

**ST. NORBERT COLLEGE**

**2022-23**

**CATALOG**

## ACADEMIC REGULATIONS

<a href="#">Graduation Requirements</a>	2
<a href="#">Four-Year Guarantee</a>	2
<a href="#">Course Registration</a>	3
<a href="#">Registering for Special Courses</a>	4
<a href="#">Withdrawals</a>	6
<a href="#">Readmission</a>	7
<a href="#">Satisfactory Academic Progress</a>	8
<a href="#">Examination Policies</a>	9
<a href="#">Grading Policies</a>	10
<a href="#">Selecting a Major</a>	12
<a href="#">Athletic Eligibility</a>	12
<a href="#">Services for Students with Disabilities</a>	12

## THE CURRICULUM

<a href="#">Learning Outcomes and Assessment</a>	14
<a href="#">Academic Degrees and Programs</a>	14
<a href="#">The Core Curriculum</a>	16

### Undergraduate Academic Programs

<a href="#">Accounting</a>	23
<a href="#">Art &amp; Art Education</a>	24
<a href="#">Biology</a>	26
<a href="#">Business Administration</a>	29
<a href="#">Center for Global Engagement</a>	33
<a href="#">Chemistry</a>	32
<a href="#">Classical, Medieval and Renaissance Studies</a>	34
<a href="#">Communication and Media Studies</a>	35
<a href="#">Community Engagement and Academic Service Learning</a>	37
<a href="#">Computer Science</a>	43
<a href="#">Data Analytics</a>	45
<a href="#">Economics</a>	47
<a href="#">Education</a>	50
<a href="#">English</a>	56
<a href="#">English as a Second Language Program</a>	60
<a href="#">Environmental Science</a>	61
<a href="#">French and Francophone Studies</a>	62
<a href="#">Geography</a>	64
<a href="#">Geology</a>	64
<a href="#">German</a>	66
<a href="#">Greek</a>	67
<a href="#">Hebrew</a>	67
<a href="#">History</a>	68
<a href="#">Honors Program</a>	70
<a href="#">Humanities Division</a>	71

<a href="#">Integrative Studies</a>	72
<a href="#">International Business and Language Area Studies (IBLAS)</a>	72
<a href="#">International Education</a>	74
<a href="#">International Studies</a>	74
<a href="#">Japanese</a>	77
<a href="#">Latin</a>	79
<a href="#">Leadership Studies</a>	79
<a href="#">Mathematics</a>	80
<a href="#">Military Science</a>	83
<a href="#">Modern Languages and Literatures</a>	84
<a href="#">Music &amp; Music Education</a>	86
<a href="#">Natural Science Division</a>	89
<a href="#">Peace and Justice Studies</a>	90
<a href="#">Philosophy</a>	91
<a href="#">Physical Education</a>	92
<a href="#">Physics</a>	93
<a href="#">Political Science</a>	95
<a href="#">Pre-Professional Programs</a>	97
- <a href="#">Pre-Dental, Pre-Engineering, Pre-Law, Pre-Medical, Pre-Veterinary</a>	
<a href="#">Psychology</a>	100
<a href="#">Schneider School of Business and Economics</a>	102
<a href="#">Sociology &amp; Human Services</a>	104
<a href="#">Spanish</a>	106
<a href="#">Study Abroad &amp; Off-Campus Programs</a>	108
<a href="#">Theatre Studies</a>	108
<a href="#">Theology and Religious Studies</a>	110
<a href="#">Visual and Performing Arts Division</a>	111
<a href="#">Washington Internship Programs</a>	112
<a href="#">Women's and Gender Studies</a>	113
<a href="#">World Literature</a>	115

### Graduate Academic Programs

<a href="#">Master of Business Administration</a>	116
<a href="#">Master of Arts in Liberal Studies</a>	118
<a href="#">Master of Theological Studies</a>	119

<a href="#">Course Descriptions</a>	122
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## DIRECTORIES

<a href="#">Administrative Offices</a>	248
<a href="#">Faculty and Faculty Emeritus</a>	250
<a href="#">Trustees and Trustees Emeritus</a>	260

# ACADEMIC REGULATIONS

## Graduation Requirements

### Catalog Requirements

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

It is the responsibility of each student to complete all the graduation requirements described herein. Academic advisors do not share this responsibility, nor can they change, alter, or waive graduation requirements. The College reserves the right to change the requirements within this catalog. Though the College attempts to communicate catalog changes to students, students are responsible for program completion and requirement updates. Information on requirement changes is available from program coordinators and the academic dean's and registrar's offices.

### Four-Year Guarantee

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

Under this guarantee, the College expects that the student will select a major in a timely fashion, i.e., prior to registration for the fourth semester of study.

To exercise the guarantee, the student must be approved for the guarantee by the registrar and apply for financial aid. Any portion of tuition not covered by federal or state gift assistance will be waived by the college.

### Exceptions

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

### Study Abroad

Students who study overseas may not be able to graduate within the four years.

### Bachelor's Degree Requirements

To earn a baccalaureate degree from St. Norbert College, a student must satisfy credit, curriculum, grade point average (GPA) and residency requirements. A total of 128 semester credits successfully completed, completion of the Gateway Seminar (IDIS 105), a cumulative 2.00 GPA and major GPA of 2.00, completion of the core curriculum program, and completion of an approved major are required for graduation. Majors are required to have a minimum of 40 credits.

### Minors

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

### Residency Requirements and Transfer Students

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

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

#### Transfer Credit from Other Institutions

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

#### Double Majoring

Students double majoring in disciplines that qualify for different degrees receive only one degree from St. Norbert College though all majors and minors completed appear on the transcript. The primary major of the student will determine which degree is awarded.

#### Cross-listed Courses

Courses crosslisted between programs may be used to fulfill major and/or minor requirements of both programs.

#### Graduation with Honors

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

3.50 - 3.74 = Cum Laude

3.75 - 3.89 = Magna Cum Laude

3.90 - 4.00 = Summa Cum Laude

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

#### Degree Application

Students must apply for their degree by the end of the first week of their final semester. Applications for

graduation are available on KnightLine. A graduation application fee is assessed to all students during their final semester of attendance.

#### Semester Hours

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

### **Course Registration**

#### Course Load

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

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

#### Adding or Dropping Courses

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

#### Early College Credit Eligibility

High school students must have completed at least two years of high school to be eligible to register for classes on the St. Norbert College campus as part of the Early College Credit program.

#### Withdrawing from Individual Courses

Students may withdraw from a course by completing a course withdrawal form by the deadline noted on the academic calendar for fall and spring semesters with advisor and instructor approval. No adds, drops or withdrawals are official until submitted to the registrar’s office. Also, see Withdrawals.

#### Participation in College-Sponsored Activities

St. Norbert College is committed to making opportunities available for students to engage in the full range of experiences that constitute a St. Norbert

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

#### Co-Curricular Activities During Finals Week

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

#### Academic Honor Code

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

#### Dean's List

Students who are registered for full-time study and complete 12 or more credits with a final grade point average of 3.50 or better with no grades of "F" earn a place on the Dean's List. Students with any incomplete grades are precluded from inclusion on the Dean's List until all grades are resolved and recorded by the registrar's office.

#### Repeated Courses

When a course is repeated at St. Norbert College, all attempts are shown on the transcript; however, only the last grade is counted toward the GPA, in the quality points, and in the credits earned. Courses that can be repeated for credit, such as special topics,

music lessons and ensembles, are not subject to this policy.

#### Student Classification

Students intending to register for classes on the St. Norbert College campus must have completed two years of high school study (or the equivalent) before the academic term in which they would like to enroll. Exceptions to this policy must be approved by the vice president for academic affairs. This age restriction does not apply to St. Norbert College-sponsored dual credit courses taught in the high schools.

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

Freshmen = 0-27 semester credits completed  
Sophomores = 28-55 semester credits completed  
Juniors = 56-87 semester credits completed  
Seniors = 88 or more semester credits completed

#### **Registering for Special Courses**

##### Independent Study and Arranged Courses

The academic program at St. Norbert College is designed to provide maximum flexibility of opportunities to students for meeting their educational goals. An important aspect of the academic program is approved independent study under the supervision of a faculty member. There are two basic approaches to independent work by the student. The first is independent study of a course listed in the catalog, called an arranged course. The second is expansion of a student's study which goes beyond the content of regular courses listed in the catalog through a special topic, directed readings or directed research, or work-study. The titles of the independent work may vary from one academic area to another. The requirements for these, however, are standard.

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

the course.

### Audits

Full-time students may audit up to four semester-credits each semester at no additional charge. Registration for an audit is on a space-available basis.

Students may not audit required courses or lessons in their major.

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 the grade (AU) will be entered on the permanent record.

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

### Internships Taken for Credit

In order to earn academic credit at St. Norbert College for an internship or field experience, students must register for a formal internship course. Successful completion of that internship course involves the student working toward completing specific learning objectives that are relevant to the on-site work experience and to the student's career goals or major (the Learning Agreement). The internship earning academic credit is guided and assessed by both an on-site supervisor and a collaborating St. Norbert College faculty member.

### Student Eligibility Requirements

1. Student interns must have junior or senior standing. Rare exceptions may be approved by a divisional dean or dean of the business school.
2. Students must have a minimum 2.50 cumulative GPA to be eligible to register for a credit-earning internship. Students with a cumulative GPA lower than 2.50 must obtain approval to register for an internship from the collaborating faculty member.
3. A maximum of eight internship course credits may be taken as part of the 128 credits required for graduation. Students may only take one internship course at each internship site. Exceptions may be approved by a divisional dean or dean of the business school.

### Required Features of an Internship Receiving Academic Credit

1. Students and collaborating faculty members should check the college catalog to determine if

the internship course regularly earns credit that counts toward the student's degree or certificate program. If the internship course is not listed in the college catalog as a required or elective class for a particular degree or certificate, the student should complete a Course Substitution Form and submit it to the registrar's office.

2. Students are required to work a minimum of 120 hours at the internship site over the course of a 15-week semester. Some programs may require more hours; check with the collaborating faculty member.
3. The on-site internship experience must take place during the semester the internship course is taken. That is, the internship and the internship course must be taken simultaneously. Rare exceptions must be approved by a divisional dean or dean of the business school.
4. Students can receive academic credit for either paid or unpaid internships. **Campus jobs funded by St. Norbert College are not eligible to be considered as internships for credit.**
5. An internship course can be counted toward two degree programs only if the student has a double major within the same academic division. Approval by the appropriate discipline coordinator(s) overseeing the internship courses is required for this arrangement and is based on whether it is felt that the work responsibilities of the internship meets criteria for fulfilling requirements in both degree programs. Even when such double dipping is allowed, the student still only receives four credits for the internship course. A Course Substitution Form should be completed and submitted to the registrar to designate an internship course as fulfilling two electives.
6. Students are not allowed to receive credit if they intern with a family business or if a relative is serving as the on-site supervisor.
7. Normal tuition policies apply to internships taken for credit.

### Registering for an Academic Internship

1. Identify an internship for which you would like to receive academic credit. Talk with a collaborating faculty member, or make an appointment with the office of career & professional development for assistance with resources in locating and securing an internship.
2. Secure the help of a collaborating faculty member who will oversee your work during the internship experience. International students should begin the internship process by contacting the Center for Global Engagement.

If you are registering for an accounting, business administration or economics internship (BUAD 494) or a human services internship (SOCI 481/482), the collaborating faculty member will be the assigned instructor for the course. After communicating with that faculty member, you will be able to register for the internship course through the regular process on KnightLine.

For all other internships, the collaborating faculty member will be a professor that you will contact individually and who agrees to supervise your work in an internship course. After securing a collaborating faculty member in this way, use the following process to register for the internship course:

- Fill out a special course registration form. Check the “Internship 494” course box and, in the provided spaces, indicate the “subject” of the internship (this is typically the discipline of your collaborating faculty member) and course title.
- Read about student eligibility and internship requirements with your collaborating faculty member. Have the faculty member sign the special course registration form, certifying both your eligibility to take the course (class standing, GPA) and that the internship is suitable for earning academic credit. Ask the faculty member to provide you with a syllabus for the internship course.
- Bring the signed special course registration form, a copy of the internship course syllabus, and a copy of a signed learning agreement (see below) to the appropriate divisional dean or dean of the business school. When that office provides final approval, the registrar will be notified and you will be registered for the course automatically.

3. All student interns must complete a learning agreement, a set of learning objectives toward which you will be working as part of the internship course. Each learning objective in the agreement must also specify strategies for achieving it and methods by which progress toward that objective will be measured.

## Withdrawals

### Withdrawing From a Course

After the add/drop date and prior to the last date to withdraw without penalty, specified on the academic calendar, a student may withdraw from a course by completing a course withdrawal form with advisor and instructor approval. Thereafter, students may withdraw from a course without penalty only for a

serious reason with permission from the vice president for academic affairs. A medical withdrawal removes students from all classes and withdraws them from St. Norbert College.

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

Medical withdrawals are authorized by the senior director of health and wellness services or the senior director of counseling and psychological services. This approval is communicated through the vice president of student affairs to protect the confidentiality of the student’s condition. Health and wellness services and counseling and psychological services are located on the second floor of the Mulva Family Fitness and Sports Center. For more detailed information on the medical withdrawal process, please contact Health and Wellness Services at (920)403-3266 or Counseling or Psychological Services at (920)403-3045.

Medical withdrawals are not official until submitted to the registrar’s office and recorded. Calendar dates of withdrawal deadlines are published for each semester on the registrar’s office web site. Official withdrawals are recorded as follows:

1. During the add/drop period of classes — no record of enrollment
2. After the add/drop period of classes — recorded as “W”
3. After the last date to withdraw — recorded as the grade submitted by the instructor
4. Medical withdrawal — recorded as “W”

Note: An excessive number of withdrawals may affect the academic standing and financial aid status of students. See also Satisfactory Academic Progress.

### Withdrawing from the College

Students who wish to withdraw from all classes must begin the process by contacting the registrar’s office to complete a college withdrawal form and exit interview. If a student withdraws from the College

during the add/drop period of classes, only the date of withdrawal will be recorded. No record of specific course enrollment will be made. If a student withdraws from the College after the add/drop deadline, the grade of “W” will be recorded for each course. The calendar date of the deadline for withdrawal from courses is published each semester on the registrar’s web site. Students who cease attending all classes will be considered for administrative withdrawal effective the last known date of attendance.

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

Tuition refund percentage amount for withdrawals can be found on the bursar’s website. Financial aid recipients who withdraw before 60 percent of the semester has been completed are subject to federal financial aid repayment regulations and may owe a repayment of aid, even if not entitled to a tuition refund. The amount of aid a student may keep is in direct proportion to the length of time the student remained enrolled during the semester. Assistance is also available from the offices of financial aid, the bursar (student accounts) and the registrar. (See [Refund Policy for Withdrawal](#) in the fees section of the catalog.)

#### Students Activated for Military Service

Currently enrolled students called up to active military duty during a semester will be placed on immediate deferred grade status. The student and instructor(s) will jointly confer when time permits, to determine if the course(s) enrolled can be completed in a timely basis, if a grade can be issued for work completed to date, or if the student should be withdrawn without penalty.

Students called up to active military service must provide a copy of the formal orders and correspondence to the registrar’s office. If the timing or situation does not permit a student to present their military orders prior to leaving campus, the student may withdraw by sending a signed written request for a military withdrawal along with a copy of their military orders to the registrar’s office.

Students who process a military withdrawal will receive:

- 100 percent tuition and fees refund for the semester of withdrawal
- All institutional and state funded financial aid for the semester will be removed from the student’s

award and billing statement and will not count towards the eight semester maximum

- Federally funded financial aid will follow ‘Return of Title IV Funds’ procedures as noted in the college catalog and in accordance with federal regulations. Any federal aid the student is eligible to retain can be applied to housing and meal costs
- Meal plan and housing refunds will be pro-rated, based on date of the withdrawal
- Unused meal dollars will be refunded
- Transcribed grades of “GI” for courses with no attempted credit recorded

Note: Military withdrawal is available only to students who:

1. Are actively serving members (active duty and reserve duty components) of the U.S. armed services (not a contractor or civilian working for the military)
2. Are ordered to relocate and, as a result, are unable to meet class attendance and other participation requirements, including web-based activities

#### **Readmission**

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

#### Guidelines for Readmission of Students

The readmission process begins with the following steps:

1. Complete an application for readmission on the registrar’s website
2. Agree to make appropriate housing arrangements with residential life
3. Meet all financial obligations to the College
4. Provide an official transcript showing satisfactory work elsewhere, if additional school work has been done
5. Accurately document activities undertaken since leaving St. Norbert College



### Guidelines for Readmission After Medical/Mental Health Withdrawal

As an integral component of the re-application process at St. Norbert College, students that withdrew for medical reasons must obtain a recommendation from St. Norbert College health and wellness services to be readmitted. This process must include at least one of the following:

1. Student provides medical documentation from a licensed health care provider to the senior director of health and wellness services or senior director of counseling and psychological services indicating the condition that led to the withdrawal has been addressed and successful completion of future coursework is anticipated
2. Student meets with the senior director of health and wellness services or senior director of counseling and psychological services to review medical records and determine eligibility for readmission

### Guidelines for Readmission After Poor Academic Performance

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

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

### **Satisfactory Academic Progress**

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

### Good Academic Standing

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

### Unsatisfactory Grade Point Average

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

### Academic Warning

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

### Credit Probation

All students are expected to complete 2/3 of their attempted semester credits. Students who fall below this level can be placed on Credit Probation.

### Credit Progression and Withdrawal

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

### Probation and Continued Probation

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

### Academic Dismissal and Appeals

All student dismissals from the College may be appealed. To appeal, a student must submit an appeal form to the academic action committee. The appeal

form, with instructions, will be sent to all students who are dismissed.

Some mitigating circumstances that may cause a student to fail to meet academic progress standards include family difficulties, such as divorce or illness; death of a parent or relative; interpersonal problems with friends, roommates or significant others; difficulty balancing work, athletics and family responsibilities; or financial difficulties.

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

#### Maximum Time Frame

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

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

#### Additional Information

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

1. Withdrawals, incompletes, and failures are considered attempted but not earned courses
2. Passing grades received for satisfactory/unsatisfactory graded courses are considered attempted and earned courses; failing grades in these courses are considered attempted but not earned courses

3. Repeated courses are included in the calculation of both attempted and earned courses
4. Audit courses are not considered courses attempted or earned
5. Remedial courses are included in the calculation of both attempted and earned courses
6. Transfer credits, including those received through approved study abroad programs or consortium agreements, do not count in the calculation of the GPA but are included in the calculation of both attempted and earned courses

Students who change majors may petition the vice president for academic affairs for a waiver of progress requirements, so that only the hours from the previous major(s) that will count towards the student's new degree requirements are included in the calculation of attempted and earned hours.

### **Examination Policies**

#### Final Examinations

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

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

#### Outside Examinations

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

## Grading Policies

### Grading System

The St. Norbert College grading system is as follows:

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

All grades are entered on the student's permanent record. No grade may be changed after one year from the date the grade was originally given. Suspensions or dismissals as a result of academic dishonesty, judicial sanctions, or academic performance will be noted on official transcripts.

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

Students activated for military duty are given grades of GI for all coursework. No quality points or credits are issued.

### Mid-term Performance Evaluation

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

### Incomplete Grades

St. Norbert College expects students to complete all course requirements on schedule. It is assumed that faculty are prudent in establishing and communicating course requirements early in the semester. It is also assumed that students, in consultation with their advisors, will undertake responsibilities commensurate with their abilities and their curricular and co-curricular commitments.

The grade designation of "incomplete" (I) is used when some coursework or the final examination has not been completed due to a serious reason beyond the student's control. Incompletes are an option only if the student has extenuating circumstances that occur following the last date to withdraw from a course without penalty, which is indicated on the academic calendar for each term.

A student or faculty member who believes there is a legitimate need for an incomplete should fill out a Request for an Incomplete form on the registrar's website, following the last date to withdraw without penalty and before the end of exam week for the term. A Completion Contract is required for any incomplete grade submitted. Once a Completion Contract is on file, the student may not subsequently withdraw from the course.

Unless the instructor stipulates a shorter time period for completion of the work, the Completion Contract must be satisfied within six weeks of the last day of exam week for the term. Once the work is completed, the instructor must submit a final grade to the Registrar's Office. If the work is not completed within the specified time period, or no final grade is submitted, the incomplete will convert to the failing grade of "F." Once an incomplete has been converted to a letter grade, no further grade changes will be allowed.

A student may not be enrolled for credit in any course that has an incomplete course as a prerequisite nor graduate while an incomplete designation for a course remains on the student record. Incomplete grades will not delay the dismissal or probation status processing of a student.

### Grade Appeal Process

The purpose of the St. Norbert College policy on the

appeal of grades is twofold: to protect the student from prejudiced and capricious academic evaluation, and to protect the professional rights and academic freedom of the faculty member in assigning grades.

### Procedures for Appealing Grades

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

While a procedure for grade appeals is necessary, it is anticipated that most disagreements will be resolved at the first stage of the process — a conference between the faculty member and the student. The burden of proof rests on the terms "prejudiced and capricious." While the policy is intended to uphold the faculty member's use of professional judgment, it also acknowledges the right of all students to know the basis upon which their work was evaluated and to challenge a perceived injustice through an orderly set of procedures. It is, therefore, the faculty member's

responsibility to preserve records of grades, as well as students' papers and examinations that were not handed back, at least until the end of the sixth week of the following semester.

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

## **Selecting a Major**

### Choosing a Major

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

### Individualized Majors

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

receiving veteran's benefits.

## **Athletic Eligibility**

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

### Change in Athletic Eligibility Status

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

### Special Rules Regarding Eligibility and Practice

Ineligible students may practice during winter session (J-Term) while enrolled in a course to improve their academic standing. Enrolled students taking their final courses to complete their degrees may be eligible while enrolled at a less than full-time status (12 credits), including student teaching. For the purposes of eligibility, student teaching is considered full-time regardless of the amount of registered credits in which a student is enrolled. To participate in intercollegiate athletics, a student must be enrolled full-time at the College and must have a cumulative GPA of 2.00 or higher. A full-time student is one who registered for the equivalent of three or more full courses, which on a credit system would be 12 or more credit hours. A student may compete while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester of the baccalaureate program and the College certifies that the student is carrying (for credit) the courses necessary to complete degree requirements.

## **Services for Students with Disabilities**

The director of services to students with disabilities provides academic support to and advocacy for students who have presented documentation of disabilities from appropriate licensed and/or certified professionals. The director determines student eligibility for specific accommodations and works with students and faculty to ensure that the needs of students with disabilities are met. For additional information, call (920) 403-1321.

### **Students with Disabilities and Core Curriculum Requirements**

For students with learning disabilities or, in some cases, a physical disability, the core curriculum committee shall make decisions about the satisfaction of core curriculum requirements in accordance with the following policies:

1. The student shall have a medical and/or psychological assessment prepared by a licensed and/or certified professional that diagnoses the problem and suggests appropriate academic accommodations. The assessment shall be on file in the office of the coordinator for students with disabilities
2. With consultation between the director for students with disabilities and the faculty members who teach the student, the College shall provide reasonable and appropriate accommodations identified in the assessment as a means of meeting specific learning needs so that the student is able to meet the core

curriculum program requirements

3. Substitution of a course in order to meet distribution area requirements shall be considered by the core curriculum committee only if the College is unable to provide any other appropriate accommodation or if testing demonstrates incontrovertibly that the student is incapable of meeting a distribution area requirement through selection of one of the approved courses
4. The allowable substitution shall be determined by the core curriculum committee in consultation with the coordinator for students with disabilities and the faculty in the discipline from which a substitution is being considered
5. Appeals regarding requests for appropriate and reasonable academic accommodations should be made to the academic accommodations review panel in accord with the "Appeals Process for Disputes Regarding Academic Accommodations" (*Faculty Handbook*)

# THE CURRICULUM

## LEARNING OUTCOMES AND ASSESSMENT OF ACADEMIC PROGRAMS

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

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

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

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

## ACADEMIC DEGREES AND PROGRAMS

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St. Norbert College offers undergraduate and graduate degree programs through its five principal academic divisions – visual and performing arts, humanities, natural sciences, social sciences, and the Schneider School of Business and Economics.

The College offers interdisciplinary majors in the humanities; interdisciplinary arts, international studies, natural sciences and integrative studies. It also offers interdisciplinary minors in classical, medieval and Renaissance studies; leadership studies; peace and justice studies; and women's and gender studies. Students may earn academic certificates in education, French, German, Japanese, Latin, Spanish or pre-law and take coursework in pre-dental, pre-engineering, pre-medical, pre-pharmacy and pre-veterinary programs. Other academic programs include physical education, international integrated studies, human services, study abroad, military science and the honors program.

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

**SCHNEIDER SCHOOL OF BUSINESS AND ECONOMICS [SSBE]**

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

**DIVISION OF HUMANITIES [HUMA]**

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

**DIVISION OF NATURAL SCIENCES [NSCI]**

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

**DIVISION OF SOCIAL SCIENCES [SSCI]**

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Communication and Media Studies (M, m)	Education - Elementary and Middle School (K- 9) (M*)
Geography	Education - Middle and High School (4-12) (M+)
International Studies (M)	Education - Kindergarten through Grade 12 (M+)
Political Science (M, m)	Education-Master of Science in Education (G)
Psychology (M, m)	
Sociology (M, m)	

*\*Licensure requires teaching major and Language Arts minor  
+Licensure requires academic major and teaching major*

**DIVISION OF VISUAL AND PERFORMING ARTS [VISP]**

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

**INTERDISCIPLINARY DEGREE PROGRAMS**

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Classical, Medieval Renaissance Studies (m)	Peace and Justice Studies (m)
Integrative Studies (M)	Women's and Gender Studies (m)
Leadership Studies (m)	

**PRE-PROFESSIONAL PROGRAMS**

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

**EXTRA-DIVISIONAL PROGRAMS**

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



# THE CORE CURRICULUM

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

## PHILOSOPHY OF THE CORE CURRICULUM

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

### GOALS OF THE CORE CURRICULUM PROGRAM

Within the context of the institution's Catholic, Norbertine and Liberal Arts traditions, St. Norbert students demonstrate the knowledge, skills and values necessary to:

#### THINK CRITICALLY

Indicators may include employing logical analysis and inquiry; evaluating arguments and evidence; demonstrating information literacy and quantitative reasoning; applying knowledge, skills and methods of the natural sciences, the humanities, the visual and performing arts, and the social sciences – including business and economics.

#### COMMUNICATE EFFECTIVELY

Indicators may include accurately conveying and interpreting written, spoken and symbolic forms of communication; communicating in ways appropriate to audience, purpose and context; using communication strategies and technologies effectively and ethically; demonstrating basic skills in more than one language.

#### PROBLEM-SOLVE CREATIVELY

Indicators may include articulating contextual factors and generating relevant questions when defining a given problem; exploring an issue or problem by creating a new approach, product or idea or by synthesizing multiple approaches; evaluating the implications of alternative solutions.

#### BEHAVE ETHICALLY

Indicators may include identifying, reflecting upon and articulating one's own principled values; understanding and applying ethical principles in academic, civic and personal contexts; weighing the ethical consequences of alternative courses of action; advocating for ethical outcomes.

#### INTERACT RESPECTFULLY

Indicators may include collaborating effectively with people from a variety of backgrounds; reflecting critically on cultural biases, including one's own; valuing the differences, commonalities and contributions of cultures and societies throughout time; engaging conscientiously in personal and civic life.

#### SERVE RESPONSIBLY

Indicators may include valuing the inherent dignity of all people; advocating for and building systems that promote justice and the common good; making decisions and acting in ways that reflect awareness of global interconnectedness; practicing stewardship and the responsible use of resources.

#### LIVE PURPOSEFULLY

Indicators may include articulating and acting upon goals and values that support a sense of meaning and purpose in one's life; engaging in behaviors that promote well-being; understanding the faith commitments out of which our institution grows; esteeming the contributions of diverse faith and values perspectives; practicing reflection and contemplation; demonstrating self-awareness.

Lower Level Core Curriculum Courses are designed to:

- Develop student skills in writing, research and oral communication.
- Improve student abilities in creative and critical thinking.
- Foster student understanding of the value of a liberal arts education.

Upper Level Core Curriculum Courses are designed to:

- Advance student skills in synthesis and integration of different methods, perspectives or ideas, and develop the ability to bring together existing knowledge and materials in order to create new connections, approaches or intellectual expressions.
- Engage students in deep critical evaluation and reflection on subject matter or sources of information, and require them to communicate what they have learned using various modes of substantive response.
- Challenge students to identify or evaluate concepts, principles and techniques learned through the course in contexts outside of the classroom; or to use concepts, principles and techniques learned through the course to predict results or propose solutions.

