praem.**, '70, Student Services Director, Premontre High School.

**George F. Kress**, Chairman of the Board, Green Bay Packaging Company.

**The Rev. Alfred McBride, O.Praem.**, '50, Community Planner, St. Norbert Abbey.

**James B. McKanna**, Chairman of the Board, Peoples Marine Bank of Green Bay.

**The Most Rev. Robert F. Morneau**, Auxiliary Bishop, Catholic Diocese of Green Bay.

**James L. Moser**, '57, President, Moser Lumber Company.

**The Rt. Rev. John E. Neitzel, O.Praem.**, '46, Abbot, Daylesford Abbey.

**Evaldeen Neufeld**, Former Social Worker, Homemaker.

**The Hon. Andrew W. Parnell**, Retired Circuit Judge.

**William A. Reiss**, Chairman of the Board, Chief Executive Officer, C. Reiss Coal Company and Subsidiaries.

**Lee G. Roemer**, Retired Chairman of the Board; Former President, Wisconsin Public Service Corporation.

**Donald J. Schneider**, '57, President, Schneider National, Inc.

**James J. Shipman**, Consultant, Experience LTD.

**Mary M. Walter**, Vice President, Post Corporation.

### Trustee Emeritus

**Dorothy M. Lindner**, Retired Teacher, Homemaker.

## Administrative Offices

(Date indicates year of initial appointment)