## FOUNDATION COURSES

**>>Theological Foundations [CORE: TF] and Philosophical Foundations [CORE: PF] should be taken by the end of the student's first year.**

THRS 117      Theological Foundations

PHIL 120      Philosophical Foundations in the Study of Human Nature

**>>One Quantitative Reasoning [CORE: QR] and one Writing Intensive [CORE: WI] course should be taken by the end of the student's second year.**

### Quantitative Reasoning [CORE: QR] Courses

CSCI 110      Introduction to Computer Programming  
CSCI 150      Applications of Discrete Structures  
MATH 123      Applications of Contemporary Mathematics  
MATH 128      Introduction to Statistics for Business  
MATH 131      Calculus and Analytic Geometry 1  
MATH 132      Calculus and Analytic Geometry 2  
MATH 203      Linear Algebra  
MATH 212      Principles of Algebra and Data (*for EDUC majors only*)  
MATH 220      Principles of Geometry (*for EDUC majors only*)  
MATH 221      Statistics in the Sciences  
SSCI 224      Basic Statistics

### Writing Intensive [CORE: WI] Courses

This module is fulfilled by taking any course designated as writing intensive in the course timetable and may be drawn from any of the Foundations courses (above) or from any general core courses at the 100 or 200 level (below). In addition, the following courses are always designated as writing intensive:

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

ENGL 150      Literature and Writing [CORE: EI, WI]  
ENGL 221      The American Short Story [CORE: DD, WI]  
FREN 305      Introduction to French Literature and Literary Criticism [ADV CORE: EI, WI]  
GERM 304      German Composition [ADV CORE: EI, WI]  
HONR 101      Introduction to Honors (honors program students only) [CORE: WI]  
HUMA 100      Introduction to the Humanities Through the Fine Arts [CORE: EI, WI]

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

### **Second Language Competency [CORE: SL]**

This module is fulfilled by demonstrating basic competence in two languages. Proficiency IN EACH LANGUAGE must be demonstrated by the end of the third year by using the following options:

- 1) Providing a high school or secondary school transcript indicating successful graduation. (*Note: an English translation is required if the transcript is not written in English*)
- 2) Earning a grade of 'C' or better in a second-semester language course at St. Norbert College or another post-secondary school.
- 3) Scoring at a skill level equivalent to a second-semester collegiate language course on a placement exam available at St. Norbert College.
- 4) Achieving the Seal of Biliteracy
- 5) Demonstrating language competence by test:

Earning a score of 3 or better on an Advanced Placement language or literature exam in Chinese, French, German, Italian, Japanese or Spanish; earning a score of 5 or better on an International Baccalaureate Language A2 HL exam. Tests for languages other than those available at St. Norbert can be obtained at the Brigham Young University Foreign Language Achievement Testing Service (FLATS) or through an ACTFL Oral Proficiency Interview via Language Testing International (LTI), with the student bearing responsibility for any fees. English proficiency may be demonstrated by TOEFL (min. scores: pbt 550 or ibt 79) or IELTS (min. score: 6.5 composite).

EXAMPLES: a student who speaks Arabic as a first language could demonstrate Arabic competency with a FLATS score and demonstrate English competency with a TOEFL score; a bilingual student who speaks both Spanish and English could demonstrate Spanish competency with an SNC placement exam score and provide a high school transcript to demonstrate English competency; a student who speaks English as a first language could provide a high school transcript to demonstrate English competency and an Advanced Placement exam score of 5 to demonstrate German competency.

Exceptions to this policy must be approved by the Vice President for Academic Affairs.

## GENERAL CORE AND ADVANCED CORE COURSES

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

### Beyond Borders [Core: BB]

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

ENGL 228	The Continental Novel	HIST 131	Colonial Latin America
GEOG 140	World Regions and Issues	HIST 132	Modern Latin America
GEOG 225	Social Geography	HUMA 252	French Society and Culture
HIST 117	Survey of African History 1	HUMA 280	Japanese Culture and Society
HIST 119	Survey of African History 2	INTL/POLI 150	Introduction to International Studies
HIST 120	Survey of Middle Eastern History	MUSI 150	Survey of World Musics
HIST 122	Modern East Asia	PHIL/THRS 265	Asian Philosophy and Religion

### Beyond Borders Advanced Core Courses [Adv Core: BB]

ART 310	Non-Western Art History	NSCI 348	Bioterrorism
BUAD 340	Global Seminar in Business	PHIL 3331+3332	Food Ethics: The Philippines
BUAD 388	International Mangement	PHIL 352	Labyrinths of Time
CLAS 335	Bodies of Knowledge	POLI 349	Global Environmental Politics
ECON 355	Intl Economics & Business in EU	POLI 350	International Relations
ECON 357	Economics of Globalization	POLI 352	International Law and Human Rights
ECON 376	International Trade	POLI 362	The Global South in the 21st Century
ECON 375	Growth and Development	POLI 368	Latin American Politics Through Film, Art, Poetry, and Music
ECON 377	International Finance and Monetary Economics	POLI 410	Global Political Extremism
ENGL 356	Postcolonial Literature	SPAN 365	LA Civ: S. America and the Caribbean
FREN 375	French Civilization, Literature, and Identity	SPAN 370	LA Civ: Mexico and Central America
GEOG 363	Global Urbanization	SPAN 375	Spanish Civilization
GERM 375	Modern Germany: 1850-1950	THRS 302	Forgotten & Found Sacred Texts
HIST 354	Issues in the Contemporary Middle East	THRS 339	World Scriptures
HIST 372	Borderlands in Latin America	THRS 340	World Religions in Dialogue
JAPN 375	Japanese Civilization	WMGS/INTL 300	Contemporary Latin American Literature & Culture
NSCI 310	Global Viral Pandemics		

### Catholic Imagination [Core: CI]

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

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

### **Catholic Imagination Advanced Core Courses [Adv Core: CI]**

HUMA 337	Communio and the Norbertines	THRS 328	Queer Theology
PHIL 322	Aquinas' Philosophy & Theology	THRS 329	The New Testament
THRS 310	Marriage and Family as Vocation	THRS 331	The Holocaust
THRS 312	Church: Power, Controversy, Future	THRS 333	Christian Ethics
THRS 314	Origins of Biblical Monotheism	THRS 337	Character & the Moral Life
THRS 316	Who is Jesus?	THRS 343	Muslim-Christian Dialogues
THRS 317	U.S. Latinx Theologies	THRS 350	Christianity & Religious Diversity
THRS/WMGS 318	Feminist Theology	THRS 355	Theology of Spirituality
THRS 320	The Christian Tradition	THRS 360	Exploring Catholic Theology
THRS 322	Survey of the Hebrew Bible	THRS 361	Catholic Intellectual Tradition
THRS/WMGS 324	Women in the Bible	THRS 433	Christian Ethics
THRS 325	Providence, Suffering, Freedom		
THRS/CLAS 327	Ancient Wisdom and the Modern Search for Meaning		

### **Difference and Diversity [Core: DD]**

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

ENGL/WMGS 206	Sexuality & Literature	SSCI 103	Difference, Diversity, and Power
ENGL 221	American Short Story	SSCI 205	Disability and American Society
HIST 114	History of the United States 1	THRS 221	Religion in America
HIST 115	History of the United States 2	WMGS 110	Intro Women's & Gender Studies
HUMA 244	Autobiographies and Abolition	WMGS 205	Race/Ethnicity in the Lives of US Women
PHIL 200	Philosophy of Sex and Love	WMGS 225	Gender in Text and Imagery
POLI 131	American Multicultural Politics		
POLI 232	American Political Polarization		

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

ART/WMGS 375	Race/Gender in Contemporary Art	HUMA 310	History of Minority Groups in U.S.
COME 305	Social Identity and Intergroup Communication	MUSI 318	Evolution of Jazz
COME 310	Race, Ethnicity and Media	PHIL 344	Feminist Philosophy
COME 317	Netflix: Disruptive Entertainment	POLI 367	Summers of Struggle for Rights
COME 330	Intercultural Communication	THRS 311	Interfaith Leadership in America
COME/WMGS 331	Gender and Media	SOCI 320	Culture and Consumption
GEOG 355	Ethnic Geographies of the US	SOCI/WMGS 346	Intersections of Privilege
HIST 324	Poverty, Charity and Welfare	SSCI 408	Social Inequalities
HIST 368	The Asian American Experience		

## Expression and Interpretation [Core: EI]

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

ART 124	Mobile Digital Photography	ENGL 150	Literature and Writing
ART 125	Introduction to Adobe Photoshop	ENGL 203	Science Fiction and Fantasy
ART 131	Introduction to Studio Art	ENGL 210	Introduction to Film
ART 134	Basic Drawing	ENGL 211	Introduction to Literary Studies
ART 144	Introduction to Video Production	ENGL 215	Introduction to Creative Writing
ART 145	Rotoscope Animation	HUMA 100	Intro to the Humanities Thru Fine Arts
ART 205	Art, Technology, and Society	MUSI 176	Music Appreciation
ART 220	Art and Community Expression	THEA 101	Introduction to Live Performance
ART 224	Introduction to Sculpture	THEA 102	Creation of Sign and Symbol
ART 225	Introductory Ceramics	THEA 200	American Musical Theatre History
ART 230	Beginning Printmaking	THEA 237	History of Clothing and Fashion
ART 240	Introductory Painting	WOLT 210	Soviet Dissident Literature

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

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

## Individual and Society [Core: IS]

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

ART 285	Art in a Democratic Society	LEAD 200	Introduction to Leadership Studies
BUAD 215	Entrepreneurship	POLI 130	U.S. Politics and Government
ECON 101	Principles of Macroeconomics	PSYC 100	General Psychology
ECON 102	Principles of Microeconomics	SOCI 100	Introduction to Sociology
EDUC 102	Foundations of Education II	SOCI 236	Introduction to Public Health
EDUC 103	Accelerated Foundations of Education I and II		

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

ART 366	Art and Creative Democracy	COME 352	Media Effects
BUAD 387	Aviation Disaster Exploration – Decision Making Errors	CSCI 310	Computing in a Global Society
COME 320	Crisis Communication	POLI 310	Fascism and Socialism
		POLI 333	American Conspiracy Theories

## Physical and Natural World [Core: PN]

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

BIOL 105	Human Biology and Society	GEOL 107	Environmental Geology
BIOL 106	Humans and the Environment	GEOL 109	Dinosaurs and Their Environment
BIOL 108	Biodiversity	GEOL 115	General Oceanography
BIOL 121	General Biology 2	NSCI 115	Introduction to Climate Change
CHEM 100	Applications of Chemistry	PHYS 100	Physics in the Arts
CHEM 105	General Chemistry 1	PHYS 111	Fundamentals of Physics
GEOG 120	Global Physical Environments	PHYS 121	General Physics 1
GEOL 105	Geology	PHYS 141	Astronomy

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

ENVS 300	Environmental Science	NSCI 358	Social Impacts of Infectious Disease
GEOL 403	Geology of our National Parks	SSCI 301	Environment and Society
NSCI 315	Climate Change		

## Western Tradition [Core: WT]

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

ART 110	History of Western Art	HUMA 211	Vietnam in Western Imagination
ART 112	History of Modern Design	HUMA 240	Classic American Novels
ART 115	History of Modern Art	MUSI 184	History of American Pop Music
BIOL 107	Human Evolution, Scientific Thinking	PEAC 266	Human Rights and Responsibilities
ENGL 212	Modern British Novel	PHIL 205	Existentialism and Film
HIST 112	Western Civ 1: Bronze Age/Renaissance	PHIL 235	Skepticism, Knowledge and Faith
HIST 113	Western Civ 2: Early/Early Mod. Europe	PHIL 250/THRS 255	Philosophy of Religion
		PHIL 282	Law, Morality and Punishment

## Western Tradition Advanced Core Courses [Adv Core: WT]

ART 337	Winter in Rome: Art in Context	HUMA 315	German Identity Through Film
BUAD 386	Leading Through Adversity	HUMA 403	Ideal Societies
COME/POLI 329	Political Communication	MUSI 315	Introduction to Opera
ECON 300	History of Economic Thought	PHIL 305	American Philosophy
ENGL 321	Dante: The Divine Comedy	PHIL/POLI 316	Modern Political Thought
ENGL 385	Heroes and Sages	PHIL 330	The European Enlightenment
FREN 320	Masterpieces of French Literature	SOCI 352	Foundations of Social Theory
HIST 345	Slavery in World History	THEA 337	Contemporary Theatre
HIST 350	History of Modern Europe	THEA 387	History of Architecture & Decor
HIST 370	The End of the World	WOLT 320	Nineteenth Century Russian Fiction
HONR 302	Coexistence in Medieval Spain	WOLT 325	Classical Mythology

## UNDERGRADUATE ACADEMIC PROGRAMS

### ACCOUNTING [ACCT]

[www.snc.edu/catalog/acct\\_main.htm](http://www.snc.edu/catalog/acct_main.htm)

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

### ACCOUNTING FACULTY

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**Junnan Cui**, assistant professor of accounting

**Jason Haen**, assistant professor of accounting

**Amy Vandenberg**, assistant professor of accounting, coordinator of accounting, graduate school advisor

**Zhuoyi (Zoe) Zhao**, assistant professor of accounting

### COURSE REQUIREMENTS

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#### Residency Requirement

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

#### Double Major

Accounting students may double major. Accounting majors who choose to double major in BUAD must select a concentration in BUAD.

#### Independent Study

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

#### Internship

Internship course, BUAD 494 [Instructor Permission Only], can be taken only once for credit. Internship course, ACCT 495, can be taken for 8 credits as long as the student has not received credit for BUAD 494. This limit does not affect internships not taken for credit.

#### Assessment

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

#### Scheduling Courses

While the faculty will attempt to maintain the schedule of classes as stated in the catalog, the schedule may change due to various circumstances such as available staffing. Please contact an accounting faculty member with any questions as there is some flexibility with the timing of when courses can be taken.

#### Accounting Major

The accounting sequence, 128 credits, results in a four-year B.B.A. degree which prepares students to work in accounting in organizations such as service, banking and manufacturing. If students desire to take the CPA exam and work as a certified public accountant, an additional 22 credits are required. These extra credits can be in any area of study. Students can complete the additional requirements by taking extra courses during summer or J-term



Sessions, taking an overload during the regular semesters (over four full courses), or some combination of the above. Note that for existing SNC students, a maximum of three courses (9 to 12 credits) can be transferred into SNC. Courses taken at other qualifying institutions beyond the allowed amount can count toward the 150 credits needed to take the CPA exam.

### **Suggested Accounting Sequence - Core Requirements**

#### **Freshman Year**

ACCT 205 Financial Accounting  
BUAD 142 Computer Applications in Business  
ECON 101 Principles of Macroeconomics  
ECON 102 Principles of Microeconomics  
MATH 128 Introductory Statistics for Business  
    **or** AP Statistics  
    **or** SSCI 224 Basic Statistics

#### **Sophomore Year**

ACCT 305 Accounting Information Systems  
    (spring)  
ACCT 325 Intermediate Accounting 1 (fall)  
ACCT 326 Intermediate Accounting 2 (spring)  
BUAD 210 Business Ethics (2 cr)  
BUAD 228 Statistics for Business and Economics  
BUAD 231 Introduction to Organizational Behavior  
    (2 cr)  
BUAD 270 Marketing Concepts and Issues

#### **Optional**

ACCT 289 Accounting Special Topics (2 or 4 cr)  
ACCT 300 Volunteer Income Tax Asstc (4 cr;  
    spring)  
ACCT 495 Public Accounting Internship (8 cr)  
    [Instructor Permission Only]

#### **Junior Year**

ACCT 315 Managerial Cost Accounting (fall)  
ACCT 316 Advanced Managerial Accounting  
    (2 cr; spring)  
ACCT 319 Federal Income Tax (fall)  
ACCT 320 Accounting for Government and Not-for-  
    Profit (2 cr; spring, odd years)  
    **or** ACCT 422 Accounting Business  
    Combinations (2 cr; spring, even years)  
ACCT 321 Advanced Tax (2 cr; spring)  
BUAD 350 Corporate Finance

#### **Senior Year**

ACCT 418 Auditing (fall)  
ACCT 424 Accounting Data Analytics (2 cr; spring)  
ACCT 499 Senior Examination (0 cr)  
BUAD 390 Business Law  
BUAD 485 Strategic Management Seminar

## **ART [ART]**

[www.snc.edu/art](http://www.snc.edu/art)

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

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

### **ART FACULTY**

**Brandon Bauer**, associate professor of art  
**Shan Bryan-Hanson**, director and curator of art galleries and collections  
**Jessica Campbell**, adjunct instructor of art and art history  
**David Carpenter**, adjunct instructor of art

**Debbie Kupinsky**, associate professor of art, discipline coordinator  
**Brian Pirman**, associate professor of art  
**Katie Ries**, associate professor of art

**Graduate school advisor:** any full-time art faculty member

## **COURSE REQUIREMENTS**

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### **Art Major/Studio Art Sequence - (52 credits)**

ART 110	History of Western Art	ART 499	Senior Art Capstone
ART 115	History of Modern Art <b>or</b> ART 205 Art, Technology, and Society	<i>Three of the following:</i>	
ART 130	Introduction to Design	ART 324	Intermediate Sculpture
ART 131	Introduction to Studio Art	ART 330	Intermediate Printmaking
ART 134	Basic Drawing	ART 340	Intermediate Painting
ART 224	Introduction to Sculpture <b>or</b> ART 225 Beginning Ceramics	ART 350	Computer Graphics
ART 230	Introduction to Printmaking	ART 424	Advanced Sculpture
ART 240	Introduction to Painting	ART 425	Topics in Clay
ART 250	Computer Graphics <b>or</b> ART 280 Intro to Photography and Digital Imaging	ART 430	Advanced Printmaking
ART 480	Advanced Studio	ART 440	Advanced Painting
		ART 460	Digital Studio

### **Art Major/Graphic Design Sequence - (52 credits)**

ART 110	History of Western Art <b>or</b> ART 115 History of Modern Art	ART 335	Advertising Design
ART 112	History of Modern Design <b>or</b> ART 205 Art, Technology, and Society	ART 460	Digital Studio
ART 130	Introduction to Design	ART 480	Advanced Studio
ART 131	Introduction to Studio Art	ART 485	Design for the Web
ART 134	Basic Drawing	ART 499	Senior Art Capstone
ART 250	Computer Graphics	Any Studio Course at the 300 level or above	
ART 280	Intro to Photography and Digital Imaging	<i>One of the following:</i>	
		ART 224	Introduction to Sculpture
		ART 230	Introduction to Printmaking
		ART 240	Introduction to Painting

### **Art Major/Education Sequence - (52 credits)**

ART 110	History of Western Art	Plus Capstone Portfolio (non-course based requirement)	
ART 115	History of Modern Art	<i>Three of the following:</i>	
ART 130	Introduction to Design	ART 310	Global Art History
ART 131	Introduction to Studio Art	ART 324	Intermediate Sculpture
ART 134	Basic Drawing	ART 330	Intermediate Printmaking
ART 224	Introduction to Sculpture <b>or</b> ART 225 Beginning Ceramics	ART 340	Intermediate Painting
ART 230	Introduction to Printmaking <b>or</b> ART 240 Introduction to Painting	ART 424	Advanced Sculpture
ART 280	Introduction to Photography and Digital Imaging <b>or</b> ART 250 Computer Graphics	ART 425	Topics in Clay
ART 480	Advanced Studio	ART 430	Advanced Printmaking
		ART 440	Advanced Painting
		ART 460	Digital Studio

Note: Candidates interested in earning K-12 Art licensure must also complete the K-12 Teaching Major. See **Education [EDUC]** section for the major as well as additional certification requirements.

### **Studio Art Minor - (28 credits)**

ART 110	History of Western Art <b>or</b> ART 115 History of Modern Art <b>or</b> ART 205 Art, Technology, and Society	<i>One of the following:</i> ART 324 Intermediate Sculpture ART 330 Intermediate Printmaking ART 340 Intermediate Painting
ART 131	Introduction to Studio Art	
ART 134	Basic Drawing	
ART 224	Introduction to Sculpture	
ART 230	Introduction to Printmaking	
ART 240	Introduction to Painting	

### **Graphic Design Minor - (28 credits)**

ART 112	History of Modern Design <b>or</b> ART 205 Art, Technology, and Society	ART 280 Intro to Photography and Digital Imaging ART 335 Advertising Design ART 460 Digital Studio ART 485 Design for the Web
ART 130	Introduction to Design	
ART 250	Computer Graphics	

## **BIOLOGY [BIOL]**

[www.snc.edu/biology](http://www.snc.edu/biology)

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

### **MISSION STATEMENT**

The mission of the Biology Discipline is to provide students the opportunity to explore the science of life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We aim to facilitate the development of each student's ability to think critically, interpret biological knowledge, to relate that knowledge to other subject areas in the liberal arts, to contribute to the body of biological knowledge through research, and to effectively communicate his or her understanding both within and outside the field of biology. We take pride in offering a modern, rigorous, laboratory and field intensive program. We offer a variety of upper-level courses in the subfields of biology and contribute to the general education program.

### **BIOLOGY FACULTY**

**Deborah K. Anderson**, professor of biology  
**David J. Bailey**, associate vice president for academic affairs, professor of biology  
**Adam L. Brandt**, associate professor of biology, discipline coordinator  
**Anindo Choudhury**, professor of biology and environmental science

**Elizabeth S. Danka**, assistant professor of biology  
**Stephen Ferguson**, assistant professor of biology  
**David W. Hunnicutt**, associate professor of biology  
**Ryan S. King**, associate professor of biology  
**Carrie E. Kissman**, associate professor of biology and environmental science  
**Rachel McKoy**, assistant professor of biology  
**Martina G. Ramirez**, dean of natural sciences, professor of biology  
**Amanda Smolinski**, assistant professor of biology

**Graduate school advisor:** any full-time faculty member in biology

## **COURSE REQUIREMENTS**

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### **Biology Major - (20 credits, plus a concentration)**

BIOL 120 Introduction to Cell & Molecular Biology  
BIOL 121 Introduction to Organismal Biology  
BIOL 244 Genetics  
BIOL 499 Senior Assessment (0 cr)  
CHEM 105 General Chemistry 1  
CHEM 107 General Chemistry 2

### **Organismal Biology Concentration**

BIOL 201 Botany  
BIOL 228 Ecology  
CHEM 220 Organic Chemistry

Any five biology (BIOL) electives numbered 200 or above (may include only one of BIOL 490 Independent Study, BIOL 492 Directed Research, BIOL 494 Internship, or BIOL 496 Research and Thesis)

#### *Recommended:*

MATH 131 Calculus and Analytic Geometry 1  
MATH 221 Statistics in the Sciences  
    **or** SSCI 224 Basic Statistics  
PHYS 111 Fundamentals of Physics 1 **and** PHYS 112 Fundamentals of Physics 2  
**or**  
PHYS 121 General Physics 1 **and** PHYS 122 General Physics 2  
A computer science course

### **Biomedical Sciences Concentration**

*Six biology (BIOL) electives numbered 200 or above. Five of the biology electives must be from the following (may include only one of BIOL 490 Independent Study **or** BIOL 492 Directed Research **or** BIOL 494 Internship or BIOL 496 Research and Thesis). The sixth course may be any biology elective (200 level or above):*

BIOL 220	Comparative Vertebrate Anatomy	BIOL 372	Systemic Physiology
BIOL 315	Animal Behavior	BIOL 373	Molecular Biology
BIOL 320	Human Anatomy and Histology	BIOL 375	The Biology of the Cancer Cell
BIOL 325	Developmental Biology	BIOL 385	Endocrinology
BIOL 350	Microbiology	BIOL 386	Neuroscience
BIOL 360	Medical Microbiology	BIOL 410	Disease Ecology
BIOL 361	Virology	BIOL 490	Independent Study
BIOL 365	Immunology	BIOL 492	Directed Research
BIOL 368	Parasitology	BIOL 494	Internship
BIOL 371	Cellular Physiology	BIOL 496	Research and Thesis

*Additional Required Courses in Chemistry:*

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

*Additional Recommended Courses:*

MATH 131 Calculus and Analytic Geometry 1  
PHYS 111 Fundamentals of Physics 1 **and** PHYS 112 Fundamentals of Physics 2  
**or**  
PHYS 121 General Physics 1 **and** PHYS 122 General Physics 2  
MATH 221 Statistics in the Sciences  
    **or** SSCI 224 Basic Statistics

*Additional information for all biology majors:*

**Note:** Biology majors may also be required to complete the designated achievement tests in biology during specified testing periods and are required to participate in other ongoing assessment activities. Course choices should be made through advisement, with the student's interests and objectives in mind. Advanced students are strongly encouraged to pursue Independent Study (BIOL 490) Directed Research (BIOL 492), Internship (BIOL 494) or Research and Thesis (BIOL 496).

**Biology Minor - (24 credits)**

BIOL 120 Introduction to Cell & Molecular Biology  
BIOL 121 Introduction to Organismal Biology  
Four Biology electives at 200 level or above

**Biology Teaching Minor - (24 credits)**

BIOL 120 Introduction to Cell & Molecular Biology  
BIOL 121 Introduction to Organismal Biology  
ENVS 300 Environmental Science  
    **or** SSCI 301 Environmental Studies (fulfills the conservation requirement for the State Department of Public Instruction)  
Three Biology electives at 200 level or above

Note: See **Education [EDUC]** section for certification requirements.

## **BUSINESS ADMINISTRATION [BUAD]**

[www.snc.edu/busadmin](http://www.snc.edu/busadmin)

As a Catholic liberal arts institution in the Norbertine tradition, St. Norbert College exists to teach by word and example. In support of this motto, the business administration program develops and empowers ethical business leaders through passionate teaching and mentoring. We offer challenging learning experiences in the Catholic, liberal arts tradition, and rooted in the Norbertine practices of *communio* and *localitas*. All students in business administration are expected to demonstrate the following four program-level learning outcomes:

1. recognize moral challenges in organizations and apply a critical understanding of their values to those challenges
2. effectively communicate and work in diverse contexts as leaders and teammates
3. strategically evaluate organizational decisions using and extending appropriate business theories and techniques
4. conduct themselves as professionals in service to their organizations and communities

## **BUSINESS ADMINISTRATION FACULTY**

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**Gerald Aase**, associate professor of business administration – supply chain management  
**Lucy Arendt**, professor of business administration – management  
**Paul Bursik**, professor of business administration – finance  
**Miles Condon**, assistant professor of business administration – marketing  
**Junnan Cui**, assistant professor of business administration – accounting  
**Yuan (Sabrina) Du**, assistant professor of business administration – finance  
**Jason Haen**, assistant professor of business administration – accounting  
**Marc Hammer**, Brown County (WI) circuit court judge, instructor of business administration – business law  
**James Harris**, assistant professor of business administration – marketing  
**John-Gabriel Licht**, associate professor of business administration – management  
**Alexia Lopes**, assistant professor of business administration – management  
**Jamie O’Brien**, professor of business administration – management  
**Joy Pahl**, director of IBLAS, professor of business administration – management  
**Todd Sarnstrom II**, assistant professor of business administration – data analytics  
**Matthew Stollak**, coordinator of business administration, associate professor of business administration – human resource management  
**Amy Vandenberg**, coordinator of accounting, assistant professor of business administration – accounting  
**Zhuoyi (Zoe) Zhao**, assistant professor of business administration – accounting

## **COURSE REQUIREMENTS**

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This curriculum leads to a Bachelor of Business Administration (B.B.A.) degree. Students can elect a general business program or one of five available concentrations within this major. Accounting majors who choose to double major in BUAD must select a concentration in BUAD.

### **Residency Requirement**

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

### **Independent Study**

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

### **Internship**

BUAD 494 Internship [Instructor Permission Only] may be taken twice for up to eight credits. Only four credits of BUAD 494 may be used to satisfy requirements in the major. All business administration students are encouraged to pursue internships.

### **Assessment**

Assessment data is obtained through the SSBE Major Field Test, nationally normed survey instruments, college surveys, and in-class assignments.

### **Business Administration Major** - (60 credits)

The Business Administration major is divided into core requirements and advanced business electives. Also, students wanting to emphasize a particular field of business may select (only) one concentration from five concentration options.

1. Core Requirements (normally taken in the following years; order of courses to be taken should be discussed with an advisor):

#### **Freshman Year**

BUAD 142 Computer Applications in Business  
ECON 101 Principles of Macroeconomics  
ECON 102 Principles of Microeconomics  
MATH 128 Introductory Statistics for Business **or** AP Statistics **or** SSCI 224 Basic Statistics

### **Sophomore Year**

ACCT 205 Financial Accounting  
ACCT 206 Managerial Accounting  
BUAD 210 Business Ethics (2 cr)  
BUAD 228 Advanced Statistics for Business and Economics  
or MATH 221 Statistics in the Sciences  
BUAD 231 Introduction to Organizational Behavior (2 cr)  
BUAD 232 Introduction to Human Resource Management (2 cr)  
BUAD 233 Introduction to Operations and Supply Chain Management (2 cr)  
BUAD 270 Marketing Concepts and Issues

### **Junior Year**

BUAD 350 Corporate Finance  
BUAD 390 Business Law

### **Senior Year**

BUAD 485 Strategic Management Seminar  
or BUAD 469 Senior Seminar in International Business and Language Area Studies (fall semester)  
(students concentrating in Global Business or majoring in IBLAS must take BUAD 485 and  
BUAD 469)  
BUAD 499 Senior Examination (0 cr)

### 2. Advanced Business Electives

Advanced business electives are normally taken in the third and fourth years. All business majors are required to take a minimum of two courses that are approved as advanced business electives. For students pursuing a Business Administration degree (with no concentration), the two advanced business electives must total eight credits. These include: any Business Administration (BUAD) course or Accounting (ACCT) course at the 200 level or above (other than Business core requirements, courses designated for non-majors or ACCT 315); any Economics (ECON) course at the 200 level or above; and selected courses from other disciplines, including Communications (COME 322), English (ENGL 306), Psychology (PSYC 221, PSYC 321 or PSYC 360).

### 3. Concentrations

Students wishing to emphasize a particular area of business may select (only) one of the following concentrations. These concentrations include the relevant core required courses along with selected advanced business electives. Students completing a concentration will have satisfied the requirement for advanced business electives.

#### **Finance Concentration - (16 credits)**

##### *Required:*

BUAD 350 Corporate Finance  
BUAD 351 Investments (fall)

##### *Two Electives – at least one of the following:*

BUAD 352 Financial Institutions & Markets (spring)  
BUAD 356 Risk Management & Insurance (fall)

##### *Other Electives:*

ACCT 325	Intermediate Accounting I	ECON 377	Intl Finance and Monetary Economics
BUAD 355	Advanced Financial Management	ECON 390	Monetary Policy and Theory
BUAD 357	Risk Management & Insurance II (spring)	ECON 392	Investing in Social Change: Social Finance and Impact Investing
BUAD 489	Special Topics (Finance)	MATH 319	Financial Mathematics
BUAD 494	Internship (Finance) [Instructor Permission Only]		

**Global Business Concentration – (16 credits)**

BUAD 215 Entrepreneurship  
BUAD 231 Intro to Organizational Behavior (2 cr)  
BUAD 232 Intro to Human Resource Mgmt (2 cr)

BUAD 262 Introduction to International Business  
BUAD 469 Senior Seminar in IBLAS  
A study abroad experience is also required.

**Management Concentration – (16 credits)**

BUAD 231 Intro to Organizational Behavior (2 cr)  
BUAD 232 Intro to Human Resource Mgmt (2 cr)  
BUAD 337 Advanced Organizational Behavior

*Eight credits from the following:*

BUAD 215 Entrepreneurship  
BUAD 262 Introduction to International Business  
BUAD 314 Negotiation  
BUAD 333 Advanced Operations and Supply Chain Management (2 cr)  
BUAD 334 Supply Chain Management  
BUAD 336 Intermediate Human Resource Management (fall)  
BUAD 338 Organizational Theory and Practice  
BUAD 340 Global Seminar in Business

BUAD 386 Leading Through Adversity  
BUAD 387 Aviation Disaster Exploration: Decision Making Errors  
BUAD 388 International Management  
BUAD 400 Case Studies: Leaders in Film  
BUAD 477 Knowledge Management and Society  
BUAD 489 Special Topics (Management)  
BUAD 490 Independent Study (Management)  
BUAD 494 Internship (Management) [Instructor Permission Only]

**Marketing Concentration - (16 credits)**

BUAD 270 Marketing Concepts and Issues  
BUAD 374 Marketing Promotions (fall)  
BUAD 471 Marketing Management and Strategy (spring)

*One of the following:*

BUAD 371 Sales Management  
BUAD 372 Marketing Research (fall, odd years)  
BUAD 375 Consumer Behavior (fall, even years)  
BUAD 489 Special Topics (Marketing)

BUAD 490 Independent Study (Marketing)  
BUAD 494 Internship (Marketing) [Instructor Permission Only]

**Human Resource Management Concentration - (16 credits)**

BUAD 231 Intro to Organizational Behavior (2 cr)  
BUAD 232 Intro to Human Resource Mgmt (2 cr)  
BUAD 336 Intermediate Human Resource Management (fall)  
BUAD 436 Adv. Human Resource Mgmt (spring)

*Four credits from the following:*

BUAD 314 Negotiation  
BUAD 337 Advanced Organizational Behavior  
BUAD 489 Special Topics (Human Resource Management)  
BUAD 490 Independent Study (Human Resources) (2 or 4 cr)  
BUAD 494 Internship (Human Resources) [Instructor Permission Only]

COME 325 Trends in the Modern Workplace  
DATA 256 People Analytics (2 cr) (spring, even years)  
ECON 330 Labor Economics  
PSYC 221 Industrial and Organizational Psychology

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



### **Business Administration Minor - (28 credits)**

ACCT 205 Financial Accounting  
BUAD 142 Computer Applications in Business **or** CSCI 110 Intro to Computer Programming  
BUAD 210 Business Ethics (2 cr)  
BUAD 231 Intro to Organizational Behavior (2 cr)  
**or** BUAD 232 Intro to Human Resource Management (2 cr)  
BUAD 270 Marketing Concepts and Issues  
BUAD 350 Corporate Finance  
ECON 102 Principles of Microeconomics  
MATH 128 Introductory Statistics for Business  
**or** AP Statistics  
**or** SSCI 224 Basic Statistics

## **CENTER FOR GLOBAL ENGAGEMENT (CGE)**

[www.snc.edu/cge](http://www.snc.edu/cge)

The Center for Global Engagement promotes comprehensive internationalization at St. Norbert College and helps the College provide a global education for all of our students. CGE contributes to the development of ethical global citizens, who can navigate their increasingly diverse communities and thrive in a rapidly internationalizing world. The Center divides its work into the following areas:

- International admissions and recruitment: recruiting international students to enroll in the College's intensive English programs, exchange program, and degree-seeking program
- International student and scholar services: providing immigration, academic and personal support to St. Norbert's international student and scholar community
- Intensive English program: offering a range of courses and programs to support English language learners at various levels
- Study abroad and off-campus programs: providing global opportunities for every student. These opportunities include semester- and year-long international programs, semester-long domestic and international internship programs and short-term programs (Global Seminars) during the summer and J-terms
- Signature global programming: offering a variety of annual events, including International Education Week and the Great Decisions lecture series

### **CENTER FOR GLOBAL ENGAGEMENT FACULTY AND STAFF**

**Andelys Bolaños**, director of international recruitment and admissions  
**Jana Dettlaff**, director of English as a second language institute  
**Gail Gilbert**, director of study abroad and off-campus programs  
**Christina Hankwitz**, director of international student and scholar services  
**Beverly Moeser**, administrative assistant  
**Allison Reed**, study abroad and off-campus programs advisor

## **CHEMISTRY [CHEM]**

[www.snc.edu/chemistry](http://www.snc.edu/chemistry)

The chemistry program at SNC strives to prepare science students for graduate or professional studies, or for entry into jobs in the areas of chemistry, biochemistry, or the health-sciences through the development of traits that characterize the whole person. All students taking a chemistry course will gain fundamental chemistry knowledge and laboratory skills as we endeavor to increase their confidence in problem solving.

## CHEMISTRY FACULTY

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**Kurstan Cunningham**, associate professor of chemistry  
**Kathleen Garber**, assistant professor of chemistry  
**Cynthia Earles Ochsner**, associate professor of chemistry  
**David Poister**, professor of chemistry and environmental science  
**Jonathon Russel**, associate professor of chemistry  
**Larry Scheich**, professor of chemistry  
**Matthew Sprague**, associate professor of chemistry, discipline coordinator

**Graduate school advisor:** any full-time faculty member in chemistry

## COURSE REQUIREMENTS

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### **Chemistry Major** - (44 credits, plus a concentration)

CHEM 105	General Chemistry 1	CHEM 350	Biochemistry 1
CHEM 107	General Chemistry 2	MATH 132	Calculus and Analytic Geometry 2
CHEM 211	Analytical Chemistry	PHYS 121	Fundamentals of Physics 1
CHEM 220	Organic Chemistry		<b>and</b> PHYS 122 Fundamentals of Physics 2
CHEM 232	Organic Chemistry: Research Emphasis <b>or</b> CHEM 222 Organic Chemistry: Intermediate	<b>or</b>	
CHEM 330	Physical Chemistry 1	PHYS 111	General Physics 1
CHEM 332	Physical Chemistry 2		<b>and</b> PHYS 112 General Physics 2

### **General Chemistry Concentration**

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

### **Biochemistry Concentration**

BIOL 120	Introduction to Cell & Molecular Biology	CHEM 305	Inorganic Chemistry <b>or</b> CHEM 310 Advanced Organic Chemistry
BIOL 121	Introduction to Organismal Biology	CHEM 351	Biochemistry 2
BIOL 244	Genetics		
BIOL 373	Molecular Biology		

Students intending to go on to graduate studies should realize that mathematics courses such as MATH 233 and MATH 310 are required by many graduate programs in chemistry. In a paradigm where a choice is offered, we recommend the PHYS 121/PHYS 122 sequence over the PHYS 111/PHYS 112 sequence and CHEM 232 over CHEM 222.

### **Chemistry Academic Minor** - (24 credits)

CHEM 105	General Chemistry 1	CHEM 232	Organic Chemistry: Research Emphasis <b>or</b> CHEM 222 Organic Chemistry: Intermediate
CHEM 107	General Chemistry 2		
CHEM 220	Organic Chemistry		

Two Chemistry electives at or above the 200 level

### **Chemistry Teaching Minor** - (24 credits)

CHEM 105 General Chemistry 1  
CHEM 107 General Chemistry 2  
CHEM 220 Organic Chemistry  
CHEM 232 Organic Chemistry: Research Emphasis  
**or** CHEM 222 Organic Chemistry: Intermediate  
Two Chemistry electives at or above the 200 level

Note: See **Education [EDUC]** section for certification requirements.

## CLASSICAL, MEDIEVAL AND RENAISSANCE STUDIES [CLAS]

[www.snc.edu/classicalstudies](http://www.snc.edu/classicalstudies)

The languages and literature of ancient Greece and Rome lie at the heart of Western culture. They are the sources of the tradition of liberal learning, both Christian and non-Christian, in which the college places itself, and were the core of liberal education for more than two millennia. The purpose of the minor in Classical, Medieval and Renaissance Studies is to acquaint students with the thought, history, literature and general culture of the Classical, Medieval and Renaissance world, with an emphasis on acquiring competent reading skills in Latin and/or ancient Greek. With the exception of the Latin and Greek language courses, all courses will be taught in translation. Study of classical language enhances the students' English language skills. The interdisciplinary nature of the minor provides students with a foundation for further work in related fields of history, literature, philosophy, religious studies, political science, and art.

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

### CLASSICAL, MEDIEVAL AND RENAISSANCE STUDIES FACULTY

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**Thomas Bolin**, professor of theology and religious studies

**Kathleen Gallagher Elkins**, associate professor of theology and religious studies

**Eric Hagedorn**, associate professor of philosophy

**Bernardo Hinojosa**, assistant professor of English

**Michael Holstead**, adjunct assistant professor of classics and Norbertine studies, director for Norbertine Studies

**Michael Lovano**, assistant professor of history, program coordinator

**Joel Mann**, professor of philosophy

**Stephen Westergan**, adjunct instructor of humanities

### COURSE REQUIREMENTS

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#### **The St. Norbert College Language Competency Requirement**

Students who successfully complete CLAS 102 Intermediate Latin, CLAS 112 Elementary Greek 2, or CLAS 105 Classical Languages for the Professions will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second-semester level on the College's placement exam or through alternative means approved by the College.

#### **Retroactive Credit Policy**

Students will be awarded up to two courses (eight credits) for previous language study if they enter a language course beyond the introductory level and earn a "B" or better in that course. This means that students who begin their study of Latin or Greek at St. Norbert College with CLAS 102, CLAS 105, or CLAS 112 and earn at least a "B" in that course, will also receive one retroactive course (four credits) for previous Latin or Greek study. Students who begin their study of Latin or Greek with CLAS 203 or CLAS 213 and earn at least a "B" in that course, will receive two retroactive courses (eight credits) for previous Latin or Greek study. Retroactive courses do not count as part of the seven courses required for the minor in Classical, Medieval and Renaissance Studies. Students with previous language study should contact either the Latin or Greek instructor to determine their proper starting placement in the course sequence.

**Classical, Medieval and Renaissance Studies Minor** - (28 credits)

CLAS 203 Readings in Latin  
or CLAS 213 Intermediate Greek

*One course in Classical, Medieval or Renaissance History:*

CLAS/HIST 326 The History of Ancient Greece  
CLAS/HIST 328 The History of Ancient Rome  
HIST 329 The History of Medieval Europe  
HIST 331 History of the Byzantine Empire

*One course in Classical, Medieval or Renaissance Thought:*

CLAS/PHIL 207 Greek Philosophy  
PHIL 213 Medieval Philosophy  
CLAS/THRS 327 Ancient Wisdom/Modern Search  
CLAS/PHIL 334 Tragedy and Philosophy  
THRS 314 The Origins of Monotheism

*One course in Classical, Medieval or Renaissance Literature:*

CLAS 215 Afterlives of Homer  
CLAS/WOLT 325 Classical Mythology  
ENGL 321 Dante: The Divine Comedy  
ENGL 322 Medieval Literature  
ENGL 325 Chaucer  
ENGL 334 Milton

*Three additional electives in Classical, Medieval or Renaissance Studies:*

CLAS/PHIL/POLI 314 Classical & Medieval  
Political Thought  
CLAS/PHIL 335 Bodies of Knowledge  
PHIL 322 Aquinas' Philosophical Theology  
THRS 322 Survey of the Hebrew Bible  
THRS 329 The New Testament

Any of the courses listed in the History, Thought or Literature content areas may serve as electives. Any introductory or advanced courses in Greek, Latin or Hebrew language may also serve as electives (e.g., CLAS/LATN 101 or CLAS/LATN 102 or CLAS/LATN 204, CLAS 105, CLAS/GREK 111 or CLAS/GREK 112, HEBR 101 or HEBR 102).

**Certificate Program in Latin Language**

The certificate recognizes intermediate-level proficiency in Latin, a competency equivalent to the successful completion of the 101-204 sequence with an overall GPA of 3.0 (B) in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at SNC through the Classical Studies Program curriculum, and the student must earn a 3.0 (B) or higher in this course. Students who place beyond the 204 level (e.g. 304 or 305) still must complete one class on campus and receive a grade of 3.0 (B) or higher in that class.

Language certificates in French, German, Japanese or Spanish are also available. See the **Modern Languages and Literatures [MLLS]** section of the catalog for more information.

**COMMUNICATION AND MEDIA STUDIES [COME]**

[www.snc.edu/communicationandmedia](http://www.snc.edu/communicationandmedia)

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

Upon graduation, students should be able to: 1) articulate the broad nature of the communication discipline and their own specializations within the field; 2) answer communication questions using appropriate research methods; 3) create messages appropriate to the audience, purpose, and context; and 4) critically analyze messages.

These objectives are met by offering courses focusing on the process and effects of various kinds of communication, by those which develop particular skills (for example, courses in media writing, business and professional speaking)

and by history and analysis courses dealing with a variety of communication issues. The skills courses, in particular, are designed to help students prepare for professional careers.

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

The program offers one major with two concentrations and two minors.

## **COMMUNICATION AND MEDIA STUDIES FACULTY**

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**Anna Antos**, associate professor of communication and media studies

**Mark Glantz**, associate professor of communication and media studies

**Valerie Kretz**, associate professor of communication and media studies, discipline coordinator

**Toni Morgan**, assistant professor of communication and media studies

**Kim Smith**, associate professor of communication and media studies

## **COURSE REQUIREMENTS**

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### **Communication and Media Studies Major** - (12 credits, plus a concentration)

COME 122 Principles of Interpersonal Communication	COME 180 Communication Inquiry
COME 124 Principles of Mass Communication	COME 499 Major Portfolio (0 credits)

### **Communication Concentration** - (32 credits)

COME 426 Organizational Communication

COME 427 Communication Theory

Two media courses

*Four of the following:*

COME 222 Small Group Communication	COME 325 Technology at Work
COME 305 Social Identity and Intergroup Communication	COME 327 Health Communication
COME 312 Communication and Mental Health	COME 328 Family Communication
COME 315 Conflict Communication	COME 329 Political Communication
COME 320 Crisis Communication	COME 330 Intercultural Communication
COME 322 Business and Professional Speaking	COME 389 Special Topics
COME 323 Nonverbal Communication	COME 490 Independent Study
COME 324 Persuasion	COME 492 Directed Research
	COME 494 Internship

### **Media Concentration** - (32 credits)

COME 467 Television Criticism

COME 468 Mass Communication Theory

Two communication courses

*Four of the following:*

COME 252 Writing for Media	COME 352 Media Effects
COME 310 Race/Ethnicity and Media	COME 364 Media Law and Regulation
COME 317 Netflix: Disruptive Entertainment	COME 384 Communication Tech & Social Change
COME 320 Crisis Communication	COME 389 Special Topics
COME 325 Technology at Work	COME 490 Independent Study
COME 329 Political Communication	COME 492 Directed Research
COME 331 Gender and Media	COME 494 Internship
COME 336 Intimate Relationships and Media	

**Communication Studies Minor** - (28 credits)

COME 122 Principles of Interpersonal Communication  
COME 124 Principles of Mass Communication  
COME 180 Communication Inquiry  
COME 426 Organizational Communication  
or COME 427 Communication Theory

*Three of the following:*

COME 222 Small Group Communication	COME 324 Persuasion
COME 305 Social Identity and Intergroup Communication	COME 325 Technology at Work
COME 312 Communication and Mental Health	COME 327 Health Communication
COME 315 Conflict Communication	COME 328 Family Communication
COME 322 Business and Professional Speaking	COME 329 Political Communication
COME 323 Nonverbal Communication	COME 330 Intercultural Communication
	COME 389 Special Topics (where appropriate)

**Media Studies Minor** - (28 credits)

COME 122 Principles of Interpersonal Communication  
COME 124 Principles of Mass Communication  
COME 180 Communication Inquiry  
COME 467 Television Criticism  
or COME 468 Mass Communication Theory

*Three of the following:*

COME 252 Writing for Media	COME 336 Intimate Relationships and Media
COME 310 Race/Ethnicity and Media	COME 352 Media Effects
COME 317 Netflix: Disruptive Entertainment	COME 364 Media Law and Regulation
COME 320 Crisis Communication	COME 384 Communication Tech and Social Change
COME 325 Technology at Work	COME 389 Special Topics (where appropriate)
COME 329 Political Communication	
COME 331 Gender and Media	

**COMMUNITY ENGAGEMENT AND ACADEMIC SERVICE-LEARNING [CENG]**

[www.snc.edu/sturzcenter/students](http://www.snc.edu/sturzcenter/students)

In keeping with its liberal arts, Catholic and Norbertine traditions, St. Norbert College offers several courses each semester that engage in communities beyond the College. Community engagement courses use academic service-learning as a method of teaching and learning, through which students, faculty, and community partners work together to enhance student learning while meeting community-identified needs. The teaching and learning in these courses take place in the classroom and beyond: through faculty-structured service work, critical reflection, and research. In these courses, students might engage in and analyze their service at a placement in the community, complete a project for a community partner, or present research conducted for the community. The service-learning may be a required or optional component of the course depending on the instructor. These courses intend to improve students' critical thinking abilities, preparing them as civically responsible members of a diverse world.

Community engagement courses exist in various disciplines across the curriculum and are designated as "Community Engagement-Service-Learning." The courses offered each semester vary and are listed below.

**ART 220 Art and Community Expression**

**Debbie Kupinsky, associate professor of art**

This course will work in tandem with a Green Bay nonprofit to administer arts activities to individual elderly and disabled clients and collaborate with them in creative exploration and communication. The course emphasizes

engagement as service and explores how arts activities and human interactions improve quality of life, communication and expression in the elderly and disabled.

Training will be coordinated by the community nonprofit and students will meet with clients throughout the semester, as well document their experiences through journaling, reflective writing, exhibitions of art work and responses to readings. They will give presentations on their experiences as their final project. These activities will allow students to reflect on the role of creativity and reflect on the least visible members of the community.

### **ART 330 Intermediate Printmaking**

**Katie Ries, associate professor of art**

This course builds upon concepts of Beginning Printmaking (ART 230) and introduces new printmaking techniques. Artwork in this class is oriented around our collaboration with and service to our community partner. This is a time-intensive course that requires self-directed work outside of class.

### **ART 366 Art and Creative Democracy**

**Brandon Bauer, associate professor of art**

This course explores the idea of art and creative democracy through a combination of individual and collaborative project development, community engagement, as well as research and reflection on a variety of related topics and concepts. Recently, an increasing number of artists, curators, critics, and arts administrators have begun to turn their energies toward a new type of participatory social practice art that seeks to bring about positive change within a contemporary society confronted by complex issues and challenges on many fronts. To thrive, democratic societies need citizens to participate in their community for the common good. To understand our role as citizens in a democracy we will explore the work of artists who critically or creatively examine ideas and forms of democracy. Through a combination of readings, reflections, discussions of democratic theory, contemporary art, and art history, as well as a class community engagement component, and individual and class collaborative art projects, this course will familiarize students with the theory and practice of democracy through the emerging field of social practice art and its interdisciplinary, research-based, community-engaged methods.

### **ART 440 Advanced Printmaking**

**Katie Ries, associate professor of art**

This course builds on themes of ART 330 and introduces new printmaking techniques. Through studio assignments, readings, and work with our community partner we consider the question of how our art can serve. In addition to making prints in the studio, students are responsible for visiting and maintaining appropriate relationship with our community partner. This is a time-intensive course that requires extensive self-directed work outside of class.

### **BIOL 350 Microbiology**

**Elizabeth Danka, assistant professor of biology**

A lecture and laboratory course dealing with the study of bacteria, viruses, eukaryotic microbes, and acellular infectious agents. Cell structure, genetics, metabolism, evolution, and ecology will be themes emphasized throughout the course, and other topics such as microbe cultivation, symbioses, pathogenesis, epidemiology, and practical applications for microorganisms will also be included. The laboratory will establish sterile technique and safe handling of microbes, and will focus on the isolation, detection, cultivation, and characterization of bacterial species.

### **BUAD 372 Marketing Research**

**Miles Condon, assistant professor of business administration**

The market research process is all about finding information in order to solve a business problem. In this course, students will apply the market research process by engaging with a local nonprofit to help solve a real problem the organization is facing. Students will discuss with their nonprofits to determine what information is needed to solve their problem. We will then collect the data to provide us this information, analyze it, and then make recommendations to the organization.

### **COME 315 Conflict Communication**

**Anna Antos, associate professor of communication and media studies**

Conflict communication examines the forces that generate and influence conflicts and the techniques that can be used to direct these forces toward productive outcomes. We will discuss constructive and destructive conflict, analyze a de-escalation model called the third side, and review a variety of topics relating to conflict in our interpersonal relationships and in our world.

Students will develop an understanding of conflict that will enable them to make more strategic choices about their communication in conflict episodes as well as help them assist other societal members to manage their conflicts more productively through a service learning project.

**EDUC 101 Foundations of Education I: Becoming a Community-Engaged Educator – All sections**  
**Faculty in teacher education**

This foundational course in the teacher preparation program provides a framework for students to deeply and critically examine societal structures/challenges and their impact on the U.S. education system from multiple perspectives. The course addresses the development of schools as institutions from historical, philosophical, political, and sociological perspectives while considering the students, families, and communities schools serve. These topics are framed by discussions of teachers' roles within the education system.

**EDUC 102 Foundations of Education II: Psychology of Community-Engaged Education – All sections**  
**Faculty in teacher education**

This second foundational course introduces students to fundamental concepts associated with learning, motivation, human development, and assessment as they apply to teaching. The course helps students to construct conceptual frameworks with which to better understand how learning works, what motivates student learning, and how learning and motivational theories relate to evidence-based best practices. Spring semester.

**EDUC 103 Accelerated Foundations of Education I & II – All sections**  
**Faculty in teacher education**

This accelerated course combines content from two classes -- EDUC 101 and EDUC 102 -- by connecting the curriculum through a broad examination of how research on learning, motivation and development can drive school reform to achieve high levels of learning for students with multiple intersectional identities. As students examine a set of equity-focused strategies for teaching and learning, they develop an understanding of the nature of the U.S. education system, including its strengths, challenges, and achievable changes. Spring semester.

**ENGL 304 Creative Nonfiction Workshop**  
**Laurie MacDiarmid, professor of English**

Students will participate in online and person-to-person small-group workshops with students at a local school, helping these students to create a finished piece (working through invention, workshop and revision). They will also share their own personal essays about the experience with the cooperating teacher.

**ENGL/WMGS 310 Race and Sex in Contemporary U.S. Texts**  
**AnaMaria Clawson, assistant professor of English**

In this course, students will perform service work to consider how social issues surrounding race and gender shape our community. By reading four bodies of ethnic literature in conversation with their service, students will reflect on their experiences and apply our course terms. In doing so, they will examine how local issues are connected to systemic national problems.

**ENGL 329 Literature of Service**  
**Deirdre Egan-Ryan, professor of English**

This course addresses concepts of American culture through the dual lenses of literary texts and community-based learning. We will explore individuals and communities in crisis or transition as a result of poor health, poverty, immigration, homelessness, and gendered, sexual, racial or ethnic discrimination.

Throughout the semester, paired students will regularly volunteer at local community service agencies and will write reflection journals to expand their knowledge of these concepts. We will consider how literary writers have commented on these social issues, what kinds of leadership might be appropriate, and how students can use their own writing skills in the service of these venues. Essays for the course include various forms of researched persuasive critical writing: literary analysis, opinion-editorials, grant proposals, and agency newsletters, among others. We will read fiction, poetry, autobiography, drama, and essays.

**HIST 324 Poverty, Charity and Welfare in American History**  
**Abby Trollinger, associate professor of history**

This course will examine poverty in American history, from the 18th Century until today. In class we will examine primary and secondary sources to understand why some Americans were poor and how they coped with the insecurity and instability of poverty, and to investigate America's various anti-poverty crusades.



Yet the questions that Americans have asked about poverty are still pressing today. So in this course students will also spend time working and serving in Green Bay homeless shelters like St. John the Evangelist Homeless Shelter in order to better understand the causes and effects of poverty in Green Bay, as well as varying attempts to ease the problem of poverty. In discussion and writing, students will reflect on their experiences and make connections to the history of poverty and anti-poverty efforts. In the end, students will be asked to consider the role they can play in fostering social and economic justice.

### **HONR 289 Tutorial: The Foster Care System**

#### **Jaime Edwards, assistant professor of philosophy**

This course will be a 2-credit honors tutorial on the foster care system which meets weekly over the course of the semester. Students in this course will study the foster care system through a critical examination of recent literature. As a community engaged tutorial, this course will enhance academic learning through direct contact with the children impacted by the foster care system and its social workers. Second, SNC students will engage in meaningful service by providing mentorship and tutoring for underserved youth in the foster care system. This learning environment will encourage students to recognize their personal and social responsibilities by raising their awareness of the experience of youth in the foster care system, as well as their own capacity to address these needs in an impactful way.

### **MATH 123 Contemporary Mathematics**

#### **Jonathan Dunbar, associate professor of mathematics**

In this course, students engage with mathematics in a broad way, through real world applications, emphasizing applications related to community and social justice. Topics include income inequality, voting, and redistricting. Our first unit is about the mathematical community, in general, with reflection on who is invited and encouraged to fully participate in mathematics. Students will engage with school-aged partners in reflecting on their experiences, positive and negative, in the mathematics classroom with the objective of developing a stronger, more welcoming mathematical community.

### **PEAC 301 Migration, Refugees, and Citizenship: Ethical Foundations**

#### **Jaime Edwards, assistant professor of philosophy**

This is a 2-credit course on migration, refugees, and citizenship. We will study these issues through a critical examination of recent literature, as well as through working directly with the affected populations. SNC students will engage in meaningful service by providing mentorship and tutoring for refugees and immigrants as they prepare to take their citizenship exam. This learning environment will encourage SNC students to recognize their personal and social responsibilities by raising their awareness of the experience of immigrants and refugees, as well as their own capacity to address these needs in an impactful way.

### **PEAC 302 Migration, Refugees, and Citizenship: Contemporary Discussions**

#### **Jaime Edwards, assistant professor of philosophy**

This is a 2-credit course on migration, refugees, and citizenship. We will study these issues through a critical examination of recent literature, as well as through working directly with the affected populations. SNC students will engage in meaningful service by providing mentorship and tutoring for refugees and immigrants as they prepare to take their citizenship exam. This learning environment will encourage SNC students to recognize their personal and social responsibilities by raising their awareness of the experience of immigrants and refugees, as well as their own capacity to address these needs in an impactful way.

### **PHIL 389 Special Topics: Food Ethics**

#### **Ben Chan, assistant professor of philosophy**

Students pursuing the community engagement track for this course will produce a report on how we at SNC can better help to address the needs of community members who utilize food assistance programs. The report will be developed through service with organizations who address food needs in Green Bay.

### **PHYS 100 Physics in the Arts**

#### **Erik Brekke, associate professor of physics**

This course will examine the underlying physics involved in photography and music. Main topics will include waves, reflection and refraction, lenses, the eye, oscillations and resonance, the ear, and musical instruments. Lectures and one laboratory period per week. Basic algebra and geometry knowledge will be assumed.

This class will be a community engagement course, with students preparing and leading workshops relating to physics in the arts for local elementary students during the last week.

**PSYC 289 Adolescent Development****Raquel Lopez, associate professor of psychology**

The Adolescent Psychology course will focus on helping students foster a greater understanding of the cognitive, social, and physical changes occurring between puberty and late adolescence. To promote a deeper appreciation for the myriad of changes occurring during this time, students in this course will be expected to demonstrate their learning through successfully completing a class project in conjunction with a community partner.

**PSYC 315 Childhood Adversity and Resilience****Raquel Lopez, associate professor of psychology**

This course is designed to give students a multilevel perspective on the social, biological and neurological consequences of childhood adversity, such as poverty, maltreatment and institutionalization. Students will learn about the importance of timing and duration of adversity as well as type of adversity. Childhood adversity and its influence on the child's social attachments, biological health and mental well-being is also examined. Emphasis is placed on understanding how the biological realities of early adversity contribute to various emotional and behavioral problems later in life. Students also consider how some children appear resilient in the face of these challenges while other children face lifelong obstacles due to their experiences. In addition to learning about the forms of adversity faced by children, students serve children at risk for these experiences during the semester by working with a pre-selected community partner. Students are expected to complete 30 hours of service during the course of the semester.

**SOCI 233 Sociology of Education****Erinn Brooks, associate professor of sociology**

Students will serve as teachers' assistants in local classrooms, ultimately volunteering for a minimum of 20 hours over the course of the semester. This fieldwork will serve as the basis for mastering course content and completing course assignments. For example, students will write fieldnotes and analytic memos to capture their service work, and these data will serve as the foundation for the course paper. In addition, students will design and execute an original project that addresses a need specific to their classrooms or schools. Students have the option of completing an undergraduate research project as part of their coursework, but this is recommended only for those who have successfully completed the social research methods course.

**SPAN 300 Making Connections: Conversation Composition and Culture****Brad Ellis, associate professor of modern languages and literature**

Students will enhance the knowledge and skills they develop in the classroom via community engagement and collaboration with the local Hispanic/Latino population of Green Bay. These opportunities may include collaborations with St. Thomas More Catholic School (pre-K through 8th grade) on the east side of Green Bay, Casa Alba, The Boys and Girls Club, and/or Literacy Green Bay.

**SPAN 300 Making Connections: Conversation Composition and Culture****Katie Ginsbach, associate professor of modern languages and literature**

In this course students will have the opportunity to use their language skills in a real-world setting as they engage in conversations with Spanish speakers in the Green Bay Public Schools, including Danz Elementary. Through our discussions and written assignments, students will examine questions and issues facing the Hispanic population, and reflect on their own experiences while working closely with this community.