### President's Office

**Neil J. Webb, Ph.D.**, President (1959).

**Isadore M. Gosz, O.Praem.**, Assistant to the President (1976).

**Marcia A. Baenen**, Secretary to the President (1981).

### Dean of the College

**Robert L. Horn, Ph.D.**, Dean of the College (1978).

**Harold J. Baeten, Ph.D.**, Chairman of the Division of Natural Sciences (1957).

**Harold M. Ross, Ph.D.**, Chairman of the Division of Social Sciences (1979).

**Robert J. Vanden Burgt, Ph.D.**, Chairman of the Division of Humanities and Fine Arts. (1968).

**Matthew G. Flanigan, M.A.**, Dean of Admissions and Financial Aid (1972).

**Ellen R. Olson, M.S.**, Director of Financial Aid (1978).

**Beth A. Foley**, Assistant Director of Admissions (1981).

**Christina N. Ketter, M.S.**, Assistant Director of Admissions (1981).

**Marla A. Nelson**, Assistant Director of Financial Aid (1976).

**Jon D. Curtis, M.A.**, Registrar (1970).

**John F. Sutton, Ph.D.**, Director of Computer Services (1980).

**Albert E. Negratti, Ed.D.**, Director of Physical Education and Athletics (1981).

**Eugene G. Bunker, M.S.L.S.**, Director of the Todd Wehr Library (1963).

**Donald L. Pieters, M.A.**, Head of Readers' Services (1953).

**Sally V. Cubitt, M.L.S.**, Acquisitions Librarian (1979).

**Sr. Sally Ann Brickner, O.S.F., Ph.D.**, Director of Teacher Education (1970).

**John D. Giovannini, M.F.A.**, Director of Summer Session (1967).

### Dean of Student Life

**Richard C. Rankin, Ed.D.**, Dean of Student Life (1978).

**Cynthia Barnett, M.S.**, Associate Dean of Student Life (1977).

**Linda Clay, M.A.**, Director, Office of Career Services (1979).

**Conrad J. Kratz, O.Praem., M.A.**, Pastor/Director of Campus Ministry (1982).

**Betty A. Kuenzel, M.A.**, Campus Ministry Associate (1980).

**Laurie Hamre, M.A.**, Director of Student Activities (1980).

**Robert Olson, O.Praem., M.A.**, Counselor (1977).

**John A. Williamsen, Ph.D.**, Director of the Center for Student Development (1968).

### Vice President for Development

**Donald L. Salmon**, Vice President for Development (1982).

**C. Patrick Mulrooney, O.Praem., M.B.A.**, Director of Deferred Giving (1976).

**A. J. Mackelprang, Ph.D.**, Director of Public Affairs (1982).

**Paula Krueger-Deiters**, Director of Alumni Relations (1982).

**Betsy Foley, M.S.W.**, Coordinator of Media Relations (1980).

**Linda L. Tutt**, Acting Director of Research (1981).

**Aaron J. Walschinski, O.Praem., M.A., M.S.**, Campus Photographer (1975).

### Vice President for Business and Finance

**William C. Komsi, M.S.**, Vice President for Business and Finance (1977).

**Kenneth M. Smits, M.B.A.**, Controller (1965).

**David R. Quimby, M.S.**, Director of Auxiliary Services (1980).

**Eileen Finnerty**, Director of Personnel (1980).

**James S. Beard**, Director of Facilities (1979).

**Sally A. Dodd**, Director of Business Operations (1976).



# 104 Faculty

## Faculty

- Adams, Mural F.** (1968), Associate Professor of Education; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin.
- Baader, Heinz G.** (1965), Professor of History; B.A., Highlands University; M.A., Ph.D., University of California.
- Bachmann, Capt. Robert D.** (1979), Assistant Professor of Military Science; B.A., St. Norbert College.
- Baeten, Harold J.** (1957), Associate Professor of Biology; B.S., St. Norbert College; M.S., University of Wisconsin; Ph.D., University of Michigan.
- Bennett, John F.** (1968), Bernard H. Pennings Distinguished Professor of English and Poet in Residence; B.A., Oberlin College; M.A., Ph.D., University of Wisconsin.
- Benton, James S.** (1981), Assistant Professor of Sociology; B.A., University of Michigan; M.A., Ph.D., University of California-Los Angeles.
- Birder, Dudley, D.** (1958), Professor of Music; A.B., M.M., University of Notre Dame.
- Block, Major Bradley R.** (1983), Assistant Professor of Military Science; B.S., M.S., Kansas State University.
- Bohne', F. William** (1965), Associate Professor of Art; B.F.A., University of Dayton and the School of the Dayton Art Institute; M.F.A., Ohio University.
- Boyer, Robert H.** (1968), Associate Professor of English; B.A., M.A., La Salle College; M.A., Marquette University; Ph.D., University of Pennsylvania.
- Brickner, Sister Sally Ann, O.S.F.,** (1970), Associate Professor of Education; B.S., St. Norbert College; M.A., Columbia University; M.A., Ph.D., Michigan State University.
- Buchanan, Luanne** (1982), Instructor of Spanish; B.A., St. Olaf College; M.A., Ph.D. candidate, University of Chicago.
- Bunker, Eugene G.** (1963), Librarian with rank of Associate Professor and Library Director; Ph.B., Marquette University; M.S.L.S., University of Wisconsin.
- Cagle, James L.** (1963), Associate Professor of Art, B.F.A., Chicago Art Institute; M.A., M.F.A., Michigan State University.
- Carlson, Capt. John A.** (1983), Assistant Professor of Military Science; B.A., St. Norbert College.
- Colavechio, Xavier G., O.Praem.,** (1959), Professor of Religious Studies; B.A., St. Norbert College; S.T.L., Gregorian University, Rome; S.T.D., The Catholic University of America.
- Collum, D. Kelly** (1967), Associate Professor of Communication, Media and Theatre; B.A., Auburn University; M.A., University of Michigan; Ph.D., Florida State University.
- Conway, Vincent, A., O.Praem.** (1957), Assistant Professor of Philosophy; B.A., St. Norbert College; Ph.L., Ph.D., Angelicum Athenaeum, Rome.
- Cornell, Robert J., O.Praem.** (1947), Associate Professor of History and Political Science; B.A., St. Norbert College; M.A., Ph.D., The Catholic University of America.
- Cramer, John E.** (1967), Professor of Sociology; B.S., M.A., University of Pittsburgh.
- Cubitt, Sally V.** (1979), Acquisitions Librarian with the rank of Lecturer, B.A., M.L.S., University of Wisconsin.
- Dargan, William E.** (1967), Associate Professor of Business Administration; B.S., Regis College; M.A., M.B.A., University of Denver.
- Davidson, Thomas A.** (1963), Associate Professor of English; B.A., M.A., State University of Iowa.
- DeBoth, Gene A.** (1986), Associate Professor of Mathematics; B.A., St. Norbert College; M.S., Ph.D., Purdue University.
- De Peaux, Rowland C., O.Praem.** (1948), Associate Professor of Modern Foreign Languages; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin.
- Dickhut, Daniel F.** (1956), Professor of Art; B.S., M.S., University of Wisconsin.

- Donahue, Bruce E.** (1980), Assistant Professor of Humanities; A.B., Cornell University; M.A., Ph.D., University of Oregon.
- Elfner, Eliot S.** (1971), Associate Professor of Business Administration; B.S., M.B.A., Ph.D., University of Wisconsin.
- Feik, Lucile A.** (1982), Assistant Professor of Business Administration; B.A., Mundelein College; M.A., Georgetown University; M.B.A., The American University.
- Flanigan, Norbert J.** (1963), Professor of Biology; B.A., St. Norbert College; M.S., Ph.D., State University of Iowa.
- Fresno, Leonides, O.S.A.** (1968), Associate Professor of Spanish; B.A., Universidad de Villanueva; M.A., The Catholic University of America; Ph.D., St. Louis University.
- Frijo, C. Paul, O.Praem.** (1976), Assistant Professor of Geography; B.A., St. Norbert College; M.A., Central Michigan University; Ph.D., University of Wisconsin.
- Giovannini, John D.** (1967), Associate Professor of Communication, Media and Theatre; B.S., Northern Michigan University; M.F.A., Ohio University.
- Hardy, R. Reed** (1974), Assistant Professor of Psychology; B.A., Clarion State College; Ph.D., West Virginia University.
- Harrison, William F.** (1965), Associate Professor of Business Administration; B.S., University of Wisconsin; J.D., William Mitchell College of Law.
- Heideman, Michael** (1982), Lecturer in Physical Education and Head Basketball Coach; B.A., M.S., University of Wisconsin-La Crosse.
- Henrickson, Donald R.** (1972), Associate Professor of Business Administration; B.A., University of North Dakota; Certified Public Accountant; M.B.A., Western Michigan University.
- Hensrud, Captain Neil B.** (1983), Assistant Professor of Military Science; B.S., M.S., Ph.D., University of North Dakota.
- Hodgson, James R.** (1970), Associate Professor of Biology; B.S., University of Wisconsin-Platteville; M.A., Western Michigan University; Ph.D., Montana State University.
- Hoffmann, Robert L.** (1964), Associate Professor of Education; Ph.B., M.Ed., Marquette University.
- Horn, Robert L.** (1968), Dean of the College, Professor of English; B.B.A., M.A., University of Notre Dame; Ph.D., University of Wisconsin.
- Hurley, H. Thomas** (1970), Assistant Professor of Music, B.M.Ed., Murray State University; M.M., Ph.D. candidate, Louisiana State University.
- Hutchinson, Kevin L.** (1982), Assistant Professor of Communication, Media and Theatre; B.A., University of Richmond; M.A., Central Michigan University; Ph.D., University of Missouri-Columbia.
- Johnson, Barney G.** (1980), Lecturer in Communication, Media and Theatre and Director of Theatre Facilities/ Designer; B.A., M.A., University of Minnesota; M.F.A., University of California.
- Johnson, James F.** (1978), Assistant Professor of Business Administration; B.S., United States Naval Academy; M.A., M.B.A., Eastern Michigan University; M.S., Ph.D. candidate, University of Wisconsin.
- Johnson, Capt. John T.** (1982), Assistant Professor of Military Science; B.A., Kansas State University; B.S., University of Kansas.
- King, Elizabeth G.** (1973), Assistant Professor of Political Science; B.A., Emory University; M.A., Ph.D., University of Missouri-Columbia.
- Klopotek, David L.** (1968), Professor of Chemistry; B.A., St. Norbert College; Ph.D., Utah State University.
- Kocher, Douglas J.** (1979), Assistant Professor of Communication, Media and Theatre; B.A., Valparaiso University; M.S., Ph.D., University of Tennessee.
- Kons, Lt. Col. David D.** (1981), Professor of Military Science; B.S., St. Norbert College; M.A., John Carroll University.
- Kosler, Karl A.** (1981), Assistant Professor of Mathematics; B.A., M.A., Ph.D., University of Wisconsin.