**SPAN 300 Making Connections: Conversation Composition and Culture****Christina Mirisis, assistant professor of modern languages and literature**

This course builds on the language skills and cultural knowledge acquired at the elementary and intermediate levels and guides students toward a higher level of creative expression, reading comprehension, textual analysis, and grammatical and cultural understanding. Students will further develop their speaking and listening skills through English/Spanish conversation exchanges with native Spanish speakers in community-based non-profit programs such as Literacy Green Bay. Students will also further develop their writing skills through their reflections on their participation in the community engagement component of the course.

**SPAN 389 Special Topics: Spanish in the U.S.****Christina Mirisis, assistant professor of modern languages and literature**

As a way of connecting what we do in the classroom to what goes on outside of the classroom, students enrolled in this course will participate in English-Spanish conversation exchanges with native Spanish speakers in community-based non-profit programs. Students will examine the linguistic features of the Spanish they hear, explore how concepts covered in class, such as language maintenance, manifest in our local Spanish-speaking community, and

gain first-hand insight into Hispanic culture through interactions with their conversation partner. Students will reflect on the presence of Spanish in our local community, its features, and their experiences participating in these English-Spanish conversation exchanges in discussion and in writing.

### **THRS/WMGS 324 Women in the Bible**

**Kathleen Gallagher Elkins, associate professor of theology and religious studies**

This course engages the narratives about women in the biblical texts, including the afterlives of those female figures in art, film, novels, and social history. Students will regularly volunteer with local agencies that seek to improve the lives of women (and their dependent children) and bring those experiences to bear on our classroom discussions. Critical, reflective journaling and written analysis of the volunteering experiences will constitute some of the assignments for the course.

### **THRS 325B Providence Suffering and Freedom**

**Howard Ebert, professor of theology and religious studies**

As a Community Engagement and Academic Service Learning course students will read various theological and literary texts on the topic coupled with reflecting on this central theological issue in light of their engagement working with various constituencies in the local community.

Students will work in various settings (e.g., Hospice, homeless shelter, prison, veteran programs) for two hours per week for a minimum of ten weeks. Students will keep journals and will participate in a weekly discussion during class time of their experience and how these experiences have confirmed, challenged, or conflicted with their understanding of God's presence in the world in relationship with human freedom and suffering.

### **THRS 331 Judaism and Christianity: The Holocaust**

**Kathleen Gallagher Elkins, associate professor of theology and religious studies**

This course focuses on the complex relationship between Jews and Christians over time, especially engaging the Nazi genocide of the Jews in the 1930s and 40s. By approaching this relationship from a theological perspective, the course encourages students to ask difficult questions about interreligious understanding, religious violence, God's role in suffering, and the connection between history and theology.

In order to enhance students' academic learning and to make theoretical ideas concrete, students will partner with, for example, local agencies like COMSA (Community Services Agency) or Casa ALBA Melanie to work with and learn from people of different religious/cultural backgrounds who have come to the US as refugees or immigrants.

### **THRS 333 Christian Ethics**

**Bridget Burke Ravizza, Professor of Theology and Religious Studies**

This course explores the connection between being a Christian and being a morally responsible person. It will attend to foundational questions of ethics, such as "What kinds of persons should we be?" "What should we do?" and "What sort of communities should we construct?" It therefore focuses on three dynamic, interdependent dimensions of morality: character, choices, and community. We will discuss several concrete social issues from a theological-ethical perspective, especially immigration, homelessness and widespread hunger. The course is designated as a CENG course, which means this is a community-engaged course. Your engagement in the community enables you to contribute to justice work in Green Bay and, simultaneously, to more fully understand and critically engage course content.

### **THRS 350 Christianity and Religious Diversity**

**Andrew O'Connor, assistant professor of theology and religious studies**

In this course, students will explore their own self-understanding by encountering the "Religious Other." First we examine Christian theological resources — both traditional and emerging — for understanding religious diversity with an emphasis on theologies of praxis or dialogue through action. Secondly we explore the development, beliefs, and practices of the Hindu, Buddhist and Islamic traditions. In light of course materials and their time spent with another religious community (such as the Hindu temple of Kaukauna or Muslims working with COMSA), students will draw upon their own theological framework to answer constructively questions about interfaith leadership and interfaith cooperation.

### **THRS 389 U.S. Latinx Theology**

**Gerardo Rodriguez, assistant professor of theology and religious studies**

Students will partner with local organizations that support Latinx and recent migrant descendant communities around Green Bay. Students will identify the challenges and barriers marginalized communities face. Students will apply the lived resources from U.S. Latinx Catholic Theology to identify the ways communities participate in

society and resist systems of oppression. This course engages the contributions of U.S. Latinx Catholic thinkers in the field of theology connected to specific issues, concerns, and beliefs unique to Latinx communities. The context of U.S. Latinx catholicity will be contextualized within the pre-colonial Indigenous communities and the Spanish colonial project that inflicted trauma-violence against indigenous and African communities in the newly named Americas. This course focuses on forming responsible citizens and deepening spiritual values in an increasingly interdependent and diverse world committed to dismantling all structures of oppression.

For complete information, please contact:

Deirdre Egan-Ryan, director of Academic Service-Learning, (920)403-2927

or

Nancy Mathias, director of the Sturzl Center for Community Service-Learning, (920)403-3363

Email: [sturzlcenter@snc.edu](mailto:sturzlcenter@snc.edu)

## **COMPUTER SCIENCE [CSCI]**

[www.snc.edu/computerscience](http://www.snc.edu/computerscience)

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

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

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

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

### **COMPUTER SCIENCE FACULTY**

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**Kyle Diederich**, assistant professor of computer science

**Bonnie McVey-Pankratz**, associate professor of computer science, discipline coordinator and graduate school advisor

### **COURSE REQUIREMENTS**

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#### **Residency Requirement**

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

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

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

**Computer Science Concentration** - (20 credits)

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

At least three CSCI courses at the 300 level or above must be taken at St. Norbert College.

**Business Information Systems Concentration** - (32 credits)

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

*Two of the following:*

BUAD 231	Introduction to Organizational Behavior
BUAD 232	Introduction to Human Resource Mgmt
BUAD 233	Intro to Operations/Supply Chain Mgmt

**Graphic Design and Implementation Systems Concentration** - (32 credits)

ART 130	Introduction to Design	CSCI 350	Event Programming within a Windowing Environment (must be taken at St. Norbert College)
ART 280	Intro to Photography/Digital Imaging or ART 335 Advertising Design	Two CSCI electives at 300 level (excluding CSCI 310 and CSCI 345)	
ART 350	Computer Graphics		
ART 460	Digital Studio		
ART 485	Design for the Web		

**Computer Science Major with Secondary Certification** - (44 credits)

CSCI 110	Introduction to Computer Programming	CSCI 322	Programming Languages
CSCI 150	Applications of Discrete Structures or MATH 250 Adv Foundations of Mathematics	CSCI 370	Introduction to Operating Systems
CSCI 205	Software Engineering and Elementary Data Structures	CSCI 460	Senior Capstone Experience
CSCI 220	Advanced Data and File Structures	CSCI 330	Database Techniques and Modeling or CSCI 340 Artificial Intelligence or CSCI 347 Robotics and Real-Time Processing
CSCI 225	Machine Organization and Assembly Language		or CSCI 350 Event Programming within a Windowing Environment
CSCI 321	Analysis of Algorithms	MATH 131	Calculus and Analytical Geometry 1

*CSCI 460 Senior Capstone Experience and at least three CSCI courses at the 300 level or above must be taken at St. Norbert College.*

Note: See **Education [EDUC]** section for certification requirements.

**Computer Science Minor** - (28 credits)

CSCI 110	Introduction to Computer Programming	<i>Two of the following:</i>
CSCI 150	Applications of Discrete Structures or MATH 250 Adv Foundations of Mathematics	Any CSCI course at 200 level or above (excluding CSCI 310 and CSCI 345)
CSCI 205	Software Engineering and Elementary Data Structures	MATH 315 Numerical Analysis
CSCI 220	Advanced Data and File Structures	
CSCI 225	Machine Organization and Assembly Language	

*At least three CSCI courses at the 200 level or above must be taken at St. Norbert College*

**Computer Science Teaching Minor** - (28 credits)

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

*Two of the following:*

Any CSCI course at the 200 level or above (excluding CSCI 310 and CSCI 345)  
MATH 315 Numerical Analysis

*At least three CSCI courses at the 200 level or above must be taken at St. Norbert College*

Note: See **Education [EDUC]** section for certification requirements.

**DATA ANALYTICS [DATA]**

[www.snc.edu/dataanalytics](http://www.snc.edu/dataanalytics)

With this major, students will learn how to work with quantitative and qualitative data, identify puzzles, form probing questions, evaluate claims, make inferences, and effectively communicate data-driven answers to real-world problems. SNC's proximity to Green Bay and Milwaukee gives students access to world-class corporations and organizations, to apply their knowledge in fields as diverse as marketing and communications, product development, public health, community development, and banking and finance. Data Analytics majors are well positioned to shape the future of countless professions, including business, marketing, finance, public health, government,

education, social policy, law, and medicine, as well as scientific research in genomics, computer science, climate science, neuroscience, particle physics, and astronomy. The Data Analytics major is firmly rooted in the liberal arts, and offers students boundless opportunities to discover new knowledge within socioeconomic and ethical frameworks. Students who graduate with a data analytics major are thoroughly versed in the technical knowledge necessary to work with quantitative and qualitative data; they possess expertise in their field, through study and real-world problem solving; and they have ready-made networks through coursework and the internship. They are prepared to launch into the professions of their choice, ready to advance policy, do ethical research and to make a difference in the world.

## **DATA ANALYTICS FACULTY**

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**Gerry Aase**, associate professor of business administration  
**Lindsey Bosko-Dunbar**, associate professor of mathematics  
**Miles Condon**, assistant professor of business administration  
**Kyle Diederich**, assistant professor of computer science  
**Jonathan Dunbar**, associate professor of mathematics  
**Jean Falconer**, assistant professor of economics  
**Eric Friedlander**, assistant professor of mathematics  
**John-Gabriel Licht**, associate professor of business administration  
**Jim Harris**, assistant professor of business administration  
**Jacob Laubacher**, associate professor of mathematics  
**Terry Jo Leiterman**, associate professor of mathematics  
**Ho-Ching (Angela) Mak**, assistant professor of economics  
**Bonnie McVey-Pankratz**, associate professor of computer science  
**Seth Meyer**, professor of mathematics  
**Kevin Quinn**, associate dean of Schneider School of Business and Economics, professor of economics  
**Todd Sarnstrom II**, assistant professor of business administration  
**Marc Schaffer**, coordinator of data analytics, professor of economics  
**Matt Stollak**, associate professor of business administration  
**Will Wheeler**, assistant professor of economics  
**Marc von der Ruhr**, professor of economics

**Administration:** Coordinator of data analytics, dean of the Schneider School of Business and Economics, associate dean of the Schneider School of Business and Economics, dean of natural sciences

## **COURSE REQUIREMENTS**

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This curriculum leads to a Bachelor of Science in Data Analytics (B.S.) degree.

### **Residency Requirement**

In order to earn a B.S. degree from St. Norbert College, a student must earn satisfactory credit in at least six required data analytics courses at St. Norbert College. The Data Practicum Capstone (DATA 400) must be taken at St. Norbert College.

### **Independent Study**

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

### **Internship**

DATA 494 Internship [Instructor Permission Only] may be taken twice for up to eight credits. Only four credits of DATA 494 may be used to satisfy requirements in the major. All data analytics students are encouraged to pursue internships.

### **Assessment**

The programmatic review will follow normal College-wide HLC guidelines, and will be included in the assurance of learning under the Association to Advance Collegiate Schools of Business (AACSB) guidelines. The Data Analytics major will be housed in the Schneider School, administered by the Dean and Associate Dean. An interdivisional

committee consisting of the Dean and Associate Dean of the Schneider School, the Dean of the Division of Natural Sciences, discipline coordinators of Mathematics, Computer Science, Economics, and Business Administration, as well as other central faculty within these majors will be convened once each semester and as needed to discuss program implementation, assessment, marketing, and long-range planning.

**Data Analytics Major** - (62 credits)

The Data Analytics major is divided into core requirements and electives. Also, students wanting to emphasize a particular field of analytics may select (only) one concentration from various options. Core Requirements (normally taken in the following years; order of courses to be taken should be discussed with an advisor):

**Core Requirements**

DATA 101 Introduction to Data Analytics (2 cr)

CSCI/DATA 201 Data Analytics (2 cr)

DATA 202 Data Analytics II (2 cr)

DATA 301 Advanced Techniques in Data Analysis

DATA 400 Data Practicum Capstone

DATA 499 Senior Examination (0 credit)

BUAD 142 Computer Applications in Business

BUAD 210 Business Ethics (2 cr)

BUAD 233 Introduction to Operations and Supply Chain Management (2 cr)

CSCI 110 Introduction to Computer Programming

CSCI 205 Software Engineering and Elementary Data Structures

CSCI 330 Database Techniques and Modeling (fall, even years)

ECON 101 Principles of Macroeconomics

**or** ECON 102 Principles of Microeconomics

ECON 325 Econometrics (fall)

ECON 326 Advanced Econometrics

MATH 131 Calculus and Analytical Geometry 1

**or** MATH 132 Calculus and Analytical Geometry 2

**or** MATH 233 Calculus and Analytical Geometry 3

MATH 203 Linear Algebra

MATH 221 Statistics in the Sciences (Spring)

**or** MATH 128 Statistics for Business and Economics **and** BUAD228 Advanced Statistics for Business and Economics

**Elective Courses (four credits from the following):**

BUAD 372 Marketing Research [Note: BUAD 372 has a prerequisite of BUAD 270]

**or** BUAD 333 Advanced Operations and Supply Chain Management (2 cr)

**or** DATA 256 People Analytics (2 cr) (even springs)

**or** ECON 402 Solving Social & Economic Problems with Data

**or** DATA 494 Internship

**or** other approved electives.

## ECONOMICS [ECON]

[www.snc.edu/economics](http://www.snc.edu/economics)

### PROGRAM DESCRIPTION

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



beings to earn a living, with the ways a society produces and distributes goods and services, and with the commercial, financial and governmental practices that enable societies to exist.

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

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

### **SCHNEIDER SCHOOL MISSION AND VISION**

**Vision:** St. Norbert College’s Donald J. Schneider School of Business and Economics will be the intellectual hub for business in Northeastern Wisconsin.

**Mission:** The SSBE develops and empowers ethical business leaders through passionate teaching and mentoring, engaged service, and consequential scholarship. We offer challenging learning experiences in the Catholic, liberal arts tradition, and rooted in the Norbertine practices of *communio* and *localitas*.

- by **ethical** we mean we recognize challenges to our core values and develop shared frameworks for values-based decisions
- by **challenging** we mean we achieve educational excellence by engaging in rigorous and critical thinking and action
- by **communio** we mean we are called to live in relationships that strive for high standards including mutual esteem, trust, sincerity, faith, responsibility, dialogue, communication, consultation and collaboration
- by **localitas** we mean we are committed to serve the particular needs of the communities to which we belong

### **ECONOMICS FACULTY**

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**Onwu Akpa, O.Praem**, assistant professor of social sciences and economics

**Jean Falconer**, assistant professor of economics

**Ho-Ching (Angela) Mak**, assistant professor of economics

**Kevin Quinn**, associate dean of the Schneider School of Business and Economics, professor of economics

**Marc S. Schaffer**, director of the Center for Business and Economics Analysis, professor of economics

**Marc B. von der Ruhr**, professor of economics, discipline coordinator

**William Wheeler**, assistant professor of economics, graduate school advisor

## **COURSE REQUIREMENTS**

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### **Economics Major** - (11.5 courses, 46 credits)

ECON 101 Principles of Macroeconomics  
ECON 102 Principles of Microeconomics  
ECON 251 Intermediate Macroeconomics & Contemporary Issues  
ECON 252 Intermediate Microeconomics  
ECON 325 Introduction to Econometrics  
BUAD 210 Business Ethics (2 cr)  
BUAD 228 Advanced Statistics for Business and Economics  
    **or** MATH 321 Probability and Statistics  
MATH 128 Introductory Statistics for Business  
    **or** MATH 131 Calculus & Analytic Geometry 1  
ECON 499 Senior Examination (0 cr)  
Four advanced ECON courses, 300 level or above

### **Elective Courses**

ECON 300 History of Economic Thought (requires junior or senior standing)  
ECON 326 Advanced Applied Econometrics  
ECON 330 Labor Economics  
ECON 335 Industrial Organization  
ECON 345 An Economic Approach to Religion  
ECON 350 Environmental Economics  
ECON 355 International Economics and Business in the UK  
ECON 375 Growth and Development  
ECON 377 International Finance and Monetary Economics  
ECON 380 Managerial Economics  
ECON 390 Monetary Policy and Theory  
ECON 391 Public Finance  
ECON 392 Investing in Social Change: Social Finance and Impact Investing  
ECON 402 Solving Social/Economic Problems with Data  
ECON 490 Independent Study  
ECON 492 Directed Research  
ECON 494 Internship

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

### **Economics Academic Minor** - (24 credits)

ECON 101 Principles of Macroeconomics  
ECON 102 Principles of Microeconomics  
ECON 251 Intermediate Macroeconomics and Contemporary Issues  
    **or** ECON 300 History of Economic Thought  
ECON 252 Intermediate Microeconomics  
Two advanced ECON courses at the 300 level or above

**Economics Teaching Major** - (44 credits)

*Leads to secondary education certification in economics*

ECON 101 Principles of Macroeconomics  
ECON 102 Principles of Microeconomics  
ECON 251 Intermediate Macroeconomics and Contemporary Issues  
ECON 252 Intermediate Microeconomics  
ECON 325 Introduction to Econometrics  
BUAD 210 Business Ethics (2 cr)  
BUAD 228 Advanced Statistics for Business and Economics  
or MATH 321 Probability and Statistics  
MATH 128 Introductory Statistics for Business  
or MATH 131 Calculus & Analytic Geometry 1  
Four advanced ECON courses, 300 level or above

Note: See **Education [EDUC]** section for certification requirements.

**Economics Teaching Minor** - (24 credits)

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

Note: See **Education [EDUC]** section for certification requirements.

## **EDUCATION [EDUC]**

[www.snc.edu/education](http://www.snc.edu/education)

The Education discipline at St. Norbert College is an academic discipline and a professional program. The program prepares students for secondary, middle, and elementary teaching opportunities. Teacher Education's mission is to prepare racially conscious, culturally sustaining, instructionally effective, community-engaged teacher leaders who demonstrate a life-long commitment to social justice and advocacy. Throughout the four-year program, students prepare for teaching and educational careers, become active and effective participants in community life, and embark on a vocation of continuous learning.

Teacher education at St. Norbert College includes preparation in the natural sciences, mathematics, humanities, foreign languages, fine arts and social sciences, as well as professional education. Candidates complete theory and methods courses while gaining valuable field-based experiences under the guidance of mentor teachers in local public and private schools. Teacher education students may also incorporate an international experience through student teaching opportunities in countries such as Costa Rica, England, Ghana, Ireland, New Zealand, Scotland, St. Lucia and Wales.

The St. Norbert College website for Teacher Education ([www.snc.edu/education](http://www.snc.edu/education)) contains details on all teacher license certification options, and current requirements for certification and degree attainment and endorsement for licensure. Acceptance into the program is conditioned on meeting Arch 1 requirements. Continuation in the program thereafter is dependent on students meeting program requirements at each subsequent Arch. It is expected that all teachers endorsed for licensure by St. Norbert College will possess the requisite knowledge, skills and dispositions and be able to demonstrate the performances entailed in each standard through coursework and clinical experiences including student teaching.

All transfer students seeking an endorsement for teacher licensure will be expected to meet with the director of teacher education to determine appropriate education coursework to take.

## EDUCATION FACULTY AND ACADEMIC STAFF

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**Erica Barnett-Southworth**, associate professor of education  
**Christopher Bradford**, assistant professor of education  
**Bola Delano-Oriaran**, professor of education, director of student teaching abroad, dean of social sciences  
**Bonnie Johnson**, visiting professor of education, director of teacher education  
**Wendy Karabush**, office specialist  
**Bonnie Lueck**, director of children's center  
**Ananya Matewos**, assistant professor of education  
**Andria Moon**, visiting associate professor of education  
**Patricia Norman**, professor of education  
**Reid Riggle**, associate professor of education, director of licensing  
**Samuel Robinson**, assessment and accreditation coordinator  
**Carolyn Schaeffer**, adjunct assistant professor of education  
**Stephanie Shedrow**, assistant professor of education

## TEACHER EDUCATION PROGRAM OVERVIEW

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St. Norbert College's teacher preparation program is approved by the Wisconsin Department of Public Instruction (DPI) and leads to endorsement in the following licenses:

1. Elementary and middle school (kindergarten through grade 9)
2. Middle and high school (grades 4 through 12)
3. Kindergarten through grade 12

In order to be endorsed for teacher licensure, all candidates must complete degree requirements (e.g. coursework) and separate programmatic requirements.

### **Elementary and Middle School (K-9)**

Candidates seeking elementary licensure complete the K-9 Elementary major *and* Language Arts minor. Please refer to later sections titled "Elementary Major Leading to Endorsement in Elementary-Middle License" and "Program Requirements" for further details.

### **Middle and High School (4-12)**

Candidates seeking 4-12 licensure in computer science, English, mathematics, science, or social studies complete an academic major *and* the 4-12 Teaching major.

Computer science candidates complete the computer science major and 4-12 teaching major.

English candidates complete the English major and 4-12 teaching major.

Mathematics candidates complete the Mathematics Teaching and 4-12 Teaching majors.

Science candidates complete the 4-12 teaching major and one of two pathways for the academic major:

Pathway 1: Complete a major in chemistry (biochemistry concentration), environmental science, geology, or natural sciences.

Pathway 2: Complete a major in biology, chemistry (general chemistry concentration), or physics *and* pass the Praxis II science exam to demonstrate broad content knowledge for teaching.

Social studies candidates complete the 4-12 teaching major; a content major in history, economics, political science, psychology or sociology; *and* pass the Praxis II social studies exam to demonstrate broad content knowledge for teaching.

Please refer to subsequent sections titled “4-12 Teaching Major” and “Programmatic Requirements” for further details. In addition, please review the relevant catalogue section outside of Education for a complete description of other academic majors referenced above.

### **All-level (K-12)**

Candidates seeking K-12 licensure in art, foreign language, music, or theatre complete an academic major *and* the K-12 teaching major.

Students seeking K-12 licensure in art complete the art (education sequence) major and K-12 teaching major.

Students interested in teaching a foreign language complete the French, German or Spanish major, an approved international immersion experience in their target language, and the K-12 teaching major.

Music candidates complete the music education major and K-12 teaching major.

Students seeking K-12 licensure in theatre complete the theatre major and K-12 Teaching major.

Please refer to subsequent sections titled “K-12 Teaching Major” and “Program Requirements” for further details. In addition, please review the relevant catalog section outside of Education for a complete description of academic majors referenced above.

## **COURSE REQUIREMENTS**

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### **Elementary Education K-9 Major leading to endorsement for elementary-middle school license**

*(Students seeking out-of-state licensure should consult with the director of licensing)*

- EDUC 101 Foundations of Education I: Becoming a Community-Engaged Educator
- EDUC 102 Foundations of Education II: Psychology of Community-Engaged Education  
**or** EDUC 103 Accelerated Foundations of Education I and II (for transfer students and candidates beginning EDUC coursework after the fall semester)
- EDUC 278 Culturally Sustaining Teaching
- EDUC 279 Child and Adolescent Development
- EDUC 281 Teaching Children with Exceptionalities
- EDUC 311 Wisconsin First Nations
- EDUC 312 Math Methods
- EDUC 313 Science Methods
- EDUC 326 Social Studies Methods
- EDUC 440/445/450 Student Teaching
- MATH 120 Numbers and Operations
- MATH 212 Principles of Algebra and Data  
**or** MATH 220 Principles of Geometry
- SSCI 301 Environment and Society  
**or** NSCI 315 Climate Change
- SSCI 408 Social Inequalities

### **Language Arts Minor (required)**

- ENGL 150 Literature and Writing
- EDUC 200 Emergent Literacy
- EDUC 280 Supporting English Language Learning
- EDUC 307 Literacy Methods
- EDUC 308 Intermediate Literacy
- EDUC 384 Conferring with Readers & Writers

English as a Second Language (optional)

COME 305 Social Identity and Intergroup Communication  
EDUC 280 Supporting English Language Learners  
ENGL 290 The English Language  
EDUC 384 Conferring with Readers & Writers  
IDIS 310 Language Analysis and Applied Linguistics

Two semesters of foreign language study (i.e. advanced, intermediate or beginning) excluding retroactively awarded credit.

Upon successful completion of the ESL coursework and initial WI licensure, ESL certification can be added by a) a passing score on PRAXIS II ESL exam; and b) submission of appropriate DPI paperwork to earn endorsement for additional ESL license.

**4-12 Teaching Major Leading to Endorsement for Middle-High School License**

EDUC 101 Foundations of Education I: Becoming a Community-Engaged Educator  
EDUC 102 Foundations of Education II: Psychology of Community-Engaged Education  
or EDUC 103 Accelerated Foundations of Education I & II (for transfer students and candidates beginning EDUC coursework after fall semester)  
EDUC 278 Culturally Sustaining Teaching  
EDUC 279 Child and Adolescent Development  
EDUC 281 Teaching Children with Exceptionalities  
Appropriate content/methods course pairing for content licensure:  
EDUC 307 Literacy Methods / EDUC 308 (English)  
EDUC 313 Math Methods / MATH 212 or 220 (Math and Computer Science)  
EDUC 313 Science Methods / NSCI 315 or SSCI 301 (Science)  
EDUC 326 Social Studies Methods / EDUC 311 (Social Studies)  
EDUC 450/455 Student Teaching  
SSCI 301 Environment & Society  
or NSCI 315 Climate Change (required for candidates seeking science or social studies licensure)  
SSCI 408 Social Inequalities

**K-12 Teaching Major leading to endorsement for all-level license**

EDUC 101 Foundations of Education I: Becoming a Community-Engaged Educator  
EDUC 102 Foundations of Education II: Psychology of Community-Engaged Education  
or EDUC 103 Foundations of Education I & II (for music ed majors, transfer students and candidates beginning EDUC coursework after fall semester)  
EDUC 278 Culturally Sustaining Teaching  
EDUC 279 Child and Adolescent Development  
EDUC 281 Teaching Children with Exceptionalities  
Appropriate methods course for content licensure:  
EDUC 317 General Music Methods: Elementary & Secondary (Music Education)  
EDUC 254 Instructional Methods for Adolescents (Art, Foreign Language, and Theatre)  
SSCI 408 Social Inequalities  
Student teaching:  
EDUC 450/455 Student Teaching (Art, Foreign Language, Theatre)  
EDUC 469/470/475 Student Teaching (Music Education)

## PROGRAM REQUIREMENTS

Regardless of certification level or academic major, all candidates must meet the following programmatic requirements as they complete their teacher preparation.

### Arch 1: After Completion of EDUC 101 & EDUC 102 (or EDUC 103<sup>1</sup>)

- Earn a minimum 2.75 overall GPA
- Earn a minimum 2.75 average GPA<sup>2</sup> in the courses below with no single grade lower than a C:
  - EDUC 101 Foundations of Education I: Becoming a Community-Engaged Educator
  - EDUC 102 Foundations of Education II: Psychology of a Community-Engaged Education
  - Quantitative Reasoning course (K-12 or Middle-High school)<sup>3</sup> or MATH 120 Numbers and Operations (Elementary-Middle school)
  - Expression and Interpretation course or ENGL 150: Introduction to Literary Studies
  - Writing Intensive course (if ENGL 150 not taken)
- On the Arch 1 rubric, earn a score of 2 (developing) or higher on each individual item in the following rubric categories: communications, dispositions, human relations and teacher standards
- Pass criminal background check

*Students who meet Arch 1 criteria will be admitted into the Teacher Education program.*

### Arch 2: After Sophomore Block

- Earn a minimum 2.75 overall GPA
- Earn a minimum 3.00 GPA in EDUC courses, with no grade less than C
- On the Arch 2 rubric, earn a minimum score of 3 (meets expectations) and no ratings of 1 (concern) within each rubric category. *Specifically:*
  - Communications: 1 out of 5 items (20%)*
  - Dispositions: 1 out of 5 items (20%)*
  - Human Relations: 1 out of 6 items (17%)*
  - Teacher Standards: 1 out of 6 items (17%)*
- Pass criminal background check

*In order to student teach in your senior year, you must complete the Student Teacher application by December 31 of the previous year.*

### Arch 3: After completion of method(s) courses

- Earn a minimum 2.75 overall GPA
- Earn a minimum 3.00 GPA in EDUC courses, with no grade less than C
- On the Arch 3 rubric, earn a minimum rating of 3 (meets expectations), with no ratings of 1 (concern), for 4 out of the 12 (33%) individual teacher standards rubric items
- Content competency (knowledge and skills relative to the content the candidate will be licensed to teach). Content competence varies depending on licensure. In each licensure area, content competence can be demonstrated in one of two ways:
  - Elementary-Middle School License
    - Option 1: Earn 3.0 GPA in completed courses from the following set of elementary education content courses with no grade less than C:
      - MATH 120 Numbers and Operations

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<sup>1</sup> EDUC 103 is an accelerated version of EDUC 101 & 102 for music education candidates and those entering the program second semester first year or later.

<sup>2</sup> Advanced Placement course credit fulfills course-based requirements and will be weighted as follows:

- Score of a 3=3.0 (B)
- Score of a 4=3.5 (AB\_)
- Score of a 5=4 (A)

<sup>3</sup> Music Education candidates may take QR course in junior year

- MATH 212 Principles of Algebra and Data **or** MATH 220 Principles of Geometry
- EDUC 200 Emergent Literacy
- EDUC 308 Intermediate Literacy
- EDUC 311 Wisconsin First Nations
- SSCI 301 Environment and Society
- Option 2: Earn a Wisconsin passing score on the Praxis® Subject Assessment, Middle School Content Knowledge, and achieve a minimum GPA of 2.75 in the course content in Option 1 above
- Middle-High School License or Kindergarten through Grade 12 License
  - Option 1: Earn a 3.0 GPA<sup>4</sup> in content courses in major(s)/minor(s) for which the candidate intends to be licensed to teach with no grade less than C
  - Option 2: Earn a Wisconsin passing score on the Praxis® Subject Assessment or ACTFL OPI/WPT associated with each major/minor for which the candidate intends to be licensed to teach and achieve a minimum GPA of 2.75 in the content of each major/minor for which the candidate intends to be licensed to teach.
- Evidence that the Wisconsin Foundations of Reading Test has been taken or scheduled by providing a score or confirmation of registration (for licensure in Elementary-Middle School)
- Pass criminal background check

*In order to student teach in your senior year, you must submit the Student Teacher application by December 20 of the previous year.*

#### **Arch 4: At Program Completion, Prior to Endorsement for Wisconsin Licensure**

- Earn a minimum 2.75 overall GPA
- Earn a minimum 3.00 GPA in EDUC courses, with no grade less than C
- On the student teaching second placement Arch 4 rubric, earn a minimum of 80% within each rubric category's items rated at 3 (meets expectations), with no ratings of 1 (concern). *Specifically:*  
*Communications: 4 out of 5 items (80%)*  
*Dispositions: 4 out of 5 items (80%)*  
*Human Relations: 5 out of 6 items (83%)*  
*Teacher Standards: 16 out of 20 items (80%)*
- Receive a minimum passing score on each of the six sections of the Teacher Work Sample performance-based assessment
- Content competency (knowledge and skills relative to the content the candidate will be licensed to teach). Content competence varies depending on the license. In each licensure area, content competence can be demonstrated in one of two ways:
  - Elementary-Middle School License
    - Option 1: Earn 3.0 GPA in the following set of elementary education content courses with no grade less than C:
      - MATH 120 Numbers and Operations
      - MATH 212 Principles of Algebra and Data **or** MATH 220 Principles of Geometry
      - EDUC 200 Emergent Literacy
      - EDUC 308 Intermediate Literacy
      - EDUC 311 Wisconsin First Nations
      - SSCI 301 Environment and Society
    - Option 2: Earn a Wisconsin passing score on the Praxis® Subject Assessment, Middle School Content Knowledge, and achieve a minimum GPA of 2.75 in the course content

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<sup>4</sup> Advanced Placement course credit fulfills course-based requirements and will be weighted as follows:

- Score of a 3=3.0 (B)
- Score of a 4=3.5 (AB)
- Score of a 5=4 (A)



- in Option 1 above
  - Middle-High School License or Kindergarten through Grade 12 License
    - Option 1: Earn a 3.0 GPA<sup>1</sup> in content courses in major(s)/minor(s) for which the candidate intends to be licensed with no grade less than C.
    - Option 2: Earn a Wisconsin passing score on the Praxis ® Subject Assessment or ACTFL OPI/WPT associated with each major/minor for which the candidate intends to be licensed and achieve a minimum GPA of 2.75 in the content of each major/minor for which the candidate intends to be licensed.
- Successful completion of degree requirements
- Evidence of successfully passing the Wisconsin Foundations of Reading Test (for licensure in Elementary-Middle School)

## **ADDITIONAL REQUIREMENTS**

### **Student Teaching**

A student must successfully complete a full-day, full-semester student teaching experience in a school setting. Moreover, in order to be certified to teach in Wisconsin, all candidates are required to demonstrate readiness for independent teaching through a performance-based assessment. St. Norbert candidates must take and pass the Teacher Work Sample, an approved alternative to the edTPA. The Teacher Work Sample enables candidates to plan, teach and assess a 3-5 lesson sequence and to reflect on their practice.

### **Wisconsin Foundations of Reading Test (elementary majors only)**

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

## **ENGLISH [ENGL]**

[www.snc.edu/english](http://www.snc.edu/english)

Our mission: to prepare majors, through the careful study of literature, writing, and the humanities, with the knowledge, skills, and habits of mind needed to live fulfilling lives and to make positive contributions to their communities.

English majors leave the College prepared, as the Norbertines call us to be, for every good work in the world. Our majors pursue a wide range of vocations – teaching, writing, publishing, nonprofit work, advertising, business, politics, and the law, to name just a few – and are inspired to use their knowledge, expertise, and joy in the service of others.

At the completion of the major in English, students are able to:

- Understand literature’s complexity, diversity, history, and evolution to form dynamic worldviews
- Apply critical methods in reading and researching of literary texts
- Create an argument in written, spoken, and/or symbolic forms for the appropriate rhetorical situation (audience, purpose, stance, context, medium, mode)
- Use their knowledge and skills to serve the common good

## **ENGLISH FACULTY**

**Lindsey Bartlett**, adjunct instructor of English

**AnaMaria Seglie Clawson**, assistant professor of English

**Deirdre Egan-Ryan**, professor of English, director of academic service-learning

**Lauren Eriks Cline**, assistant professor of English

**Bernardo Hinojosa**, assistant professor of English

**Laurie MacDiarmid**, professor of English and writer in residence

**Katherine Daily O'Meara**, assistant professor of English, director of writing across the curriculum  
**Leah Toth**, assistant professor of English  
**Hannah Way**, adjunct instructor of English  
**Stephen Westergan**, adjunct instructor of humanities

**Graduate school advisor in literature:** any full-time faculty member in English  
**Graduate school advisor in creative writing:** Laurie MacDiarmid

## **COURSE REQUIREMENTS**

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

### **English Major** - (40 credits)

ENGL 201 Introduction to Literary Studies (for majors and minors)  
ENGL 350 Major Author Seminar  
ENGL 489 English Major Capstone  
One course from each of the categories below  
One additional ENGL course

#### **One English Literature Survey**

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

#### **One American Literature Survey**

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

#### **One Diversity Literature**

ENGL/WMGS 206 Sexuality and Literature: Gay, Lesbian and Transgender Texts  
ENGL 221 The American Short Story  
ENGL 309 African-American Novel  
ENGL/WMGS 310 Race and Sex in Contemporary U.S. Texts  
ENGL/WMGS 311 Women and Literature  
ENGL 323 The Harlem Renaissance  
ENGL 356 Postcolonial Literature

#### **One Methods**

ENGL 305 Literary Theory and Writing

#### **One Early Studies**

ENGL 321 Dante: The Divine Comedy  
ENGL 322 Medieval Literature  
ENGL 325 Chaucer  
ENGL 334 Milton  
ENGL 339 Shakespeare's Drama

#### **One Special Topics**

ENGL 205 Irish Modernism  
ENGL 222 Modern Poetry  
ENGL 317 Nineteenth Century American Novel  
ENGL 318 Modern American Novel  
ENGL 289/389 Special Topics  
ENGL 314 Modern Drama  
ENGL 329 Literature of Service  
ENGL 358 Nineteenth-Century English Novel

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

ENGL 201 Introduction to Literary Studies (for majors and minors)

ENGL 350 Major Author Seminar

ENGL 489 English Major Capstone

One course from each of the categories below

**One English Literature Survey**

ENGL 225 Survey of English Literature 1

ENGL 226 Survey of English Literature 2

**One American Literature Survey**

ENGL 235 Survey of U.S. Literature 1

ENGL 236 Survey of U.S. Literature 2

**One Creative Writing**

ENGL 215 Introduction to Creative Writing

ENGL 304 Creative Nonfiction Workshop

ENGL 307 Fiction Workshop

ENGL 308 Poetry Workshop

ENGL 425 Advanced Creative Writing Workshop

**One Professional Writing**

ENGL 290 The English Language

ENGL 306 Professional Writing

ENGL 313 Writing for the World

**One Diversity Literature**

ENGL/WMGS 206 Sexuality and Literature: Gay, Lesbian and Transgender Texts

ENGL 221 The American Short Story

ENGL 309 African-American Novel

ENGL/WMGS 310 Race and Sex in Contemporary U.S. Texts

ENGL/WMGS 311 Women and Literature

ENGL 323 The Harlem Renaissance

ENGL 356 Postcolonial Literature

**One Methods**

ENGL 305 Literary Theory and Writing

**One Early Studies**

ENGL 321 Dante: The Divine Comedy

ENGL 322 Medieval Literature

ENGL 325 Chaucer

ENGL 334 Milton

ENGL 339 Shakespeare's Drama

**English Major with an Education Emphasis - (40 credits)**

ENGL 201 Introduction to Literary Studies (for majors and minors)

ENGL 290 The English Language

ENGL 350 Major Author Seminar

ENGL 489 English Major Capstone

One course from each of the categories below

**One English Literature Survey**

- ENGL 225 Survey of English Literature 1
- ENGL 226 Survey of English Literature 2

**One American Literature Survey**

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

**One Diversity Literature**

- ENGL/WMGS 206 Sexuality and Literature: Gay, Lesbian and Transgender Texts
- ENGL 221 The American Short Story
- ENGL 309 African-American Novel
- ENGL/WMGS 310 Race and Sex in Contemporary U.S. Texts
- ENGL/WMGS 311 Women and Literature
- ENGL 323 The Harlem Renaissance
- ENGL 356 Postcolonial Literature

**One Special Topics**

- ENGL 205 Irish Modernism
- ENGL 222 Modern Poetry
- ENGL 317 Nineteenth Century American Novel
- ENGL 318 Modern American Novel
- ENGL 289/389 Special Topics
- ENGL 314 Modern Drama
- ENGL 329 Literature of Service
- ENGL 358 Nineteenth-Century English Novel

**One Methods**

- ENGL 305 Literary Theory and Writing

**One Early Studies**

- ENGL 321 Dante: The Divine Comedy
- ENGL 322 Medieval Literature
- ENGL 325 Chaucer
- ENGL 334 Milton
- ENGL 339 Shakespeare's Drama

**English Minor** - (24 credits)

ENGL 201 Introduction to Literary Studies (for majors and minors)  
 One course from each of the categories below

**One English Literature Survey**

- ENGL 225 Survey of English Literature 1
- ENGL 226 Survey of English Literature 2

**One American Literature Survey**

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

**One Early Studies**

- ENGL 321 Dante: The Divine Comedy
- ENGL 322 Medieval Literature,
- ENGL 325 Chaucer
- ENGL 334 Milton
- ENGL 339 Shakespeare's Drama

**One Writing**

ENGL 215	Introduction to Creative Writing
ENGL 304	Creative Nonfiction Workshop
ENGL 305	Literary Theory and Writing
ENGL 306	Professional Writing
ENGL 307	Fiction Workshop
ENGL 308	Poetry Workshop
ENGL 313	Writing for the World
ENGL 425	Advanced Creative Writing Workshop

**One Special Topics**

ENGL 205	Irish Modernism
ENGL 222	Modern Poetry
ENGL 317	Nineteenth Century American Novel
ENGL 318	Modern American Novel
ENGL 289/389	Special Topics
ENGL 314	Modern Drama
ENGL 329	Literature of Service
ENGL 358	Nineteenth-Century English Novel

**English Teaching Minor** - (24 credits)

ENGL 201 Introduction to Literary Studies (for majors and minors)

ENGL 290 The English Language

One course from each of the categories below

**One English Literature Survey**

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

**One American Literature Survey**

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

**One Methods**

ENGL 305	Literary Theory and Writing
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**One Diversity Literature**

ENGL/WMGS 206	Sexuality and Literature: Gay, Lesbian and Transgender Texts
ENGL 221	The American Short Story
ENGL 309	African-American Novel
ENGL/WMGS 310	Race and Sex in Contemporary U.S. Texts
ENGL/WMGS 311	Women and Literature
ENGL 323	The Harlem Renaissance
ENGL 356	Postcolonial Literature

**ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM**

[www.snc.edu/cge/esl](http://www.snc.edu/cge/esl)

The intensive English as a Second Language (ESL) program is designed to provide students with authentic and in-depth experience in academic English language as well as with immersion in U.S. culture. Students enroll in language courses and theme courses, with additional elective options. The program also offers a variety of experiential learning opportunities for English language learners.

**ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM FACULTY AND STAFF**

**Jana Dettlaff**, director of English as a second language institute

### English as a Second Language Courses

The following non-credit English language courses are open to non-native speakers of English who want to improve their English language skills for academic or professional purposes. These courses are offered by the Center for Global Engagement (CGE), which is housed in the Bemis International Center (BIC).

#### Beginning Level Courses (infrequently offered)

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

#### Elementary Level Courses

ESLI 051	Grammar Topics 1
ESLI 052	Building Reading Vocabulary
ESLI 053	Introduction to Essay Writing
ESLI 054	Cultural Immersion 1
ESLI 055	Interactive Listening
ESLI 056	Conversation Skills

#### Intermediate Level Courses

ESLI 065	U.S. Society
ESLI 066	Culturally Speaking
ESLI 067	Public Speaking
ESLI 071	Grammar Topics 2
ESLI 072	Skills for Reading Success
ESLI 073	Essay Writing
ESLI 074	Cultural Immersion 2
ESLI 075	Effective Listening Comprehension
ESLI 076	Speaking Skills
ESLI 077	Integrated Study
ESLI 078	U.S. Film and Culture

#### Advanced Level Courses

ESLI 081	Current Events/News
ESLI 085	Intercultural Business
ESLI 086	Introduction to U.S. History
ESLI 088	Introduction to U.S. Literature
ESLI 089	Intercultural Communication
ESLI 091	Grammar Topics 3
ESLI 092	Academic Reading Skills
ESLI 093	Introduction to Academic Writing
ESLI 094	Cultural Immersion 3
ESLI 095	Lectures and Note Taking
ESLI 096	Presentation Skills

## ENVIRONMENTAL SCIENCE [ENVS]

[www.snc.edu/environmentalscience](http://www.snc.edu/environmentalscience)

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

### ENVIRONMENTAL SCIENCE FACULTY

**Anindo Choudhury**, professor of biology and environmental science

**Nelson Ham**, professor of geology and environmental science

**Carrie Kissman**, associate professor of biology and environmental science

**David Poister**, professor of chemistry and environmental science and discipline coordinator

**Graduate school advisor:** any faculty member in environmental science

## COURSE REQUIREMENTS

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### Environmental Science Major - (60 credits)

#### Required Courses

BIOL 120	Introduction to Cell & Molecular Biology	CHEM 105	General Chemistry 1
BIOL 121	Introduction to Organismal Biology	CHEM 107	General Chemistry 2
BIOL 228	Ecology	CHEM 220	Organic Chemistry
GEOL 105	Geology <b>or</b> GEOL 107 Environmental Geology	CHEM 302	Environmental Chemistry
GEOL 225	Hydrogeology	SSCI 224	Basic Statistics <b>or</b> MATH 221 Statistics in the Sciences

**Electives** (5 courses = 20 credits from the following list; must include one from BIOL and one from GEOL)

BIOL 201	Botany	BIOL 389	African Wildlife Conservation and Health
BIOL 244	Genetics	BIOL 390	Ichthyology
BIOL 310	Tropical Biology	BIOL 489	Animal Behavior
BIOL 338	Limnology	BIOL 489	Disease Ecology
BIOL 350	Microbiology	GEOL 250	Geomorphology
BIOL 355	Invertebrate Biology	GEOL 350	Glacial and Quaternary Geology
BIOL 368	Parasitology	POLI 348	Environmental Politics
BIOL 388	Mammalogy	POLI 349	Global Environmental Politics

#### Notes:

- Students may not use any BIOL course as both an elective in the ENVS major and to meet course requirements for the BIOL major.
- Students may only receive credit for POLI 348 or POLI 349, not both.
- It is strongly recommended that all ENVS majors take GEOL 230 GIS for Geosciences.
- It is strongly recommended that students take a statistics course before BIOL 228 Ecology.
- Students considering graduate school are encouraged to take advanced courses in mathematics (MATH 131 Calculus and Analytic Geometry 1) and chemistry (CHEM 222 Organic Chemistry Intermediate).
- In consultation with the environmental science faculty, students planning to attend graduate school are also encouraged to take additional courses in the sciences and participate in experiences such as internships, directed research, and field courses.

## FRENCH AND FRANCOPHONE STUDIES [FREN]

[www.snc.edu/ml](http://www.snc.edu/ml)

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

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

The objectives of the French and Francophone studies program are to enable students to communicate effectively in French and to understand and appreciate the cultures and values of the French and Francophone world. Studies in French help students increase their awareness of their own values and beliefs as well as those of French and Francophone cultures; aid in preparing teachers for language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; enable students to meet the language requirements of

graduate programs in the study of languages and comparative literature, law, international affairs, and the humanities. In addition, this degree also offers preparation for international careers in which students draw on their communication skills in French and their understanding of the history and cultures of the French-speaking world.

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

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

### **The St. Norbert College Language Competency Requirement**

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

## **FRENCH FACULTY**

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**Terri Schroth**, associate professor of French and Spanish

## **COURSE REQUIREMENTS**

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### **French and Francophone Studies Major** - (32 credits at the 300 level or above)

For the French major, students must complete eight courses at the 300 level and above. The following three courses are required:

- FREN 305 Introduction to French Literature and Society: The Middle Ages, The Renaissance, to Classicism
- FREN 375 French Civilization, Literature, and Identity: The Revolution to the 20th Century
- FREN 400 Senior Capstone Seminar

Note:

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

- FREN 305 must be taken before FREN 375, or with permission from instructor.

### **French and Francophone Studies Academic Minor** - (16 credits at the 300 level or above)

- FREN 305 Introduction to French Literature and Society: The Middle Ages, The Renaissance, to Classicism
- FREN 375 French Civilization, Literature, and Identity: The Revolution to the 20th Century
- Two electives at 300 level or above

Note:

- At least two of the four courses for the French minor must be taken at St. Norbert College.
- FREN 305 must be taken before FREN 375, or with permission from instructor.



### **French and Francophone Studies Teaching Minor** - (16 credits at the 300 level or above)

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

Note:

- FREN 305 must be taken before FREN 375, or with permission from instructor.

### **French Language Certificate**

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

See the **Modern Languages and Literatures** section for additional information on all St. Norbert College language programs, policies and courses.

## **GEOGRAPHY [GEOG]**

[www.snc.edu/geography](http://www.snc.edu/geography)

Geography provides a broad perspective for studying and connecting human and natural phenomena — locally, regionally and at the global scale. It is an integrative discipline that brings together natural and human dimensions of our world in the study of peoples, places and environments. Geography’s hallmark is the analysis of spatial distributions and relationships to explain how and why people, cultures, economic and political activities, physical environments, and natural resources vary from place to place. Geography’s spatial perspective complements social and natural science methods, as well as offering approaches that support the humanities and fine arts. Geography provides an intellectual bridge between disciplines and a meaningful – indeed, powerful - contribution to a liberal arts education. Geography plays an important role in the College’s mission and set of core values by encouraging and helping SNC students to “embrace a diversity of persons, perspectives and cultures,” and to become “responsible citizens of a diverse, interdependent, and changing world.”

Geography provides important contributions to the SNC Core Curriculum, with courses fulfilling Beyond Borders and Difference & Diversity categories. No major program is currently offered.

### **GEOGRAPHY FACULTY**

**Mark Bockenbauer**, professor of geography

**Parisa Meymand**, adjunct instructor of geography

**Eric Schurer**, adjunct instructor of geography

## **GEOLOGY [GEOL]**

[www.snc.edu/geology](http://www.snc.edu/geology)

The geology discipline at St. Norbert College prepares students to enter the workforce as professional geologists or to pursue advanced study and research in a graduate program. Our goal is to develop the whole person – intellectually, ethically, personally, and professionally by teaching “beyond the classroom” and emphasizing professional and personal mentoring of our students throughout their time at SNC. We advance and embrace the

hallmarks of St. Norbert College: Catholic, liberal arts, and Norbertine. We are guided by the Norbertine ideal of *communio*. We strive to make the geology major intellectually demanding and personally rewarding while also challenging students to consider moral and ethical issues regarding human-induced changes of the Earth system and our use of its natural resources.

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

## **GEOLOGY FACULTY**

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**Jeff Dumez**, adjunct instructor

**Tim Flood**, professor of geology

**Nelson Ham**, professor of geology and environmental science and discipline coordinator

**Rebecca McKean**, associate professor of geology

**Graduate school advisor:** any full-time faculty member in geology

## **COURSE REQUIREMENTS**

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### **Geology Major** - (56 credits)

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

*Eight credits from the following list of courses:*

GEOL 230	GIS for Geosciences	GEOL 389	Special Topics
GEOL 250	Geomorphology	GEOL 428	Environmental Geology Research
GEOL 275	Historical Geology	GEOL 490	Independent Study
GEOL 280	Introduction to Paleontology	GEOL 492	Directed Research
GEOL 350	Glacial and Quaternary Geology	GEOL 496	Senior Thesis

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

### **Geology Minor** - (24 credits)

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

## GERMAN [GERM]

[www.snc.edu/ml](http://www.snc.edu/ml)

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

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

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

### **The St. Norbert College Language Competency Requirement**

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

## **COURSE REQUIREMENTS**

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### **German Major** - (32 credits)

For the German major, students must complete eight courses at the 300 level and above. Students may select these eight courses from the following options:

GERM 304	German Composition	GERM 389	Special Topics courses or other electives
GERM 305	Intro to German Literature	GERM 390	Adv Conversation, Grammar and Composition (generally taken abroad)
GERM 350	Modern German Literature	GERM 400	Senior Capstone Seminar
GERM 375	Modern Germany: 1850-1950	GERM 490	Independent Study

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

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

For the German minor, students must complete four courses at the 300 level. Students may select these four courses from the following options:

GERM 304	German Composition	GERM 389	Special Topics course or other electives
GERM 305	Intro to German Literature	GERM 390	Adv Grammar, Conversation and Composition
GERM 375	Modern Germany: 1850-1950		

### **German Teaching Minor**

A teaching minor is available only to students earning an education degree. Four courses above 300 constitute a minor. For German, these courses are GERM 304 or GERM 305, GERM 375, GERM 389 and GERM 390 (generally taken during the immersion experience). In addition, all students seeking certification to teach a foreign language must complete a language immersion experience in an educational setting at least six to eight weeks in

duration in a country where German is primarily spoken.

In addition, all students seeking certification to teach a foreign language must complete a language immersion experience in an educational setting at least six to eight weeks in duration in a country where German is primarily spoken.

Note: See **Education [EDUC]** section for certification requirements.

### **German Language Certificate**

A German language certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language for students who choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the GERM 101-204 sequence with an overall grade point average of 3.00 or above in the language courses counting toward the certificate. The German 204 course that demonstrates successful completion of the certificate must be taken at St. Norbert College through the modern languages and literatures curriculum, and the student must earn a “B” or higher in this course. A student who places at the 300 level still must complete one class on campus and receive a grade of “B” or higher in that class. A student interested in a certificate could take four classes (GERM 101, GERM 102, GERM 203, GERM 204) at St. Norbert College. However, students interested in a certificate could place into GERM 203 or GERM 204 and would only have to take one, or at most, two classes.

See **Modern Languages and Literatures [MLLS]** section for additional information on all St. Norbert College language programs, policies and courses.

## **GREEK [GREK]**

[www.snc.edu/classicalstudies](http://www.snc.edu/classicalstudies)

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

Please see the **Classical, Medieval and Renaissance Studies [CLAS]** section of the catalog for information on faculty and for the retroactive credit policy for Greek language.

### **The St. Norbert College language competency requirement**

Students who successfully complete GREK 112 Elementary Greek 2 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

## **HEBREW [HEBR]**

[www.snc.edu/religiousstudies](http://www.snc.edu/religiousstudies)

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

### **The St. Norbert College language competency requirement**

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

## **HISTORY [HIST]**

[www.snc.edu/history](http://www.snc.edu/history)

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

### **History Discipline Mission Statement**

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

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

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

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

## **HISTORY FACULTY**

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**Robert Kramer**, professor of history

**Anh Sy Huy Le**, assistant professor of history

**Michael Lovano**, assistant professor of history

**Carrie Ryan**, associate professor of history, discipline coordinator

**Victoria Tashjian**, professor of history

**Abigail Trollinger**, associate professor of history

**Undergraduate internship and graduate school advisor:** Robert Kramer

## **COURSE REQUIREMENTS**

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### **History Major** - (44 credits)

Four of the following:

- HIST 112 History of Western Civilization 1: From the Bronze Age to the Renaissance  
**or** HIST 113 History of Western Civilization 2: Early Modern and Modern Europe
- HIST 114 History of the United States 1  
**or** HIST 115 History of the United States 2
- HIST 117 Survey of African History 1  
**or** HIST 119 Survey of African History 2
- HIST 120 Survey of Middle Eastern History
- HIST 122 Modern East Asia

HIST 131 Colonial Latin America  
or HIST 132 Modern Latin America

One of the following:

HIST 210 Making History: Truth and Myth  
HIST 211 Discoveries in the Archives: Archival Research Methods in History  
HIST 212 Digital Humanities  
HIST 213 The Vietnam and American War through Documents

*And:*

Three advanced (200 level or above) courses from one area of concentration (*below*)

Two advanced courses from a second area of concentration (*below*)

One advanced course from a third area of concentration (*below*)

**Areas of concentration and their advanced courses:**

**Africa**

HIST 320 Genocide  
HIST 335 Women and Work  
HIST 341 Islam and Victorianism in 19<sup>th</sup>- C.  
Africa  
HIST 344 Colonialism in Africa Through the  
Novel  
HIST 345 Slavery in World History  
HIST 351 Women, Gender and Imperialism

**Asia**

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

**Europe**

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

**Latin America**

HIST 371 Revolutions in Latin America  
HIST 372 Borderlands in Latin America  
HIST 373 The U.S. in Latin America

**Middle East**

HIST 320 Genocide  
HIST 340 Israel/Palestine: Roots of the Arab-  
Israeli Conflict  
HIST 341 Islam and Victorianism in 19<sup>th</sup>- C.  
Africa  
HIST 343 The Modern Middle East  
HIST 354 Issues in the Contemporary Middle East

**United States**

HIST 322 American Immigration and Ethnic  
History  
HIST 324 Poverty, Charity, Welfare in Amer.  
History  
HIST 327 Women and Gender in United States  
History  
HIST 335 Women and Work  
HIST 345 Slavery in World History  
HIST 368 The Asian American Experience

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

**History Minor** - (24 credits)

*Four of the following:*

- HIST 112 History of Western Civilization 1: From the Bronze Age to the Renaissance  
or HIST 113 History of Western Civilization 2: Early Modern and Modern Europe
- HIST 114 History of the United States 1  
or HIST 115 History of the United States 2
- HIST 117 Survey of African History 1  
or HIST 119 History of African History 2
- HIST 120 Survey of Middle Eastern History
- HIST 122 Modern East Asia
- HIST 131 Colonial Latin America  
or HIST 132 Modern Latin America

*And:*

Two HIST courses at the 200 level or above

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

## **HONORS PROGRAM [HONR]**

[www.snc.edu/honorsprogram](http://www.snc.edu/honorsprogram)

### **Mission and Vision**

Guided by the Norbertine ideal of *communio*, the SNC Honors Program empowers students of outstanding ability to fulfill their intellectual, spiritual, and personal potential by promoting innovative pedagogy and leadership development within a dynamic living-learning community.

### **HONORS PROGRAM PROCEDURES AND INFORMATION**

The Honors Program is multifaceted and includes coursework, Honors-only classes and seminars, as well as participation in a living-learning community. First-year Honors students also live together in Bergstrom Hall, where they join with each other in forming a community of student scholars. The community assistant and the resident assistants in Bergstrom are typically members of the Honors Program.

### **THE HONORS CURRICULUM**

Honors students enroll in Honors-only sections of St. Norbert College's foundation courses, Theological Foundations and Philosophical Foundations in the Study of Human Nature during their first year. In the Spring semester of their first year, all Honors students enroll in the two-credit HONR 150 (Life at SNC); in the Fall of their sophomore year, Honors students enroll in the two-credit HONR 301 (Life after SNC).

In the following semesters, Honors students choose from a selection of Honors-based courses. These small, discussion-based classes, nearly all of which satisfy a Core Curriculum requirement, provide students with a challenging classroom environment that offers extensive interaction with the professor as well as with the other students. Before graduation, all Honors students enroll in the one-credit HONR 450 (Senior Seminar), where they will prepare their final Honors portfolios for presentation.

Basic academic requirements of the program include:

- Honors sections of PHIL 120 and THRS 117
- HONR 150 and HONR 301
- Two Honors courses
- HONR 450

Note that Honors students may substitute an Honors tutorial, study abroad, student teaching abroad, or the Washington semester for up to two Honors courses. Further, Honors students may substitute a transcriptable, faculty-directed research project for one Honors course.

Honors students must have a GPA of 3.5 at the end of their senior year to become graduates of the Honors Program.

### **Admission into the Program**

Outstanding incoming students are encouraged to apply for admission to the program. A strong record of achievement (class rank, high school grades, and coursework) is essential to the selection process, but the selection criteria also include participation in extracurricular activities, leadership potential, creative endeavors, and teacher or counselor recommendations.

### **The Honors Center**

The Honors Center is located in Mulva 115. It provides a place where Honors students can find answers to questions related to the program, information about upcoming events both on and off-campus, opportunities offered by the National Collegiate Honors Council (NCHC), an extensive collection of graduate examination resources, and a centralized meeting location for Honors student staff members and the Honors Pulse editorial team. The Honors Center also houses the College's chapter of the national honor society, Phi Kappa Phi.

Visit our web site, [www.snc.edu/honorsprogram](http://www.snc.edu/honorsprogram) for further information on the St. Norbert College Honors Program, or contact Dr. Joel Mann, Honors program director, ([joel.mann@snc.edu](mailto:joel.mann@snc.edu)), St. Norbert College, 100 Grant St., De Pere, WI 54115-2099, (920)403-2969.