## 106 Faculty

- Kosnar, Romie R.** (1958), Associate Professor of Physical Education; B.S., St. Norbert College; M.A., University of Wisconsin.
- Kramer, Robert F.** (1963), Professor of Business Administration; B.S.C., De Paul University; Certified Public Accountant; M.B.A., University of Wisconsin-Milwaukee.
- Lach, Sister Mary Alyce, S.S.N.D.** (1978), Instructor of Education; B.A., Mount Mary College; M.A., Loras College; Ph.D., Ohio State University.
- Lang, James I.** (1963), Professor of Physics; B.S., M.S., University of Wisconsin; Ph.D., Illinois Institute of Technology.
- La Violette, Don** (1983), Lecturer in Physical Education and Head Football Coach; B.S., St. Norbert College; M.A., Florida Atlantic University.
- Lebish, Nat H.** (1970), Associate Professor of Business Administration; B.B.A., City College of New York; Certified Public Accountant; M.B.A., Wharton Graduate School of Finance and Commerce, University of Pennsylvania.
- Le Mense, M. Teresa** (1964), Associate Professor of Spanish; B.A., Universidad de Valencia; B.A., M.A., Universidad de Barcelona.
- Londo, Richard J.** (1958), Professor of English; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin.
- Lukens, Michael B.** (1971), Associate Professor of Religious Studies; B.A., The John Hopkins University; M. Div., Union Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Brown University.
- Mammen, Thampy** (1968), Associate Professor of Economics; M.A., University College, India; M.A., Ph.D., University of Pennsylvania.
- Mason, Stephen F.** (1981), Assistant Professor of Physics; B.A., University of Virginia; Ph.D., University of Wyoming.
- Mattern, Gerald M.** (1961), Associate Professor of Music; B.M., Lawrence University; M.M., University of Wisconsin.
- Matyshak, Stanley A.** (1962), Associate Professor of English; B.S., Loyola University-Los Angeles; M.A., St. Louis University.
- McCallum, George E.** (1967), Associate Professor of Economics; A.B., Ph.D., University of California.
- Moss, Marshall K.** (1964), Associate Professor of Music; B.A., Carroll College; M.M., Northwestern University.
- Negratti, Albert E.** (1981), Professor of Physical Education; B.S., Seton Hall University; M.A., New York University; Ed.D., University of Portland.
- O'Callaghan, William J.** (1958), Professor of Philosophy; B.A., Siena College; M.A., Ph.D., Marquette University.
- Odorzynski, Sandra J.** (1978), Assistant Professor of Economics; B.S., University of Dayton; M.S., Ph.D., Purdue University.
- Pankratz, David C.** (1974), Associate Professor of Mathematics; B.S., St. Norbert College; M.S., Ph.D., Purdue University.
- Patterson, Wayne K.** (1977), Assistant Professor of History; B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania.
- Peterson, Charles R.** (1969), Associate Professor of Art; B.S., M.S., M.F.A., University of Wisconsin-Milwaukee.
- Peterson, Sharyl B.** (1982), Instructor in Psychology; B.S., Florida State University; M.A., University of Northern Colorado, M.A., Ph.D. candidate, University of Denver.
- Phelan, Thomas W.** (1950), Professor of Philosophy; B.A., Regis College; M.A., St. Louis University.
- Phythyon, John R.** (1974), Assistant Professor of Biology; B.S., Wake Forest University; M.S., Ohio State University; Ph.D., Bowling Green State University.
- Pieters, Donald L.** (1953), Librarian and Head of Readers' Services, with rank of Associate Professor; B.A., St. Norbert College; M.A., University of Wisconsin.
- Poss, Richard, L.** (1970), Associate Professor of Mathematics, B.S., St. Procopius College, M.S., Ph.D., University of Notre Dame.