## **HUMANITIES DIVISION [HUMA]**

[www.snc.edu/humanities](http://www.snc.edu/humanities)

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

### **HUMANITIES COURSE INSTRUCTORS**

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**Jennifer Hockenbery**, professor of philosophy  
**Stephen Westergan**, adjunct instructor of humanities

#### **Humanities Divisional Major**

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

Students interested in this major should meet with the dean of humanities who, in consultation with the student, will select an advisor or advisors. The student and advisor(s) will structure a proposal and major program according to the following rules:

- The major program will consist of 60 credits in the humanities division chosen by the student in consultation with the advisor.
- Twenty-four of these credits must be at an advanced (300 or above) level.
- HUMA 100 Introduction to Humanities must be included in the early years of the major program.
- HUMA 489 must be taken during the student's final semester.
- Student proposals must include a rationale, a statement of academic and career goals, courses to be included, and a semester completion plan including core curriculum. Proposed courses must have a certain relevance to the student's explicit purposes and the overall program should exhibit reasonable integrity.
- A student pursuing a humanities divisional major may not pursue a second major or a minor in a discipline in the division of humanities.



## **INTEGRATIVE STUDIES [INST]**

[www.snc.edu/integrativestudies](http://www.snc.edu/integrativestudies)

### **Integrative Studies Major – (40 credits)**

Integrative Studies is a forty credit (10-course) major that can only be declared as a second major. The objective of the program is to enable students to complement their major field of study with a broad array of courses from other disciplines to gain the knowledge and the skills required in the changing workplace of 21<sup>st</sup> century America.

Course work consists of a two-credit introductory course in the first year matched with a two-credit seminar in the first semester of the junior year; and an additional nine courses selected from a list of thematically linked offerings that will be identified and tagged as fulfilling the requirements for the major. Owing to the interdisciplinary nature of the major, six of the nine courses must be taken in a division other than the one in which the first major is housed; courses taken to fulfill the requirements of the student's first major will not be allowed to count toward the Integrative Studies major. Students will produce a Signature Work in the senior year to demonstrate their competence across the breadth of their learning experience.

In cases where completion of the first major becomes untenable, the ISM can be reconfigured as an Individualized Major in conformity with the description provided in the Academic Regulations section of this catalog, exception being made for the clause requiring that this major be approved by the end of the sophomore year. In cases where a free-standing ISM is approved, students must complete an additional 20 credits (for a total of 60, including the Introduction and the Seminar) and submission of a Signature Work in the senior year.

## **INTERNATIONAL BUSINESS AND LANGUAGE AREA STUDIES [IBLAS]**

[www.snc.edu/iblas](http://www.snc.edu/iblas)

As a Catholic liberal arts institution in the Norbertine tradition, St. Norbert College exists to teach by word and example. In support of this motto, the IBLAS program develops and empowers ethical, globally-astute business leaders, through passionate teaching and mentoring. We offer challenging learning experiences in the Catholic, liberal arts tradition, and rooted in the Norbertine practices of *communio* and *localitas*. All students in business administration are expected to demonstrate the following program-level learning outcomes:

1. Recognize moral challenges in organizations and apply a critical understanding of their values to those challenges
2. Effectively communicate and work in diverse contexts as leaders and teammates
3. Strategically evaluate organizational decisions using and extending appropriate business theories and techniques
4. Conduct themselves as professionals in service to their organizations and communities
5. Communicate effectively in a selected modern foreign language
6. Demonstrate “cultural proficiency” in a selected culture after returning from their study abroad experience

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

The mission of the International Business and Language Area Studies (IBLAS) program is consistent with and supports the mission of St. Norbert College and the mission of the Schneider School of Business and Economics. Students are taught and encouraged to apply their skills as responsible citizens of a diverse, interdependent and changing world. The IBLAS program is dedicated to melding theory, practice and disciplinary specializations. This integrated interdisciplinary major forms a foundation for our graduates' professional and personal achievement as they become aware of and join an international learning community.

Students majoring in IBLAS are responsible for the management and operation of Discoveries International, a

nonprofit corporation which was chartered in 1978. Discoveries International is a retail operation that is committed to importing hand-crafted, fair trade products from developing countries. The earnings of Discoveries International are reinvested in these nations to assist in further developing those economies.

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

## **IBLAS FACULTY**

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**Joy Pahl**, professor, teaches the dedicated IBLAS courses.

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

**Graduate school advisor and IBLAS program director:** Joy Pahl

## **COURSE REQUIREMENTS**

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### **IBLAS Major**

#### **Business administration and economics core - (60 credits)**

ACCT 205	Financial Accounting	BUAD 232	Intro to Human Resource Mgmt (2 cr)
ACCT 206	Managerial Accounting	BUAD 233	Intro to Operations and Supply Chain Management (2 cr)
ECON 101	Principles of Macroeconomics (Core: IS)	BUAD 262	Introduction to International Business (to be taken spring semester sophomore year)
ECON 102	Principles of Microeconomics (Core: IS)	BUAD 270	Marketing Concepts and Issues
BUAD 142	Computer Applications in Business	BUAD 350	Corporate Finance
BUAD 210	Business Ethics (2 cr)	BUAD 390	Business Law
BUAD 215	Entrepreneurship (Core: IS) (to be taken fall semester sophomore year)	BUAD 485	Strategic Management Seminar
BUAD 228	Advanced Statistics for Business and Economics	BUAD 469	Senior Seminar in International Business and Language Area Studies (fall semester)
BUAD 231	Intro to Organizational Behavior (2 cr)	BUAD 499	Senior Examination (0 cr)

#### **Modern languages and literatures - (16 credits)**

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

#### **International economics and finance - (4 credits)**

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

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

#### **International studies - (4 credits)**

INTL 150	Introduction to International Studies (Core: BB)
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#### **Mathematics - (4 credits)**

MATH 128	Introduction to Statistics for Business (Core: QR) or AP Statistics or SSCI 224 Basic Statistics
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Note: IBLAS majors are allowed to have a BUAD concentration other than Global Business.

**International students only:**

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

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

*One of the following:*

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

*One of the following:*

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

*Two of the following:*

THRS 221 Religion in America  
PHIL 305 American Philosophy  
POLI 317 American Political Thought

## **INTERNATIONAL EDUCATION [INED]**

[www.snc.edu/cge/studyabroad](http://www.snc.edu/cge/studyabroad)

The St. Norbert College Study Abroad and Off-Campus Programs office provides global opportunities for every student, including semester- and year-long international programs, semester-long internship programs in Washington, D.C., and short-term programs (Global Seminars) during the summer and J- terms. To supplement their academic experiences, students may conduct independent research, enroll in a service-learning course, or complete an internship. The office offers students a holistic experience by providing expert support before, during, and after each study abroad or off-campus program.

### **STUDY ABROAD AND OFF-CAMPUS PROGRAMS FACULTY AND STAFF**

**Gail Gilbert**, director of study abroad and off-campus programs

**Allison Reed**, study abroad advisor

## **INTERNATIONAL STUDIES [INTL]**

[www.snc.edu/internationalstudies](http://www.snc.edu/internationalstudies)

### **International Studies Program Mission**

The International Studies Program at St. Norbert College trains its students to become leaders in our complex, interconnected world. The International Studies major balances a depth of knowledge and experience in a student-chosen geographical area with a breadth of knowledge offering students wide-ranging interdisciplinary and global perspectives. International Studies students acquire the knowledge, skills, and firsthand experience to chart their own course in making a positive difference in the wider world. International Studies builds concretely toward St. Norbert College's commitment to internationalization in all areas of its mission:

### **The Catholic Tradition**

The International Studies major dovetails naturally with St. Norbert College's commitment to Catholic traditions of learning. International Studies, by nature and design, "welcomes all views into the conversation, appreciating the contributions of diverse backgrounds, commitments and experiences." International Studies also orients student learning explicitly toward "solidarity with the entire human family, along with care for the world that is our common

home,” guiding students in their intellectual and human growth toward a greater engagement with the wider world and the sacred dignity of all persons.

### **The Norbertine Tradition**

The Norbertine call to serving others, to *communio*, and to working toward reconciliation and peace building, are all core to the mission of the International Studies major. International Studies students complete coursework and study abroad in their area of geographical emphasis, often in conjunction with service work and internships in those areas. International Studies’ core commitments to service and *communio* are also reflected in our students’ service, social justice, diversity, and international pursuits on campus and in the local and global community. For example, they have been involved in Global Scholars, FUVIRESE, the Zambia Project, the Norman Miller Center for Peace, Justice and Public Understanding, the World of Hope Gala, Fiesta, Amnesty International, Poverty Week, Campus Music Ministry, programs sponsored by the Center for Global Engagement and other community programs at SNC.

### **The Liberal Arts Tradition**

The International Studies major promotes the liberal arts tradition. It draws on many disciplines to produce well-rounded citizens who can gather, critically analyze, and effectively synthesize information about the world and its “diverse cultures, perspectives and beliefs.” International Studies coursework and study abroad experiences promote profound engagement with our wider, interconnected world and stimulate students’ curiosity, transforming them into lifelong learners with interdisciplinary and international awareness. International Studies majors are poised to take on leadership roles after graduation because they acquire the skills to thrive in diverse cultural and political contexts.

## **INTERNATIONAL STUDIES ADVISORY BOARD**

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**Judy Cervantes**, associate professor of modern languages and literatures

**Sabrina Du**, assistant professor of business administration

**Victoria Tashjian**, professor of history

**Gratzia Villarroel**, associate professor of political science, director of International Studies, graduate school advisor

## **COURSE REQUIREMENTS**

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### **International Studies Major - (56 credits)**

#### **1. Core Requirements (20 credits)**

INTL/POLI 150 Introduction to International Studies

INTL 400 International Studies Capstone

POLI 200 Research Methodology and Techniques

POLI 350 International Relations

An international relations or comparative politics elective

SSCI 224 Basic Statistics is also highly recommended for International Studies majors.

#### **2. Interdisciplinary Requirements (8 credits)**

Complete any two courses from the following:

ECON 101 Principles of Macroeconomics

GEOG 140 World Regional Geography

GEOG 225 Social Geography

GEOG 363 Global Urbanization

ENVS 300 Environmental Science

SSCI 301 Environment and Society

THRS/PHIL 265 Asian Philosophy and Religion

THRS 318 Feminist Theology

THRS 339 World Scriptures

THRS 340 World Religions in Dialogue

THRS 350 Christianity and Cultural Diversity

#### **3. Language and Area Studies Requirement (28 credits)**

All International Studies majors are required to choose one language and area studies emphasis. The English Language concentration is only open to International Students. Students study abroad for a minimum of one semester in their area studies region.

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

African Language and Area Studies (28 credits)

1. HIST 117 Survey of African History 1  
    **or** HIST 119 Survey of African History 2
2. POLI elective in area of interest (INTL 361 Study Abroad: Political Science Elective) or approved substitute
3. *Two courses on Africa, such as:*
  - HIST 320 Genocide
  - HIST 335 Women and Work
  - HIST 341 Islam and Victorianism in Nineteenth-Century Africa
  - HIST 345 Slavery in World History
  - HIST 351 Women, Gender, and Imperialism
4. Three courses on Africa taken abroad (INTL 363 Study Abroad: Language and Area Studies Elective), including study of indigenous language (INTL 364 Study Abroad: Indigenous Language)

Asian Language and Area Studies (28 credits)

1. *One of the following:*
  - HIST 361 Modern China
  - HIST 362 Modern Japan
  - HIST 363 Communism in China
  - HIST 364 Modern Korea
  - HIST 389 (another Asian History course approved by the Director of International Studies)
2. POLI elective in area of interest (INTL 361 Study Abroad: Political Science Elective) or approved substitute
3. Language (course work or placement exam): JAPN 101, JAPN 102, JAPN 203, **and** JAPN 204
4. JAPN 375 Japanese Civilization  
    **or** a civilization course in another relevant language (INTL 375 Study Abroad: Civilization Study)

European Language and Area Studies (28 credits)

1. HIST 113 History of Western Civilization 2 **or** HIST 350 Modern European History
2. POLI elective in area of interest (INTL 361 Study Abroad: Political Science Elective) or approved substitute
3. Language (coursework or placement exam in one language):
  - Spanish: SPAN 101, SPAN 102, SPAN 203, **and** SPAN 204
  - French: FREN 101, FREN 102, FREN 203, **and** FREN 204
  - German: GERM 101, GERM 102, GERM 203, **and** GERM 204
4. FREN 375 (must be taken at SNC) **or** GERM 376 **or** SPAN 375 (prerequisite: SPAN 300) **or** introductory language course in the primary language spoken in the country if studying abroad in a European country other than France, Germany, Austria or Spain – for example, if studying in Prague, students must take Czech (INTL 364 Study Abroad: Indigenous Language or INTL 375 Study Abroad: Civilization Study)

Latin American Language and Area Studies (28 credits)

1. *One of the following:*
  - HIST 131 Colonial Latin America
  - HIST 132 Modern Latin America
  - HIST 371 Revolutions in Latin America
  - HIST 372 Borderlands in Latin America
  - HIST 373 The U.S. in Latin America
2. POLI 368 Latin American Politics through Film, Literature, and Music **or** approved substitute (INTL 361 Study Abroad: Political Science Elective)
3. Language (coursework or placement exam): Spanish: SPAN 101, SPAN 102, SPAN 203, **and** SPAN 204
4. SPAN 365 **or** SPAN 370 (prerequisite: SPAN 300) **or** civilization course in another relevant language (INTL 375 Study Abroad: Civilization Study)

Middle Eastern Language and Area Studies (28 credits)

1. HIST 120 Survey of Middle Eastern History
2. POLI elective in area of interest (INTL 361 Study Abroad: Political Science Elective) or approved substitute

3. *Two courses focusing on the Middle East, such as:*

HIST 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict

HIST 341 Islam and Victorianism in Nineteenth-Century Africa

HIST 343 The Modern Middle East

HIST 354 Issues in the Contemporary Middle East

4. Three courses focusing on the Middle East taken abroad (INTL 363 Study Abroad: Language and Area Studies Elective), including study of Arabic, Hebrew or Turkish, if available (INTL 364 Study Abroad: Indigenous Language).

#### English Language and Culture Region (available to international students only) (16 credits)

International students should consult with the Director of International Studies in their first year to discuss their specific course requirements. Normally, students take one course from each of the categories below to become more familiar with American culture. While it is not a requirement, international students may also study abroad in an SNC-approved program in a country in which the primary language is English such as England, Scotland, Wales, Ireland, New Zealand, South Africa, Australia, or the Washington Semester.

1. ENGL 235 Survey of U.S. Literature 1 **or** ENGL 236 Survey of U.S. Literature 2 **or** one course in literature of study abroad country

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

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

4. One course emphasizing an aspect of U.S. culture in AMER, ENGL, HIST, POLI, or another discipline. Students who study abroad in an English-speaking country may satisfy this requirement by taking a course relating to the culture of that country. A for-credit semester-long internship may also count to satisfy this requirement.

## **JAPANESE [JAPN]**

[www.snc.edu/ml](http://www.snc.edu/ml)

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

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

### **Japanese Academic Minor**

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

### **Japanese Area Studies Minor**

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

A typical JAS minor includes language study through JAPN 204 Intermediate Japanese. A student electing a JAS minor without prior exposure to the language is required to complete four courses under this paradigm. Students

have the option of completing additional language study if their goals require additional competency. A JAS minor who wishes to have a one-semester study abroad experience at Sophia University in Tokyo should take JAPN 320, which may be replaced by different courses at the Japanese university after taking a placement exam. Courses taken at Sophia University with at least a grade of “C” are counted toward a JAS minor.

**The St. Norbert College Language Competency Requirement**

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

**JAPANESE FACULTY**

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**Huang-Wen Lai**, visiting assistant professor of Japanese

**COURSE REQUIREMENTS**

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**Japanese Minor**

Japanese language study through JAPN 204

*Four of the following:*

JAPN 305	Intermediate Readings, Conversation and Composition	JAPN 390	Advanced Conversation, Grammar and Composition (or equivalent) at Sophia University or Tsuru University in Japan
JAPN 306	Intensive Intermediate Composition and Grammar	HUMA 280	Japanese Culture and Society or HIST 362 Modern Japan (or equivalent) at Sophia University or Tsuru University in Japan
JAPN 320	Advanced Intermediate Conversation (or equivalent) at Sophia University or Tsuru University in Japan		
JAPN 375	Japanese Civilization (or equivalent) at Sophia University or Tsuru University in Japan		

**Japanese Area Studies Minor**

Japanese language study through JAPN 204

*Three of the following:*

JAPN 305	Intermediate Readings and Composition	JAPN 390	Advanced Conversation, Grammar and Composition (or equivalent) at Sophia or Tsuru University in Japan
JAPN 306	Intensive Intermediate Composition	HUMA 280	Japanese Culture and Society or HIST 362 Modern Japan (or equivalent) at Sophia or Tsuru University in Japan
JAPN 320	Advanced Intermediate Conversation (or equivalent) at Sophia or Tsuru University in Japan		
JAPN 375	Japanese Civilization (or equivalent) at Sophia or Tsuru University in Japan		

**Japanese Language Certificate**

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

See **Modern Languages and Literatures [MLLS]** section for additional information on all College language programs, policies and courses.

## LATIN [LATN]

[www.snc.edu/classicalstudies](http://www.snc.edu/classicalstudies)

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

Please see the catalog section on Classical, Medieval, and Renaissance Studies [CLAS] for information on faculty and for the retroactive credit policy for Latin language.

### **The St. Norbert College language competency requirement**

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

A language certificate in Latin is also available. See the **Classical, Medieval, and Renaissance Studies [CLAS]** section of the catalog for more information.

## LEADERSHIP STUDIES [LEAD]

[www.snc.edu/leadershipstudies](http://www.snc.edu/leadershipstudies)

The mission of the leadership studies minor is to develop effective, ethical, socially responsible leaders who serve their organizations and communities.

The vision of the leadership minor is to be a multidisciplinary program recognized for developing leaders who effectively and ethically serve their organizations and communities.

### **LEADERSHIP STUDIES FACULTY AND STAFF**

**Lucy Arendt**, professor of business administration – management

**John-Gabriel Licht**, coordinator of leadership studies, associate professor of business administration – management

**Jamie O'Brien**, professor of business administration – management

**Joy Pahl**, director of IBLAS, professor of business administration – management

**Matthew Stollak**, coordinator of business administration, associate professor of business administration – human resource management

### **COURSE REQUIREMENTS**

**Leadership Studies Minor** - (6 courses, 24 credits)

LEAD 200 Introduction to Leadership Studies

LEAD 400 Leadership Studies Capstone

*Students will take at least 16 credits from the areas below, with at least one course in each of the three following areas.*

#### **Interpersonal and Small Group Dynamics**

Courses in this area emphasize the influence leaders have on individual group members and group dynamics.

Courses available:

BUAD 314 Negotiation

BUAD 337 Advanced Organizational Behavior

BUAD 387 Aviation Disaster Exploration

COME 122 Principles of Interpersonal  
Communication

COME 222 Small Group Communication

COME 324 Persuasion

MUSI 381 Introduction to Conducting



### **Organizational and Societal Landscapes**

Courses in this area explore the relationships between leaders and followers within the context of social entities or organizations. Courses available:

BUAD 215	Entrepreneurship	THRS 350	Christianity and Religious Diversity
BUAD 388	International Management	THEA 232	Basic Acting
COME 320	Crisis Communication	SOCI 238	Human Behavior in Social Environments
COME 426	Organizational Communication		

### **Leadership in Action**

Courses in this area study leadership within applied contexts, such as a discipline, political system, culture, geographic region, historical period, industry, or demographic group. Courses available:

ART 329	Art in a Democratic Society	COME 322	Business and Professional Speaking
ART 336	Art and Creative Democracy	ENGL 289	Writing for the World
BUAD 340	Global Seminar in Business	ENGL 329	Literature of Service
BUAD 386	Leading Through Adversity	MILS 201	Basic Leadership and Management I
BUAD 400	Case Studies: Leaders in Film		

## **MATHEMATICS [MATH]**

[www.snc.edu/math](http://www.snc.edu/math)

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

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

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

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

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

### **Outcomes of the Major Program**

1. Each student should have a firm grounding in calculus, set theory, logic, and strategies of mathematical proof and problem solving
2. Each student should have a working knowledge of at least five of the following mathematical areas: linear algebra, abstract algebra, differential equations, numerical analysis, mathematical modeling, probability and statistics, modern geometry, real analysis and complex analysis. The precise combination of areas will depend on the student's particular interests and career objectives
3. Each student should understand the connections and the differences between pure and applied mathematics.

Students should be able to reason rigorously in mathematical arguments, and use mathematical models and algorithms to solve problems

4. Each student should master the language, symbology and form used in mathematical proof and develop the ability to communicate mathematics clearly

5. Each student should develop the ability to use technology to reason numerically, symbolically, graphically and verbally. Students should be able to write computer programs or use appropriate software to solve mathematical problems

6. Each student should develop the ability to be a self-learner in mathematics in order to maximize the student's future success as a professional mathematician, an actuary, a high school teacher, a computer scientist, etc

## **MATHEMATICS FACULTY**

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**Lindsey Bosko-Dunbar**, associate professor of mathematics

**Jonathan Dunbar**, associate professor of mathematics

**Eric Friedlander**, assistant professor of mathematics

**Jacob Laubacher**, associate professor of mathematics

**Terry Jo Leiterman**, associate professor of mathematics

**Seth Meyer**, professor of mathematics, discipline coordinator and graduate school advisor

## **COURSE REQUIREMENTS**

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The mathematics major receives a Bachelor of Arts degree.

### **Retroactive Credit Policy:**

Students who pass MATH 132 with a grade of "B" or higher as their first mathematics course in the calculus sequence taken at St. Norbert College will be awarded credit for MATH 131 if they have not yet received credit for that course. Students who pass MATH 233 with a grade of "B" or higher as their first mathematics course in the calculus sequence taken at St. Norbert College will receive credit for MATH 131 and also, upon approval of the mathematics faculty, be awarded credit for MATH 132 if they have not yet received credit for that course. For the purposes of this policy, the calculus sequence consists of the five courses MATH 102, MATH 115, MATH 131, MATH 132, and MATH 233.

### *Residency requirements:*

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

### **Mathematics Major** - (40 credits and senior examination)

CSCI 110 Introduction to Computer Programming

MATH 132 Calculus and Analytic Geometry 2

MATH 203 Linear Algebra

MATH 233 Calculus and Analytic Geometry 3

MATH 250 Advanced Foundations of Mathematics

1 OF MATH 303, MATH 306, MATH 321, MATH 350, MATH 373, MATH 376

1 OF MATH 310, MATH 313, MATH 315, MATH 318, MATH 319

3 OF MATH 221 **or** MATH 300+ **or** CSCI 323

MATH 499 (zero credits)

### **Concentrations (optional)**

If selected, a concentration replaces the

1 OF MATH 303, MATH 306, MATH 321, MATH 350, MATH 373, MATH 376,

1 OF MATH 310, MATH 313, MATH 315, MATH 318, MATH 319, and

3 OF MATH 221 **or** MATH 300+ **or** CSCI 323

requirements from the Mathematics Major with the listed coursework.

**Theoretical Math Concentration (48 credits total)**

MATH 303 Advanced Linear Algebra  
MATH 306 Abstract Algebra  
MATH 373 Real Analysis  
MATH 376 Complex Analysis  
1 OF MATH 310, MATH 313, MATH 315, MATH 318, MATH 319  
2 OF MATH 221 **or** MATH 300+ **or** CSCI 323

**Applied Math Concentration (48 credits total)**

MATH 310 Differential Equations  
MATH 313 Mathematical Modeling  
MATH 315 Numerical Analysis  
MATH 318 Methods of Applied Mathematics  
MATH 303 Advanced Linear Algebra **or** MATH 376 Complex Analysis  
2 OF MATH 221 **or** MATH 300+ **or** CSCI 323 **or** other approved cross-discipline courses

**Actuarial Math Concentration (56 credits total)**

MATH 221 Statistics  
MATH 319 Financial Mathematics  
MATH 321 Probability and Statistics  
2 OF MATH 300+ **or** CSCI 323  
ECON 102 Principles of Microeconomics  
ACCT 205 Financial Accounting  
ECON 325 Econometrics  
BUAD 350 Corporate Finance

**Mathematics Teaching Major** - (40 credits and senior examination)

(For secondary teaching)

CSCI 110	Introduction to Computer Programming	MATH 306	Abstract Algebra
MATH 132	Calculus and Analytic Geometry 2	MATH 350	Modern Geometry
MATH 203	Linear Algebra	MATH 499	Senior Examination (0 credits)
MATH 221	Statistics	Two MATH electives numbered 300 or above (CSCI	
MATH 233	Calculus and Analytic Geometry 3	323 Theory of Computation shall count	
MATH 250	Advanced Foundations of Mathematics	for this requirement)	

*In addition, the student must complete one of the following two-course pairings:*

MATH 203 Linear Algebra **and** MATH 303 Advanced Linear Algebra  
MATH 210 Ordinary Differential Equations **and** MATH 313 Math Modeling  
MATH 221 Statistics **and** MATH 321 Probability and Statistics  
MATH 313 Mathematical Modeling **and** MATH 318 Methods of Applied Mathematics  
MATH 373 Real Analysis **and** MATH 376 Complex Analysis  
MATH 373 Real Analysis **and** MATH 355 Topology  
MATH 489 Special Topics **and** a second course designated by the instructor of MATH 489

Note: See **Education [EDUC]** section for certification requirements.

**Mathematics Minor** - (24 credits)

MATH 132 Calculus and Analytic Geometry 2  
MATH 203 Linear Algebra  
MATH 250 Advanced Foundations of Mathematics  
One MATH elective numbered 200 or above, but **not** MATH 212 **or** MATH 220  
Two MATH electives numbered 300 or above

### **Mathematics Teaching Minor** - (24 credits)

A teaching minor is available only to students with a different secondary education major who are pursuing an additional license in mathematics.

CSCI 110 Introduction to Computer Programming

MATH 306 Abstract Algebra

MATH 132 Calculus and Analytic Geometry 2

MATH 221 Statistics

MATH 203 Linear Algebra

or MATH 350 Modern Geometry

MATH 250 Advanced Foundations of Mathematics

or MATH 321 Probability and Statistics

Note: See **Education [EDUC]** section for certification requirements.

## **MILITARY SCIENCE [MILS]**

[www.snc.edu/militaryscience](http://www.snc.edu/militaryscience)

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

### **MILITARY SCIENCE FACULTY**

**CPT. Adam Larson**, assistant professor of military science

### **COURSES AND PROGRAMS**

#### **Basic Course (Pre-Professional)**

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

#### **Advanced Course (Professional)**

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

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

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

#### **Professional Development and Extracurricular Activities**

An essential portion of the Military Science program is encouraging cadets to participate in extracurricular activities that personally and professionally develop the individual. These activities range from volunteer work, charity participation, the traditional Military Ball and the formal Military Dining-In to intramural sports, color guards, leader's reaction courses and backpacking exercises. Cadets routinely participate in the Cadet Professional

Development Training Program (CPDT). The CPDT supplements campus training with practical leader-development experiences. The CPDT program is comprised of Practical Field Training and Cadet Advanced Individual Training. Practical Field Training includes Basic Airborne, Air Assault, Jungle Warfare Orientation, Northern Warfare Orientation and Master Fitness Trainer. Students successfully completing the 32-day Advanced Camp are eligible to participate in Cadet Troop Leader Training (CTLT). The CTLT program sends cadets to train as junior leaders with active Army units in the continental U.S., Europe, Korea, Alaska or Hawaii. The CTLT program places cadets in charge of up to 40 soldiers and requires them to perform as leaders. This extremely popular option provides an exciting and rewarding leadership development and learning experience.

### **Two-year Program**

The Military Science program also offers a course of study designed specifically for students who are unable to take ROTC during their first two years of college. Such applicants must successfully complete a five-week Basic Camp prior to attending advanced camps. This summer training takes the place of the Basic Course of the four-year program and qualifies students to enter the professional course. Qualified veterans with prior military service are eligible to enroll in the Advanced Course without participating in the Basic Course once they have obtained junior status.

### **Simultaneous Membership Program**

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

### **ROTC Scholarship Program**

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

### **Distinguished Military Student Program**

Each year a few senior ROTC students are selected as Distinguished Military Students. A Distinguished Military Student will be considered for appointment as a Distinguished Military Graduate upon graduation provided all requirements prescribed by Army regulation have been fulfilled.

## **MODERN LANGUAGES AND LITERATURES [MLLS]**

[www.snc.edu/ml](http://www.snc.edu/ml)

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

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

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

### **The St. Norbert College Language Competency Requirement**

Students who successfully complete a level 102 or 103 course in their language of study will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the 102 level on the College's placement exam or through alternative means approved by the College.

### **Language Courses**

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

**Graduate school advisor:** Katie Ginsbach

## **COURSE REQUIREMENTS**

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### **Academic Majors** - (32 credits above 300)

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

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

### **Academic Minors** - (16 credits above 300)

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

### **Teaching Minors** - (16 credits above 300)

*A teaching minor is available only to students in teacher education.*

For French, these courses are:

FREN 305 Readings in French Literature and Society

FREN 375 French Civilization and Identity

Two electives

For German, students must complete four courses at the 300 level. Students may select from the following options:

GERM 304 German Composition

GERM 305 Introduction to German Literature and Literary Criticism

GERM 375 Modern Germany: 1850-1950

GERM 389 Special Topics or other electives

GERM 390 Advanced Conversation, Grammar, and Composition

For Spanish, these courses are:

SPAN 300 Making Connections: Conversation, Composition, and Culture

Any three SPAN courses at the 300 level

Note:

- At least two of the four courses for the Spanish Teaching Minor must be taken at St. Norbert College.
- Students must complete either SPAN 301 or SPAN 302 before taking SPAN 389
- Students may not take both SPAN 365 and SPAN 370
- See **Education [EDUC]** section for certification requirements

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

## **Language Certificates**

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

A language certificate in Latin is also available. See the **Classical Studies [CLAS]** section of the catalog for more information.

### **IBLAS Major**

Modern Languages and Literatures contributes courses to the International Business and Language Area Studies (IBLAS) major.

### **IS Major**

Modern Languages and Literatures contributes courses to the International Studies (IS) major.