- Regan, James T.** (1954), Professor of Philosophy, B.S., Regis College, M.A., St. Louis University.
- Reynders, William J.** (1967), Professor of Business Administration; B.S., U.S. Naval Academy; M.B.A., Stanford University.
- Ross, Harold M.** (1979), Professor of Anthropology; B.A., Harvard College; M.A., Harvard University; M.B.A., Eastern Illinois University; Ph.D., Harvard University.
- Ross, Jeanne W.** (1981), Assistant Professor of Business Administration; B.A., University of Illinois; M.B.A., The Wharton School, University of Pennsylvania.
- Scheich, Larry A.** (1983), Instructor of Chemistry; B.S., Alma College, Ph.D. candidate, University of California-Santa Cruz.
- Schlagal, Robert C.** (1982), Assistant Professor of Education; B.A., College of William and Mary; M.A., Ph.D., University of Virginia.
- Schmidt, Frederick O.** (1981), Assistant Professor of Music; B.S., M.A., Ph.D., Ohio State University.
- Shemky, Robert W.** (1966), Professor of Education; B.S., M.S., University of Michigan; Ed.D., Indiana University.
- Stibili, Edward C., O.Praem.** (1967), Assistant Professor of History; B.A., St. Norbert College; M.A., University of Chicago; Ph.D., University of Notre Dame.
- Techmeier, Mary T.** (1966), Associate Professor of French; B.A., St. Norbert College; M.A., University of Wisconsin; D. es L., Universite' Laval.
- Thorsen, Arthur L., III** (1979), Assistant Professor of Mathematics; A.B., Dartmouth College; M.S., George Washington University; M.A., Ph.D., Duke University.
- Tilley, Connie L.** (1977), Lecturer in Physical Education and Women's Volleyball and Basketball Coach; B.S., M.S., University of Wisconsin-La Crosse.
- Van Alstine, Lawrence R.** (1972), Assistant Professor of Physical Education; B.A., St. Norbert College; M.A., Northern Michigan University.
- Vande Hey, Robert C., O.Praem.** (1961), Associate Professor of Biology; B.A., St. Norbert College; M.S., Ph.D., University of Notre Dame.
- Vanden Burgt, Robert J.** (1968), Professor of Philosophy; B.A., Holy Cross Seminary; M.A., Ph.D., Marquette University.
- Vanden Busch, Roger, J., O.Praem.** (1982), Lecturer in Religious Studies; B.A., St. Norbert College; M.Ed., M.R.E., Loyola University; M.A., Fordham University.
- Ver Bust, Rev. Richard M.** (1974), Assistant Professor of Religious Studies, B.A., St. John's University; M.A., University of San Francisco; Ph.D., Marquette University.
- Webb, Neil J.** (1959), President, Professor of Psychology; B.S., Marquette University; M.A., Ph.D., Loyola University.
- Wegge, David G.** (1979), Assistant Professor of Political Science; B.A., University of Minnesota; M.A., Midwestern State University; Ph.D., University of Wisconsin-Milwaukee.
- Williamsen, John A.** (1968), Associate Professor of Psychology; B.S., St. Norbert College; Ph.D., University of Illinois.
- Wilson, Brian A.** (1970), Associate Professor of Anthropology and Sociology; B.S., Columbia University; M.A., Stanford University; Ph.D. candidate, University of Wisconsin.
- Wilson, Seoung Lee** (1970), Associate Professor of Music; B.M., University of Louisville; M.M., Southern Methodist University.
- Wiseman, Robert M.** (1982), Assistant Professor of Business Administration; B.S., University of Wisconsin-La Crosse; M.B.A., University of Wisconsin-Milwaukee.
- Wood, Frank A.** (1966), Associate Professor of Humanities; B.A., University of Chicago; M.A., Marquette University.
- Worley, John D.** (1972), Associate Professor of Chemistry; B.S., Hendrix College; Ph.D., Oklahoma University.
- Zahorski, Kenneth J.** (1969), Professor of English; B.S., University of Wisconsin-River Falls; M.A., Arizona State University; Ph.D., University of Wisconsin.

# 108 Faculty Emeriti

## Faculty Emeriti

**Berner, Lawrence J.** (1943), Professor Emeritus of Mathematics; B.A., St. Norbert College.

**Cohen, Joseph M.** (1963), Professor Emeritus of Music; B.M., M.M., Texas Christian University; Ph.D., University of Rochester.

**Ecker, Norbert J.** (1948), Professor Emeritus of Music; B.A., St. Norbert College; M.S., University of Wisconsin.

**Hruska, Edward J.** (1946), Professor Emeritus of Communication, Media and Theatre; Ph.B., M.A., Marquette University.

**Jolicoeur, Fabian A., O.Praem.** (1941), Professor Emeritus of French; B.A., St. Norbert College; M.A., Université Laval.

**King, Donald B.** (1967), Professor Emeritus of Humanities; B.A., Dartmouth College; Ph.D., Princeton University; Society of Fellows, Harvard University.

**Kolstad, Howard L.** (1960), Professor Emeritus of Physical Education; B.S., University of Wisconsin-Eau Claire; M.A., Northern Michigan University.

**La Mal, Ernest J., O.Praem.** (1952), Professor Emeritus of Education; B.A., St. Norbert College; M.Ed., Marquette University; Ed.D., Loyola University.

**Medland, Elizabeth** (1970), Professor Emeritus of Sociology; A.B., College of Mount St. Joseph; B.A., M.A., University College, Dublin; Ph.D., Bryn Mawr College.

**Motiff, Lawrence J.** (1939), Professor Emeritus of Chemistry; B.A., St. Norbert College, M.S., University of Wisconsin.

**Nicks, Melvin J.** (1953), Professor Emeritus of Physical Education; B.A., Loras College; M.A., University of Iowa.

**Sromovsky, Robert A., O.Praem.** (1925), Professor Emeritus of Music; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin.

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