### **Course Placement**

Incoming students who have studied a second language are required to take the College’s language placement exam during Summer Advisement in order to assess their level of competency in that language. All St. Norbert College students are expected to achieve a second language competency at the 102 or 103 level by the end of their junior year. This competency may be demonstrated through:

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

Students may retake the placement exam.

### **Retroactive Credit Policy**

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

See individual language sections for more information.

## **MUSIC AND MUSIC EDUCATION [MUSI]**

[www.snc.edu/music](http://www.snc.edu/music)

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

Departmental objectives include the development of musicianship (performance skills, creativity, theoretical understanding, listening skills, and connecting with historical/cultural relevance), exposure to diverse and significant repertoire, development of written and oral communication skills, and consideration of student spirituality through aesthetic experiences in music.

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

## MUSIC FACULTY

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**João Casarotti**, assistant professor of music – piano and piano pedagogy  
**Christopher Cramer**, adjunct assistant professor of music – guitar  
**Linda Feldmann**, adjunct instructor of music – voice  
**Taylor Giorgio**, visiting instructor of strings and music education  
**Andrea Gross Hixon**, adjunct assistant professor of music – oboe, woodwind methods  
**John Hennecken**, associate professor of music – composition, music theory, music history  
**Eric High**, associate professor of music – trombone, euphonium, tuba, jazz ensemble, dean of visual and performing arts  
**Kortney James**, adjunct assistant professor of music – flute, woodwind methods  
**Philip Klickman**, associate professor of music – band, horn, bell choir, music education, discipline director  
**Justin Krueger**, adjunct assistant professor of music – piano  
**Susan McCardell**, adjunct instructor of music – bassoon, woodwind methods  
**Elaine Moss**, instructor of music – staff accompanist  
**Yi-Lan Niu**, associate professor of music – voice, opera, diction, pedagogy  
**Sarah Parks**, associate professor of music – choir, music education, voice  
**Kent Paulsen**, adjunct instructor of music – sight singing, director of Knights on Broadway  
**James Robl**, adjunct instructor of music – percussion  
**John Salerno**, adjunct professor of music – saxophone  
**Jeffrey Verkuilen**, adjunct instructor of music – organ  
**Jamie Waroff**, assistant professor of music – trumpet, music education  
**Nick Waroff**, adjunct professor of music – clarinet, woodwind methods

**Graduate school advisor:** any full-time music faculty member

## COURSE REQUIREMENTS

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### Music Performance Major

#### Foundation Coursework

MUSI 170 Music Theory 1  
MUSI 171 Music Theory 2  
MUSI 270 Music Theory 3  
MUSI 271 Music Theory 4 (2 cr)  
MUSI 272 Music Theory & Performance  
MUSI 371 Survey of Western Music 1  
MUSI 372 Survey of Western Music 2  
MUSI 381 Introduction to Conducting  
MUSI 382 Advanced Choral Conducting  
or MUSI 383 Advanced Instrumental Conducting

Four semesters of lower division applied lessons on primary instrument – MUSI 05xM (2 cr each) **and** four semesters of upper division applied lessons on primary instrument – MUSI 06xM (2 cr each)  
**or**

Four semesters of lower division applied lessons on primary instrument – MUSI 05xM (2cr each) **and** three semesters of upper division applied lessons on primary instrument – MUSI 06XM (2 cr each) **and** MUSI 420 Merit Recital (4 cr)

#### Additional Coursework

##### **Piano performance majors**

MUSI 019 Accompanying (1 semester)  
MUSI 028 Piano Ensemble (1 semester)  
MUSI 321 Piano Pedagogy 1  
MUSI 329 Piano Literature

##### **Vocal performance majors**

Eight semesters of principal ensemble  
Two semesters of MUSI 016 Opera Workshop  
MUSI 246 Vocal Diction  
MUSI 345 Vocal Literature  
MUSI 349 Vocal Pedagogy  
Core language requirement (102 level or above) demonstrated in French or German

##### **Instrumental performance majors**

Eight semesters of principal ensemble  
MUSIC 384 Orchestration

*One* of the following methods courses:

MUSI 362 Woodwinds  
MUSI 363 Strings  
MUSI 365 Brass  
MUSI 366 Percussion



## **Composition Major**

### **Foundation Coursework**

MUSI 170 Music Theory 1  
MUSI 171 Music Theory 2  
MUSI 270 Music Theory 3  
MUSI 271 Music Theory 4 (2 cr)  
MUSI 272 Music Theory & Performance  
MUSI 371 Survey of Western Music 1  
MUSI 372 Survey of Western Music 2  
MUSI 381 Introduction to Conducting  
MUSI 382 Advanced Choral Conducting  
or MUSI 383 Advanced Instrumental  
Conducting

Four semesters of applied lessons on a single secondary instrument.

Four semesters of lower division applied composition (MUSI 057M) **and** two semesters of upper division applied composition (MUSI 067M)

## **Music Education Major**

### **Foundation Coursework**

MUSI 150 Survey of World Musics  
MUSI 170 Music Theory 1  
MUSI 171 Music Theory 2  
MUSI 270 Music Theory 3  
MUSI 271 Music Theory 4 (2 cr)  
MUSI 371 Survey of Western Music 1  
MUSI 372 Survey of Western Music 2  
MUSI 381 Introduction to Conducting (2 cr)  
Six principal ensembles on primary instrument

Four semesters of lower division applied lessons on primary instrument (MUSI 05xM) **and** two semesters of upper division applied lessons on primary instrument (MUSI 06xM)

### **Professional Education Coursework**

EDUC 103 An Integrated Introduction to Education  
EDUC 278 Classroom Culture & Management  
EDUC 279 Child & Adolescent Development  
EDUC 281 Teaching Children with Exceptionalities  
EDUC 317 General Music Methods  
SSCI 408 Social Inequalities

### **Additional Coursework**

#### **Composition majors studying piano**

MUSI 321 Piano Pedagogy 1  
MUSI 329 Piano Literature

#### **Composition majors studying voice**

MUSI 246 Vocal Diction  
MUSI 349 Vocal Pedagogy

#### **Composition majors studying other instruments**

One methods course (below) excluding that which includes their secondary instrument.

- MUSI 362 Woodwinds
- MUSI 363 Strings
- MUSI 365 Brass
- MUSI 366 Percussion

### **Additional Coursework**

#### **Choral Music Education Emphasis**

MUSI 052N Piano Lessons (1 cr) – 2 semesters  
MUSI 246 Vocal Diction (2)  
MUSI 349 Vocal Pedagogy (2 cr)  
MUSI 382 Advanced Choral Conducting (2)  
MUSI 450 Pre-Student Teaching Seminar (2)  
EDUC 315 Choral Music Methods for Junior and Senior High School (2 cr)  
EDUC 469 Student Teaching: General Music (8)  
EDUC 470 Student Teaching: Choral Music (8)

#### **Instrumental Music Education Emphasis**

MUSI 051 Applied Voice (2)  
or MUSI 102 Class Voice (2)  
or Two principal choral ensembles  
MUSI 362 Woodwind Methods (2)  
MUSI 363 String Methods (2)  
MUSI 365 Brass Methods (2)  
MUSI 366 Percussion Methods (2)  
MUSI 383 Advanced Instrumental Conducting (2)  
MUSI 450 Pre-Student Teaching Seminar (2)  
EDUC 316 Instrumental Music in the Schools (2)  
EDUC 469 Student Teaching: General Music (8)  
EDUC 475 Student Teaching: Instr Music (8)

**Music Liberal Arts Music Major - (44 credits)**

**Foundation Coursework**

MUSI 170 Music Theory 1  
MUSI 171 Music Theory 2  
MUSI 270 Music Theory 3  
MUSI 271 Music Theory 4 (2 cr)  
MUSI 272 Music Theory & Performance  
MUSI 371 Survey of Western Music 1  
MUSI 372 Survey of Western Music 2  
MUSI 381 Introduction to Conducting  
Six principal ensemble courses on primary instrument (1 cr each)  
Four semesters of lower division applied music on primary instrument (MUSI 05xM) (2 cr each)

**Additional Coursework**

*One of the following:*

MUSI 150 Survey of World Musics  
MUSI 176 Music Appreciation  
MUSI 184 History of American Popular Music  
MUSI 315 Introduction to Opera  
MUSI 318 Evolution of Jazz  
HUMA 100 Intro to Humanities thru the Fine Arts

**Music Minor (not eligible for teacher certification) - (24 credits)**

**Foundation Coursework**

MUSI 170 Music Theory 1  
MUSI 381 Introduction to Conducting  
Six principal ensemble courses on primary instrument  
Four semesters of applied music on primary Instrument (MUSI 05xN) (1 cr each)

**Additional Coursework**

*Two of the following:*

MUSI 150 Survey of World Musics  
MUSI 176 Music Appreciation  
MUSI 184 History of American Pop Music  
MUSI 315 Introduction to Opera  
MUSI 318 Evolution of Jazz  
HUMA 100 Intro to Humanities thru the Fine Arts

**Music Minor for Liturgists (minimum 28 credits)**

MUSI 170 Music Theory 1  
MUSI 171 Music Theory 2  
MUSI 381 Introduction to Conducting  
Applied lessons (14 credits), including the following:  
MUSI 051 Voice (minimum 4 credits)  
MUSI 052 Piano (minimum 4 credits)  
MUSI 055 Organ (minimum 4 credits)  
Four principal choral ensemble courses

**NATURAL SCIENCES DIVISION [NSCI]**

[www.snc.edu/naturalsciences](http://www.snc.edu/naturalsciences)

Within the context of a liberal arts college, the curricula in the various disciplines of the natural sciences division 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 Natural Sciences Division includes the disciplines of biology, chemistry, environmental science, geology, mathematics, computer science and physics, with major program in each of these areas – as well as a natural science major. In addition, programs are offered in pre-professional areas such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy and other health-related fields. The division also offers divisional (NSCI) courses primarily for students not majoring in the sciences.

### **Natural Sciences Divisional Major – 60 credits**

The objective of the major in natural sciences is to allow pre-professional students to make their selection of courses based on the requirements of the professional school. A major in natural sciences (divisional major) consists of 60 credits taken in the division of natural sciences that meet the educational objectives of the student.

1. 32 of these credits must be at the 200-level or above (courses serving the core curriculum may not be used to satisfy this specific requirement)
2. 20 of the required 60 credits must be in one discipline
3. A natural sciences divisional major may elect a minor in mathematics or computer science, provided the courses used to satisfy the minor do not also count toward the divisional major. A minimum of 20 credits must be taken in addition to those used to satisfy the requirements of the first major
4. A natural sciences divisional major may not pursue any other major or minor (other than those described above) within the natural sciences division

The program of study is subject to the approval of the student's academic advisor and the dean of natural sciences.

## **PEACE AND JUSTICE STUDIES [PEAC]**

[www.snc.edu/peaceandjustice](http://www.snc.edu/peaceandjustice)

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

### **PEACE AND JUSTICE MINOR ADVISORY COMMITTEE**

**Jaime Edwards**, assistant professor of philosophy, program co-director

**Craig A. Ford, Jr.**, assistant professor of theology and religious studies, program co-director

**Jennifer Hockenbery**, dean of humanities

**Bob Pyne**, director of the Norman Miller Center

**Martina Ramirez**, dean of natural sciences

**Victoria Tashjian**, professor of history

**Alexa Trumpy**, associate professor of sociology

### **COURSE REQUIREMENTS**

#### **Peace and Justice Minor - (24 credits)**

PEAC 200 Introduction to Peace and Justice

PEAC 400 Capstone in Peace and Justice

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

ART 285	Art in a Democratic Society	HIST 345	Slavery in World History
ENVS 300	Environmental Science	HIST 351	Women, Gender and Imperialism
HIST 213	The Vietnam and American War through Documents	HIST 368	The Asian American Experience
HIST 320	Genocide	PEAC/PHIL 266	Human Rights and Responsibilities
HIST 322	American Immigration & Ethnic History	PEAC 301	Migration, Refugees, and Citizenship: Ethical Foundations
HIST 324	Poverty, Charity, Welfare in American History	PEAC 302	Migration, Refugees, and Citizenship: Contemporary Discussions
HIST 335	Women and Work	PEAC 389	Special Topics
HIST 340	Roots of the Arab-Israeli Conflict	PEAC 490	Independent Study
HIST 344	Colonialism in Africa through the Novel	PEAC 494	Internship
		PHIL 282	Law, Morality, and Punishment

PHIL 315	Ethics	SOCI 344	Social Movements
PHIL/POLI 316	Modern Political Thought	SOCI 346	Intersections of Privilege
PHIL 344	Feminist Philosophy	SSCI 301	Environment and Society
POLI 232	U.S. Political Polarization	SSCI 408	Social Inequalities
POLI 348	Environmental Politics	THRS 318	Feminist Theology
POLI 349	Global Environmental Politics	THRS 331	Judaism and Christianity: The Holocaust
POLI 352	International Law and Human Rights	THRS 333	Christian Ethics
POLI 362	The Global South in the 21st Century	THRS 340	World Religions in Dialogue
SOCI 228	Corrections in American Society	WMGS 360	Feminist Theory
SOCI 250	Immigration and Migration in the U.S.		

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

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

## PHILOSOPHY [PHIL]

[www.snc.edu/philosophy](http://www.snc.edu/philosophy)

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

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

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

Although not required, it is recommended that majors study a second language that relates to their philosophical interests, such as ancient Greek, Latin, German, or French.

## PHILOSOPHY FACULTY

**Benjamin Chan**, assistant professor of philosophy  
**Maria Doulatova**, assistant professor of philosophy  
**Jaime Edwards**, assistant professor of philosophy  
**Eric Hagedorn**, associate professor of philosophy, program and graduate school advisor, discipline coordinator  
**Jennifer Henrigillis**, adjunct instructor  
**Jennifer Hockenbery**, professor of philosophy, dean of humanities  
**John Holder**, professor of philosophy  
**Sydney Keough**, assistant professor of philosophy  
**Joel Mann**, professor of philosophy  
**Rob Saley**, adjunct instructor

## COURSE REQUIREMENTS

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### **Philosophy Major** - (40 credits)

#### **Required Courses** (24 credits)

PHIL 120 Philosophical Foundations in the Study of Human Nature  
PHIL 207 Greek Philosophy  
PHIL 210 Logic  
PHIL 300 Modern Philosophy  
PHIL 315 Ethics  
PHIL 495 Thesis Research (2 credits) + PHIL 496 Thesis Writing (2 credits)

#### **Elective Courses** (16 credits – at least 8 credits at the 300 level or above)

##### *One free elective*

##### *One elective course in the History of Philosophy, e.g.,*

PHIL 213	Medieval Philosophy	PHIL 340	20 <sup>th</sup> Century Continental Philosophy
PHIL 265	Asian Philosophy and Religion	PHIL 370	The Analytic Tradition
PHIL 305	American Philosophy		

##### *One elective course in Theoretical Philosophy, e.g.,*

PHIL 218	Science & Philosophy	PHIL 250	Philosophy of Religion
PHIL 235	Self-Knowledge, Skepticism, and Self-Deception	PHIL 302	Minds, Brains, and Computers
		PHIL 344	Feminist Philosophy

##### *One elective course in Normative Philosophy, e.g.,*

PHIL 200	Philosophy of Sex and Love	PHIL 282	Law, Morality, and Punishment
PHIL 266	Human Rights & Responsibilities	PHIL 316	Modern Political Thought
PHIL 275	Bioethics		

### **Philosophy Minor** - (24 credits)

PHIL 120 Philosophical Foundations in the Study of Human Nature  
PHIL 207 Greek Philosophy  
or PHIL 213 Medieval Philosophy  
PHIL 300 Modern Philosophy  
Two PHIL electives

##### *One of the following electives in Ethical or Political Theory:*

PHIL 282 Law, Morality and Punishment  
PHIL 315 Ethics  
PHIL/POLI 316 Modern Political Thought

## **PHYSICAL EDUCATION [PHED]**

[www.snc.edu/physicaleducation](http://www.snc.edu/physicaleducation)

The physical education department is organized to provide all students the opportunity for instruction in sports, exercise and fitness and to provide all students with the opportunity to acquire skills in sports and fitness for recreation, intramural, and lifetime activities. PHED courses are graded Pass/Fail, and none may be taken on an independent study basis.

### **Lifetime Sports Activities**

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

## PHYSICAL EDUCATION STAFF

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**A.J. Aitken**, lecturer in physical education, head coach women's ice hockey  
**Donald Augustine**, lecturer in physical education, head coach of men's/women's cross country and track & field  
**BJ Bryant**, lecturer in physical education, head coach men's and women's volleyball  
**Tim Coghlin**, lecturer in physical education, head coach men's ice hockey  
**Dennis Cooper**, lecturer in physical education, assistant football coach  
**Cam Fuller**, director of athletics and physical education  
**Gary Grzesk**, lecturer in physical education, head coach men's basketball  
**Amanda Leonhard-Perry**, lecturer in physical education, head women's basketball coach  
**Daniel McCarty**, lecturer in physical education, head football coach  
**Hannah Saiz**, lecturer in physical education, head swim coach  
**Riley Swanson**, lecturer in physical education, assistant football coach

## PHYSICS [PHYS]

[www.snc.edu/physics](http://www.snc.edu/physics)

The mission of the physics discipline is to provide a quality educational experience, which provides our students with a greater appreciation for the rigor of the scientific method and their place in the natural world while preparing them for future careers in industry and academia. This is achieved through offering a rigorous physics curriculum, making a significant contribution to the core curriculum, making a strong commitment to the training of future science educators, and providing meaningful professional development activities encompassing both undergraduate research and teaching.

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

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

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

## PHYSICS FACULTY

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**Erik Brekke**, associate professor of physics  
**Nicholas Mauro**, associate professor of physics  
**Michael Olson**, assistant professor of physics, discipline coordinator  
**Graduate school advisors:** any full-time faculty member in physics

## COURSE REQUIREMENTS

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### **Physics Major** - (9 courses = 36 credits, plus a concentration)

PHYS 121	General Physics 1	PHYS 499	Senior Examination (0 cr)
PHYS 122	General Physics 2	MATH 131	Calculus and Analytic Geometry 1 (or equivalent)
PHYS 211	Classical Mechanics	MATH 132	Calculus and Analytic Geometry 2
PHYS 225	Electronics	MATH 233	Calculus and Analytic Geometry 3
PHYS 241	Modern Physics		
PHYS 250	Advanced Laboratory		

### **General Physics Concentration** - (6 courses = 24 credits)

PHYS 311	Thermal Physics	<i>Recommended courses:</i>	
PHYS 321	Electricity and Magnetism	PHYS 492	Directed Research
PHYS 352	Optical and Atomic Physics	CHEM 107	General Chemistry 2
PHYS 411	Quantum Mechanics*	MATH 203/303	Advanced Linear Algebra
CHEM 105	General Chemistry 1	MATH 313	Mathematical Modeling
	<b>or</b> CSCI 110	MATH 315	Numerical Analysis
	Introduction to Computer Programming	MATH 321	Probability and Statistics
MATH 210/310	Differential Equations		

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

### **Engineering Physics Concentration** – (5 courses = 20 credits)

CSCI 110 Introduction to Computer Programming

*Four electives from the list below:*

PHYS 311	Thermal Physics	CSCI 205	Software Engineering and Elementary Data Structures
PHYS 321	Electricity and Magnetism	CSCI 220	Advanced Data and File Structures
PHYS 352	Optical and Atomic Physics	GEOL 225	Hydrogeology
PHYS 411	Quantum Mechanics	GEOL 300	Mineralogy
BIOL 244	Genetics	GEOL 320	Petrology
BIOL 371	Cellular Physiology	GEOL 325	Structural Geology
BIOL 372	Systemic Physiology	MATH 203/303	Linear Algebra
BIOL 373	Molecular Biology	MATH 210/310	Differential Equations
CHEM 211	Analytical Chemistry	MATH 313	Mathematical Modeling
CHEM 312	Instrumental Analysis	MATH 315	Numerical Analysis
CHEM 330	Physical Chemistry 1	MATH 321	Probability and Statistics
CHEM 332	Physical Chemistry 2		

### **Physics Academic Minor** – (24 credits)

PHYS 121	General Physics 1
PHYS 122	General Physics 2
PHYS 241	Modern Physics

Any three physics electives at 200 level or above

### **Physics Teaching Minor** – (24 credits)

PHYS 121	General Physics 1
PHYS 122	General Physics 2
PHYS 225	Electronics
PHYS 241	Modern Physics

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

Note: See **Education [EDUC]** section for certification requirements.

## **POLITICAL SCIENCE [POLI]**

[www.snc.edu/politicalscience](http://www.snc.edu/politicalscience)

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

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

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

### **POLITICAL SCIENCE FACULTY**

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**Charley Jacobs**, professor of political science, pre-law advisor

**Wendy Scattergood**, assistant professor of political science, discipline coordinator

**Gratzia Villarroel**, associate professor of political science, graduate school advisor

### **COURSE REQUIREMENTS**

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**Political Science Major** - (40 credits)

**All majors are required to complete four required courses and a zero-credit senior assessment requirement.**

#### **Required Courses**

POLI 130	United States Politics and Government <b>or</b> POLI 131 American Multicultural Politics	POLI 200	Research Methodology and Techniques
		POLI 499	Senior Assessment (0 cr)
		SSCI 224	Basic Statistics
POLI 150	Introduction to International Studies		

Students are advised to take POLI 130 US Politics and Government **or** POLI 131 American Multicultural Politics **and** POLI/INTL 150 Intro to International Studies in their first year. POLI 200 Research Methods **and** SSCI 224 Basic Statistics should be taken in the sophomore year.

In addition, all majors must complete 32 credits at or above the 200 level. Students may elect to focus on a particular area of political science (International Affairs, American Politics, or Public Policy/Public Administration). Students may do this informally and should consult with their advisors concerning the construction of an appropriate curriculum for completion of the major.



## Elective Courses

POLI 231	State and Local Politics	POLI 343	Administrative Law & Politics
POLI 232	American Political Polarization	POLI 346	Policy Analysis
POLI 237	Courts and Justice in the U.S.	POLI 348	U.S. Environmental Politics
POLI 248	Trial Advocacy *	POLI 349	Global Environmental Politics
POLI 249	Mock Trial *	POLI 350	International Relations (Core: BB)
POLI 310	Fascism and Socialism	POLI 352	International Law and Human Rights
POLI 314	Classical and Medieval Political Thought	POLI 353	United States Foreign Policy
POLI 316	Modern Political Thought	POLI 355	International Organizations
POLI 317	American Political Thought	POLI 362	The Global South in the 21st Century
POLI 329	Political Communications	POLI 368	Latin American Politics Through Film, Art, Poetry, and Music
POLI 332	Parties and Elections	POLI 389/POLI 489	Special Topics courses
POLI 333	American Conspiracy Theories	POLI 400	United Nations Seminar
POLI 335	Congressional Politics	POLI 405	Political Psychology
POLI 336	The U.S. Presidency and Executive Leadership	POLI 410	Global Political Extremism
POLI 338	Introduction to Public Administration	POLI 490	Independent Study in Politics
POLI 341	Constitutional Law: Institutional Powers	POLI 492	Directed Research
POLI 342	Constitutional Law: Rights and Liberties	POLI 494	Internship

Students are encouraged to participate in the Washington Semester, Washington Media Institute, and/or Study Abroad. Please visit the Center for Global Engagement website for more information on all these programs.

\*Trial Advocacy and Mock Trial may be repeated for credit toward general course credits, but may not be repeated for credit toward the major, minors, or the American Politics concentration. Combining the 2 credits each from POLI 248 and POLI 249 will count as one of the six courses necessary for the major.

## **Political Science Teaching Major – (40 credits)**

Note: See **Teacher Education [EDUC]** section for licensure requirements.

## **Political Science Minor - (28 credits)**

POLI 130 US Politics and Government  
or POLI 131 American Multicultural Politics  
POLI/INTL 150 Intro to International Studies  
POLI 200 Research Methodology and Techniques  
Four additional POLI courses at or above the 200-level

## **International Politics Minor - (24 credits)**

POLI/INTL 150 Introduction to International Studies **and** POLI 350 – International Relations

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

POLI 349	Global Environmental Politics	POLI 389/489	Special Topics courses related to International Politics
POLI 352	International Law and Human Rights	POLI 400	United Nations Seminar
POLI 353	United States Foreign Policy	POLI 410	Global Political Extremism
POLI 355	International Organizations		
POLI 362	The Global South in the 21st Century		
POLI 368	Latin American Politics Through Film, Art, Poetry, and Music		

### **United States Politics Minor - (24 credits)**

- POLI 130 US Politics and Government  
or POLI 131 American Multicultural Politics  
POLI 200 Research Methodology and Techniques

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

- |          |   |              |  |
|----------|---|--------------|--|
| POLI 231 | State and Local Politics                | POLI 341     | Constitutional Law: Institutional Powers   |
| POLI 232 | American Political Polarization         | POLI 342     | Constitutional Law: Civil Rights/Liberties |
| POLI 237 | Courts and Justice in the U.S.          | POLI 343     | Administrative Law & Politics              |
| POLI 248 | Trial Advocacy *                        | POLI 345     | Congress and the Presidency                |
| POLI 249 | Mock Trial *                            | POLI 346     | Policy Analysis                            |
| POLI 317 | American Political Thought              | POLI 348     | U.S. Environmental Politics                |
| POLI 329 | Political Communications                | POLI 353     | United States Foreign Policy               |
| POLI 332 | Parties and Elections                   | POLI 389/489 | Special Topics courses in U.S. Politics    |
| POLI 333 | American Conspiracy Theories Leadership |              |  |
| POLI 338 | Introduction to Public Administration   |              |  |

\*Trial Advocacy and Mock Trial may be repeated for credit toward general course credits, but may not be repeated for credit toward the major, minors, or the American Politics concentration

## **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, pharmacy, engineering or law. Students may at any time declare their intent to complete a major program, in which case they are subject to the requirements of that program. Most pre-professional students interested in health-related programs who complete a degree program at St. Norbert College do so in biology, chemistry or natural science.

### **PRE-DENTAL PROGRAM**

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

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

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

### **PRE-ENGINEERING PROGRAM**

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

Most students who enter engineering simply transfer to an engineering school after one to three years at St. Norbert. Good grades, especially in science and mathematics, are required for transfer to an engineering school. Since the

degree these students earn comes from the engineering school, they must consider the requirements of the engineering program they plan to enter when selecting courses at St. Norbert College.

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

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

### **Courses in a Pre-engineering program**

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

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

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

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

## **PRE-LAW PROGRAM**

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

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

### **Pre-Law Certificate Program**

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

### **Pre-Law Certificate Mission Statement:**

The mission of the Pre-Law Certificate program is to provide intensive advisement to students regarding course work, internships, off-campus study opportunities, and law school application preparation in order that students may discern if the law is an appropriate vocational pursuit. The expectation is that students will develop the ability to read critically, think logically, and write clearly and persuasively. This process will insure that students are equipped to succeed with the completion of the Law School Admission Test (LSAT) and the process of application to law school.

## Pre-Law Curriculum

The program requires students seeking a pre-law certificate to complete sixteen credits divided among four areas and a zero-credit assessment course to be completed during the final semester of a candidate's program of study.

Area 1 introduces students to theories and concepts related to the law and legal interpretation. Area 2 helps to develop critical skills related to logical and critical thinking that are particularly applicable to the practice of the law. Areas 3 and 4 provide students the opportunity to explore the many-faceted field of the law through both empirical and normative approaches to their studies. The intention is to encourage students from a variety of majors to think seriously about their interest in the practice of law and to guide them in selecting particularly applicable electives over and above their major. A GPA of 3.0 or better is required to be awarded the pre-law certificate.

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

### Area 1 – The Law

*(one of the following)*

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

### Area 3 – Empirical Perspectives on the Law

*(one of the following)*

ECON 102 Principles of Microeconomics  
PSYC 212 Abnormal Psychology  
SOC 122 Criminology  
SOC 228 Corrections in American Society

### Area 2 – Logic and Critical Thinking

*(one of the following)*

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

### Area 4 – Normative Perspectives on the Law

*(one of the following)*

PEAC 266 Human Rights and Responsibilities  
PHIL 275 Bioethics  
PHIL 315 Ethics  
PHIL 316 Modern Political Thought  
POLI 317 American Political Thought  
THRS 333 Christian Ethics: Theology and Society

## SENIOR ASSESSMENT (Required of all candidates)

PLAW 499 Senior Assessment

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

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

**Pre-Law advisor:** Charley Jacobs (assistance also available from Dr. Ben Chan, Judge Marc Hammer and Dr. Joel Mann)

## PRE-MEDICAL PROGRAM

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

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, an "AB" average seems necessary for admission to a medical school.

Adequate performance in the national Medical College Admission Test (MCAT), usually taken during or just after

the third year of undergraduate study, is also a requirement.

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

## **PRE-VETERINARY PROGRAM**

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The program is basically the same as the pre-medical program. Current information on schools of veterinary medicine and application procedures is available through advisors in the Natural Sciences.

## **PSYCHOLOGY [PSYC]**

[www.snc.edu/psychology](http://www.snc.edu/psychology)

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

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

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

The psychology discipline at St. Norbert College is committed to increasing students' scientific knowledge of behavior and mental processes and the means by which that knowledge emerges and develops; their understanding of themselves and others; and their ability and desire to apply this knowledge and understanding appropriately to create rewarding and fulfilling lives for themselves and to improve the condition of individuals, organizations and society. We pursue this mission within the context of the College's commitment to provide an educational environment that fosters intellectual, spiritual and personal development.

## **PSYCHOLOGY FACULTY**

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**John Dose**, professor of psychology  
**Danielle Geerling**, assistant professor of psychology  
**Raquel Lopez**, associate professor of psychology  
**Paul Ngo**, associate professor of psychology  
**Nicole Phillips**, visiting assistant professor of psychology  
**Michelle Schoenleber**, associate professor of psychology  
**Lisa VanWormer**, visiting associate professor of psychology

## **COURSE REQUIREMENTS**

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### **Psychology Major** - (44 credits)

- PSYC 100 General Psychology
- SSCI 224 Basic Statistics
- PSYC 301 Basic Principles and Methods of Psychological Research
- PSYC 499 Senior Assessment (0 credits)

Two PSYC elective courses – eight credits (Students may choose any courses from the psychology curriculum. No more than four psychology elective credits may be completed from PSYC 490, PSYC 492, or a combination of the two.)

*One course from each of the following content areas:*

#### **Biological**

- PSYC 310 Chemical Substances and Behavior
- PSYC 370 Physiological Psychology with Laboratory

#### **Clinical**

- PSYC 212 Abnormal Psychology
- PSYC 312 Personality Psychology
- PSYC 345 Psychological Interventions with Laboratory

#### **Developmental**

- PSYC 215 Human Sexuality
- PSYC 220 Lifespan Human Development
- PSYC 230 Adulthood and Aging
- PSYC 302 Adolescent Development
- PSYC 315 Childhood Adversity/Resilience with Service Learning

#### **Perception and Cognition**

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

#### **Social**

- PSYC 210 Social Psychology
- PSYC 240 Stereotypes, Prejudice & Discrimination
- PSYC 281 Environmental Psychology
- PSYC 305 Interpersonal & Intergroup Dynamics

#### **Psychology in Context**

- PSYC 400 Motivation
- PSYC 410 Cross-Cultural Psychology

#### **Laboratories and Experiential Learning**

Among the courses chosen to fulfill the psychology major, two must be from the following list. One of the two courses must include a laboratory.

- |   |  |
|---|--|
| PSYC 315 Childhood Adversity and Resilience with Service Learning | PSYC 345 Psychological Interventions with Laboratory |
| PSYC 331 Sensation and Perception with Laboratory                 | PSYC 370 Physiological Psychology with Laboratory    |
| PSYC 337 Memory and Cognition with Laboratory                     | PSYC 495 Internship and Professional Issues          |

**Psychology Minor** - (24 credits)

PSYC 100 General Psychology  
PSYC 301 Basic Principles and Methods of Psychological Research  
SSCI 224 Basic Statistics

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

**Biological**

PSYC 310 Chemical Substances and Behavior  
PSYC 370 Physiological Psychology with  
Laboratory

**Clinical**

PSYC 212 Abnormal Psychology  
PSYC 312 Personality Psychology  
PSYC 345 Psychological Interventions with  
Laboratory

**Developmental**

PSYC 215 Human Sexuality  
PSYC 220 Lifespan Human Development  
PSYC 230 Adulthood and Aging  
PSYC 302 Adolescent Development  
PSYC 315 Childhood Adversity and Resilience  
with Service Learning

**Perception and Cognition**

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

**Social**

PSYC 210 Social Psychology  
PSYC 240 Stereotypes, Prejudice, &  
Discrimination  
PSYC 281 Environmental Psychology  
PSYC 305 Interpersonal & Intergroup Dynamics

**Psychology in Context**

PSYC 400 Motivation  
PSYC 410 Cross-Cultural Psychology

**DONALD J. SCHNEIDER SCHOOL OF BUSINESS AND ECONOMICS**

[www.snc.edu/schneiderschool](http://www.snc.edu/schneiderschool)

Through the generous gift of Pat Schneider, wife of the late Donald J. Schneider (SNC '57), a school of business and economics was established at St. Norbert College in 2014. The Donald J. Schneider School of Business & Economics, through its undergraduate and graduate academic programs and its interaction with the regional business community, is northeastern Wisconsin's center for the advancement of sound business practice. It champions principles and methods that contribute to a thriving northeast Wisconsin, rich in economic opportunity for all.

The Donald J. Schneider School of Business and Economics houses St. Norbert College's undergraduate accounting, business administration, economics, international business and language area studies, and leadership studies programs, the masters of business administration program, and a portfolio of business outreach activities.

**About Donald J. Schneider**

Don Schneider was an extraordinary figure in northeast Wisconsin business, a respected and transformative presence both regionally and nationally. He graduated from St. Norbert College with a degree in business in 1957, then joined his father's modest transportation company in 1961. He was eventually to become president, CEO and chairman of Schneider National, the now-global transportation, intermodal and logistics provider headquartered in Ashwaubenon, WI. Under Mr. Schneider's leadership, the company grew into a trucking and logistics giant, in large part due to his deep commitment to the company's core values, his unflinching belief in his associates, and his lifelong embrace of innovation.

Mr. Schneider was a trustee of St. Norbert College, and long served as an adjunct instructor of finance and business administration. He received the College's Distinguished Achievement Award in Business in 1979 and its Alma Mater Award in 1991. St. Norbert College honored him with an honorary Doctor of Laws degree in 1999.

Mr. Schneider was also a member of the board of directors of the Green Bay Packers, Fort Howard Paper and Franklin Electric, served on the advisory board of the Kellogg School of Management, and was a Director of the

Federal Reserve Board in Chicago. Through the Donald J. Schneider School of Business and Economics, St. Norbert College will strive to prepare others to carry on Mr. Schneider’s remarkable legacy of integrity, excellence and service to community.

## **SCHNEIDER SCHOOL MISSION AND VISION**

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**Vision:** St. Norbert College’s Donald J. Schneider School of Business and Economics will be the intellectual hub for business in Northeastern Wisconsin.

**Mission:** The SSBE develops and empowers ethical business leaders through passionate teaching and mentoring, engaged service, and consequential scholarship. We offer challenging learning experiences in the Catholic, liberal arts tradition, and rooted in the Norbertine practices of *communio* and *localitas*.

- by **ethical** we mean we recognize challenges to our core values and develop shared frameworks for values-based decisions
- by **challenging** we mean we achieve educational excellence by engaging in rigorous and critical thinking and action
- by **communio** we mean we are called to live in relationships that strive for high standards including mutual esteem, trust, sincerity, faith, responsibility, dialogue, communication, consultation and collaboration
- by **localitas** we mean we are committed to serve the particular needs of the communities to which we belong

**The following academic programs are offered by the Schneider School of Business and Economics:**

<b>Program</b>	<b>Major</b>	<b>Minor</b>	<b>Concentration</b>	<b>Masters</b>
Accounting	X			
Business Administration	X	X		
Data Analytics	X			
Economics	X	X		
Finance			X	
Global Business			X	
Human Resource Management			X	
International Business and Language Area Studies	X			
Leadership Studies		X		
Management			X	
Marketing			X	
MBA for Business Professionals				X

## **SCHNEIDER SCHOOL FACULTY**

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**Gerald Aase**, associate professor of business administration – supply chain management

**Lucy Arendt**, professor of business administration – management

**Paul M. Bursik**, professor of business administration – finance

**Miles Condon**, assistant professor of business administration – marketing

**Junnan Cui**, assistant professor of business administration – accounting



**Yuan (Sabrina) Du**, assistant professor of business administration – finance  
**Jean Falconer**, assistant professor of economics  
**Jason Haen**, assistant professor of business administration – accounting  
**Marc Hammer**, Brown County (WI) circuit court judge, instructor of business administration – business law  
**James Harris**, assistant professor of business administration – marketing  
**Daniel Heiser**, dean of the Donald J. Schneider School of Business and Economics  
**John-Gabriel Licht**, coordinator of leadership studies minor, associate professor of business administration – management  
**Alexia Lopes**, assistant professor of business administration – management  
**Ho-Ching (Angela) Mak**, assistant professor of economics  
**Jamie O’Brien**, professor of business administration – management  
**Joy Pahl**, director of IBLAS, professor of business administration – management  
**Kevin Quinn**, associate dean of the Schneider School of Business and Economics, professor of economics  
**Todd Sarnstrom II**, assistant professor of business administration – data analytics  
**Marc S. Schaffer**, coordinator of data analytics, director of the Center for Business and Economics Analysis, professor of economics  
**Matthew Stollak**, coordinator of business administration, associate professor of business administration – human resource management  
**Amy Vandenberg**, coordinator of accounting, assistant professor of business administration – accounting  
**Marc B. von der Ruhr**, coordinator of economics, professor of economics  
**Will Wheeler**, assistant professor of economics  
**Zhuoyi (Zoe) Zhao**, assistant professor of business administration – accounting

## **SOCIOLOGY AND HUMAN SERVICES [SOCI]**

[www.snc.edu/sociology](http://www.snc.edu/sociology)

### **MISSION STATEMENT**

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We produce socially responsible leaders ready to tackle society’s most pressing problems with theoretical grounding and methodological rigor.

### **PROGRAM DESCRIPTION**

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Sociology examines the way culture, social structure, groups, and individuals shape social life. Sociologists are interested in the connections between individuals and society, personal problems and public issues, inclusion and exclusion, and hierarchy and equality. We use qualitative and quantitative approaches to analyze data from surveys, in-depth interviews, ethnographic observation, historical documents, and other sources. Sociology classes at St. Norbert College cover a wide range of topics, including socialization, inequality, health, education, gender, sexuality, race, class, marriage, family, human services, social work policy, immigration, crime, and incarceration.

Sociological training is useful in a range of occupations; it also prepares students for graduate study in a number of disciplines. SNC sociology majors have gone on to work in an array of fields, including social work, the nonprofit sector, education, sales, business, and medicine. They have also pursued graduate degrees in sociology, psychology, educational counseling, public health, social work, academic administration, and applied criminology.

### **SOCIOLOGY FACULTY**

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**Erinn Brooks**, associate professor of sociology  
**Cheryl Carpenter-Siegel**, assistant professor of sociology  
**Kim Kaczmarowski**, instructor, director of human services, social work graduate program advisor  
**Laura Krull**, assistant professor of sociology  
**Jamie Lynch**, associate professor of sociology, executive director, Strategic Research Institute, sociology graduate program advisor  
**Alexa Trumpy**, associate professor of sociology, discipline coordinator

## **COURSE REQUIREMENTS**

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### **Sociology Major** (40 credits)

#### 1. Foundational courses

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

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

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

SOCI 112	Girls, Girls, Girls (FYS)	SOCI 344	Social Movements
SOCI 122	Criminology	SOCI 346	Intersections of Privilege
SOCI 201	Sociology of the Family	SOCI 348	Socialization and the Life Course
SOCI 228	Corrections in American Society	SOCI 361	Gender, Sexuality and Society
SOCI 233	Sociology of Education	SOCI 380	Sociology of the Gang
SOCI 237	Children and Childhood in American Society	SOCI 403	Mass Incarceration in the United States
SOCI 250	Immigration and Migration in the US	SOCI 444	Health, Illness and Society
SOCI 289	Special Topics	SOCI 450	Sociology Capstone
SOCI 320	Culture & Consumption	SOCI 489	Special Topics

#### 3. Any additional elective course (from the list above of sociology electives) **or** from the following courses in Human Services (SOCI 238, SOCI 239, SOCI 240 or SOCI 241)

### **Sociology Minor** - (28 credits)

#### 1. Foundational Courses

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

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

SOCI 112	Girls, Girls, Girls (FYS)	SOCI 320	American Culture and Consumption
SOCI 122	Criminology	SOCI 344	Social Movements
SOCI 201	Sociology of the Family	SOCI 346	Intersections of Privilege
SOCI 228	Corrections in American Society	SOCI 348	Socialization and the Life Course
SOCI 233	Sociology of Education	SOCI 361	Gender, Sexuality and Society
SOCI 237	Children and Childhood in American Society	SOCI 380	Sociology of the Gang
SOCI 250	Immigration and Migration in the US	SOCI 403	Mass Incarceration in the United States
SOCI 289	Special Topics	SOCI 444	Health, Illness and Society
		SOCI 489	Special Topics

### **Human Services Minor** – (28 credits)

Students who are interested in working in the human services or pursuing graduate studies in social work may elect to complete the human services minor.

SOCI 201	Sociology of the Family	SOCI 241	Social Work Practice: Groups, Organizations, and Communities
SOCI 238	Human Behavior/Social Environment		
SOCI 239	Social Welfare Policy and Services	SOCI 481	<b>and</b> SOCI 482 Human Service Internship (2 semesters)
SOCI 240	Social Work Practice: Individuals and Families		

### **Sociology Teaching Major** – (40 credits)

Teaching majors for secondary education certification in these fields take the required courses for the sociology major.

### **Sociology Teaching Minor** – (28 credits)

Teaching minors in sociology for elementary education majors take the required courses for the sociology minor.

## **SPANISH [SPAN]**

[www.snc.edu/ml](http://www.snc.edu/ml)

The Spanish program offers Spanish language courses in addition to courses on Spanish and Latin American cultures, civilizations, linguistics, literature and film. Students may choose to major or minor in Spanish and may combine their studies with majors or minors in a variety of programs, such as international business and language area studies, international studies, and teacher education. The Spanish faculty occasionally offer literature, linguistics, film and culture courses in English for the core curriculum program.

The objectives of the Spanish program are to enable students to communicate effectively in Spanish and to understand and appreciate the cultures and values of the countries in which Spanish is spoken. Studies in Spanish help students increase awareness of their own values and beliefs as well as those of Latino/Latinx and Hispanic cultures, aid in preparing teachers for language-teaching careers, provide language skills and cultural awareness to students specializing in other academic areas, enable students to meet requirements of graduate programs in the study of languages, comparative literature and linguistics, and prepare students for various careers in an increasingly global society.

All Spanish courses are taught in Spanish and students are expected to use Spanish in class. In addition, courses at all levels require formal oral presentations and papers in the target language. Each presentation and paper is assessed, with feedback provided to students. Some courses may include an academic service-learning or community engagement component. In the senior capstone course (SPAN 400), students are required to write a research paper in Spanish. Students pursuing certification to teach Spanish must achieve a 3.0 GPA or higher in their major or minor, including earning a “B” or better in their senior capstone course.

Each year the Spanish program hosts a foreign language teaching assistant (FLTA) who comes to us from a partnering university in a Spanish-speaking country. The Spanish FLTA provides sessions outside of class to help develop students’ oral and written proficiency in the language, serves as a cultural resource, and assists the Spanish Club with various activities and events. The Spanish Club promotes and increases awareness of the Spanish language and Hispanic cultures on campus through a variety of activities. Study abroad opportunities for students include the Universidad Antonio de Nebrija in Madrid, Spain; the Universidad San Pablo in Madrid, Spain; the Universidad Católica in Santiago, Chile; the Universidad San Francisco in Quito, Ecuador; the Fundación Ortega-Marañón in Toledo, Spain through the University of Minnesota; and the University of Virginia - Hispanic Studies Program in Valencia, Spain.

### **SPANISH FACULTY**

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**Judy Cervantes**, associate professor of Spanish

**Shalisa Collins**, associate professor of Spanish

**Bradford Ellis**, associate professor of Spanish

**Katie Ginsbach**, associate professor of Spanish

**Christina Mirisis**, assistant professor of Spanish

**Rafael A. Ramírez Mendoza**, assistant professor of Spanish

**Terri Schroth**, associate professor of French and Spanish

## **COURSE REQUIREMENTS**

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### **Spanish Major** - (32 credits)

The Spanish major consists of eight courses at the 300 level and above. The following three courses are required:

SPAN 300 Making Connections: Conversation, Composition and Culture  
One SPAN 389 Special Topics course (must be taken at St. Norbert College)  
SPAN 400 Senior Capstone Seminar (Spring; must be taken at St. Norbert College in the junior or senior year after study abroad)

Students will select the remaining five courses from the following:

SPAN 301 Introduction to Hispanic Film and Media (Fall)  
SPAN 302 Introduction to Hispanic Literary Texts and Media (Spring)  
SPAN 311 Introduction to Spanish Linguistics (Fall)  
SPAN 365 Latin American Civilization: South America and the Caribbean  
or SPAN 370 Latin American Civilization: Mexico and Central America (Spring)  
SPAN 375 Spanish Civilization (Fall)  
One SPAN 300-level elective

Note:

- Students must complete either SPAN 301 or SPAN 302 before taking SPAN 389
- Students may not take both SPAN 365 and SPAN 370
- At least five of the eight courses for the Spanish major must be taken at St. Norbert College. Spanish majors are required to complete at least one academic semester in a Spanish-speaking country. A minimum cumulative St. Norbert College GPA of 2.75 is required for study abroad although individual programs may have a higher GPA requirement.

### **Spanish Minor** - (16 credits at the 300 level or above)

SPAN 300 Making Connections: Conversation, Composition and Culture  
Any three SPAN courses at the 300 level

Note:

- At least two of the four courses for the Spanish minor must be taken at St. Norbert College.
- Students must complete either SPAN 301 or SPAN 302 before taking SPAN 389
- Students may not take both SPAN 365 and SPAN 370

### **Spanish Teaching Minor** - (16 credits at the 300 level or above; available only to Teacher Education students)

SPAN 300 Making Connections: Conversation, Composition and Culture  
Any three SPAN courses at the 300 level

Note:

- At least two of the four courses for the Spanish Teaching Minor must be taken at St. Norbert College.
- Students must complete either SPAN 301 or SPAN 302 before taking SPAN 389
- Students may not take both SPAN 365 and SPAN 370
- See EDUC section for certification requirements

In addition, all students seeking certification to teach Spanish must complete an approved language immersion experience of at least six weeks in a Spanish-speaking country. Members of the Spanish faculty have information regarding a variety of suitable programs.

### **Spanish Language Certificate**

A Spanish language certificate is available and recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. The certificate

recognizes competency equivalent to the successful completion of the SPAN 101-204 sequence with an overall GPA of 3.0 or better in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert College through the modern languages and literatures curriculum and the student must earn a “B” or higher in this course. A student who places beyond the 204 level (e.g., SPAN 300) still must complete one class on campus and receive a grade of “B” or higher in that class. A student interested in a certificate could take four classes (SPAN 101, SPAN 102, SPAN 203, SPAN 204) at St. Norbert College. However, students could place into SPAN 203 or SPAN 204 and would only have to take one or two classes.

## STUDY ABROAD AND OFF-CAMPUS PROGRAMS

[www.snc.edu/cge/studyabroad/](http://www.snc.edu/cge/studyabroad/)

### Mission Statement

The Center for Global Engagement challenges and supports individuals to become ethical global citizens who collaborate for socially responsible and positive change in a diverse world.

### Program Description

The Center for Global Engagement provides global opportunities for every student, including semester- and year-long international programs, semester-long internship programs in Washington, D.C., and short-term programs (Global Seminars) during the summer and J-terms. To supplement their academic experiences, students may conduct independent research, enroll in a service-learning course, or complete an internship. The Center for Global Engagement offers students a holistic experience by providing expert support before, during, and after each study abroad or off-campus program.

## STUDY ABROAD AND OFF-CAMPUS PROGRAMS FACULTY AND STAFF

**Gail Gilbert**, director of study abroad and off-campus programs

**Allison Reed**, study abroad and off-campus programs advisor

### Benefits

- **Personal growth:** Become more independent, gain self-confidence, develop a global worldview, and figure out who you are
- **Career advantage:** Impress graduate schools and employers by gaining the skills and knowledge that you need to succeed in a globalized society
- **Academic growth:** View your field(s) of study from a new perspective and enroll in courses not offered at St. Norbert College
- **Professional networking:** Expand your professional and social network and establish new connections
- **Experience the world:** Cultivate a sense of adventure and learn about the world

### Learning Goals & Objectives

- **Intellectual development:** Understand the interconnectedness of historical, sociocultural, political, educational, and economic issues in contemporary global contexts
- **Personal development:** Develop a better understanding of the self and your multiple, intersecting identities in an increasingly diverse society
- **Vocation:** Articulate a clearer definition of your calling or purpose as a member of the world community

## THEATRE STUDIES [THEA]

[www.snc.edu/theatre](http://www.snc.edu/theatre)

Theatre is a complex art form that encourages a nuanced evaluation of cultures and communities, thus enhancing our perceptions of and interactions with the world. Saint Norbert College Theatre Studies embraces a liberal arts education that challenges students intellectually, spiritually, and personally. We educate our students in critical and creative thinking skills using experiential learning of the theatrical arts. Through performance, we investigate the interplay between theory and practice, student and community that culminates in challenging, provocative,

rewarding productions and the development of a lifelong vocation. Saint Norbert College Theatre Studies seeks to create inclusive opportunities for all participants and foster a spirit of communio and collaboration while striving for excellence.

The program encourages overseas programs and internships, as well as interdisciplinary study.

### **Why study theatre?**

The potential benefits to students partaking in theatre education are numerous. Consider the following:

- Alternative view of culture and society
- Expansion of creativity and intuition
- Increased ability for analysis and criticism
- Greater ability to communicate in and to large groups of people
- Increased knowledge and appreciation of the fine and performing arts
- Increased awareness of personal image and communication style
- Awareness of the power and creation of imagery and symbols in media

In addition to those students who graduate with a degree in theatre and join the professional workforce, the benefits listed above are highly adaptable skills that assist in any student's chosen field. For those who decide to continue in professional theatre, the theatre major prepares them for their next step, whether that is graduate school, an apprenticeship or becoming a working professional. The design of the program will give them an integrated overall knowledge base to help them in their career choice.

## **THEATRE STUDIES FACULTY**

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**April Beiswenger**, associate professor of theatre studies, director of theatre studies

**Erin Hunsader**, visiting assistant professor of theatre studies

**Stephen Rupsch**, professor of theatre studies

**Noah Simon**, visiting professor of theatre studies

**Graduate school advisor:** any full-time theatre studies faculty member

## **COURSE REQUIREMENTS**

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### **Theatre Studies Major** - (40 credits)

THEA 101 Introduction to Live Performance

THEA 102 Visual Storytelling

THEA 201 Design for the Theatre

THEA 232 Basic Acting

THEA 337 Contemporary Theatre

THEA 250 Performance and Production Lab  
(2 cr, taken four times)

THEA 450 Performance and Production Lab

Two THEA electives

### **Theatre Studies Minor** - (24 credits)

THEA 101 Introduction to Live Performance

THEA 102 Visual Storytelling

THEA 201 Design for the Theatre

THEA 232 Basic Acting

THEA 337 Contemporary Theatre

THEA 250 Performance and Production Lab  
(2 cr, taken two times)

The Senior Capstone (THEA 450, 4 credits) project is the culmination of a student's studies as a theatre major. It is an opportunity to develop a theatrical experience of their own – they are in charge of their own experience, with guidance from the faculty. Students may write a play, direct, act, design, do a research project, present a paper, or

any number of substantive projects. They may work alone or collaboratively with other seniors, but the faculty must approve the project and the final output must be of high quality.

## **THEOLOGY AND RELIGIOUS STUDIES [THRS]**

[www.snc.edu/religiousstudies](http://www.snc.edu/religiousstudies)

The theology and religious studies discipline is a community of scholars who teach by word and example. We believe pursuing religious and theological questions - questions about ultimate meaning, God, and how we relate to God, one another, and the created world - is essential to a good and meaningful life. In the spirit of the rich Catholic intellectual tradition, we believe sustained conversation with other academic disciplines and a variety of religious traditions is necessary to the study of theology and religion. As taught by the Second Vatican Council, the Catholic tradition develops over time through study, contemplation, and partnership for justice with all peoples of good will. Inspired by the Norbertine value of radical hospitality, we advocate for the inclusion of all persons, especially those who are victims of injustice.

Theology and religious studies majors will be able to:

- Understand the core concepts of the discipline (e.g., revelation, reason, faith, ritual, ethics, authority, tradition, mystery, and interpretation)
- Locate their identities and theological viewpoints within historical, global, and social contexts
- Apply critical intellectual frameworks at work in the scholarship of theology and religious studies
- Develop skills in reading primary and secondary texts (e.g., scripture, books, films, artwork, architecture)
- Develop writing skills that exhibit coherent, careful, and theologically informed thought
- Develop skills in the practice of genuine dialogue in both personal and public spaces about ultimate meaning and the common good
- Engage with the community on issues of justice
- Reflect on vocation and personal responsibility to the common good

## **THEOLOGY AND RELIGIOUS STUDIES FACULTY**

**Thomas M. Bolin**, professor of theology and religious studies, discipline coordinator

**Bridget Burke Ravizza**, professor of theology and religious studies

**Howard Ebert**, professor of theology and religious studies

**Craig A. Ford, Jr.**, assistant professor of theology and religious studies

**Kathleen Gallagher Elkins**, associate professor of theology and religious studies, discipline coordinator

**Andrew O'Connor**, assistant professor of theology and religious studies, graduate school advisor

**Karen Park**, associate professor of theology and religious studies

**Tony Pichler**, adjunct instructor of theology and religious studies

**Gerardo Rodriguez**, assistant professor of theology and religious studies

## **COURSE REQUIREMENTS**

### **Theology and Religious Studies Major** - (40 credits)

THRS 209	Doctrine of God	THRS 433	Christian Ethics
THRS 280	Introducing Christian Traditions	THRS 460	Advanced Seminar
THRS 309	Biblical Exegesis and Research	THRS 499	Portfolio (0-credit requirement)

### **Choose one of the following courses in biblical studies**

THRS 314	The Origins of Biblical Monotheism
THRS 322	Survey of the Hebrew Bible
THRS 324	Women in the Bible
THRS 327	Ancient Wisdom and the Modern Search for Meaning
THRS 329	The New Testament

### **Choose one of the following courses in religious diversity**

THRS 331	Judaism and Christianity: The Holocaust
THRS 339	World Scriptures
THRS 340	World Religions in Dialogue
THRS 343	Muslim-Christian Dialogues
THRS 350	Christianity and Religious Diversity

Choose three other THRS electives. One THRS course must be designated CENG.

**Theology and Religious Studies Major –Ministry Emphasis** - (48 credits)

THRS 209	Doctrine of God	THRS 433	Christian Ethics
THRS 242	Liturgy and the Sacraments	THRS 460	Advanced Seminar
THRS 280	Introducing Christian Traditions	THRS 494	Internship
THRS 309	Biblical Exegesis and Research	THRS 499	Portfolio (0-credit requirement)

Three THRS electives **and** two thematic courses, one from each of these two areas:

**Biblical Studies**

THRS 314	The Origins of Biblical Monotheism
THRS 322	Survey of the Hebrew Bible
THRS 324	Women in the Bible
THRS 327	Ancient Wisdom/Modern Search
THRS 329	The New Testament

**Religious Diversity**

THRS 331	Judaism and Christianity: The Holocaust
THRS 339	World Scriptures
THRS 340	World Religions in Dialogue
THRS 343	Muslim-Christian Dialogues
THRS 350	Christianity and Religious Diversity

**Theology and Religious Studies Minor** - (24 credits)

THRS 209	Doctrine of God
THRS 280	Introducing Christian Traditions
THRS 309	Biblical Exegesis and Research
THRS 433	Christian Ethics

Two THRS electives

## **VISUAL AND PERFORMING ARTS DIVISION [VISP]**

[www.snc.edu/visualandperformingarts](http://www.snc.edu/visualandperformingarts)

**Interdisciplinary Arts Divisional Major**

The interdisciplinary arts major is a well-rounded, self-determined course of study for students interested in exploring the interconnectedness of different forms of art. We seek to cultivate artists who are conversant in multiple artistic disciplines and who see joy in the intersection of the arts – an inclusive, rather than exclusive view of artistic endeavor. Students in this major will be encouraged to create a customized path through the visual and performing arts division, while ensuring individualized instruction from the art, music and theatre studies disciplines.

An interdisciplinary arts major will:

- Become conversant in the interpretations of ‘text’ in all its forms, and gain an understanding of how ‘text’ affects art
- Gain technical proficiency in the allied disciplines
- Discover how the visual and performing arts disciplines are interconnected through history, theory and practice
- Understand the process of creation – from initial idea to final project to critique
- Recognize their place in society and understand how creative output has the power to affect and transform a community



## COURSE REQUIREMENTS

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### **Interdisciplinary Arts Major** – (60 credits)

THEA 102 Creation of Sign & Symbol

Three 100-level courses, one from each VISP discipline

Three 200-level courses, from any VISP discipline

Three 300-level courses, from any VISP discipline

One 400-level course from any VISP discipline (a special topics or independent study course may also be selected)

Three courses with a history emphasis, one from each VISP discipline

Senior Capstone Project (4 cr)

The senior capstone project, undertaken in the student's final year at SNC, is a project of significant weight that serves as the culmination of the interdisciplinary arts major. Ideally, the capstone will be a blending of the three VISP disciplines. The student will select a principal mentor and two secondary advisors from the divisional faculty who will help guide the project. The student, mentor and secondary advisors will together develop the criteria for evaluating success in the capstone project.

## WASHINGTON INTERNSHIP PROGRAMS

[www.snc.edu/internationalstudies/washingtonsemester.html](http://www.snc.edu/internationalstudies/washingtonsemester.html)

[www.snc.edu/communicationandmedia/washingtonmediainstitute.html](http://www.snc.edu/communicationandmedia/washingtonmediainstitute.html)

St. Norbert College students have the opportunity to study in Washington, D.C., and complete an internship of their choice. In addition, students network with government officials, academics and practitioners. St. Norbert College currently sponsors the following programs in Washington, D.C.

## WASHINGTON INTERNSHIP PROGRAMS FACULTY AND STAFF

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**Mark Glantz**, Washington Media Institute faculty advisor

**Allison Reed**, study abroad advisor

### **The Washington Semester at American University**

Since the mid-1980s, St. Norbert College has partnered with the School of Professional and Extended Studies at American University to offer the Washington Semester Program (WSP). WSP is an academic, experiential learning program that allows St. Norbert College students to live in Washington, D.C. and meet professionals, practitioners and academics who are leaders and experts in their fields. The program gives students valuable insight into their career paths, provides networking opportunities, and prepares them for a competitive job market. Students enroll in two four-credit seminars and a four-credit internship. In addition, students have the option to enroll in a 3- or 4-credit research methods course, as well as a three-credit elective at AU.

Students may choose one of the following concentrations for their seminar focus:

American Politics

Foreign Policy

Global Economics and Business

International Law and Organizations

Journalism and New Media

Justice & Law

Public Health Policy

Sports Management & Media

Sustainable Development

Students registering for the Washington Semester must first receive approval from American University, Study Abroad and Off-Campus Programs, as well as the SNC faculty advisor. Students register for full-time status with WASH 3930 and WASH 3931. Actual credits earned are assigned after the completion of the experience.

### **Courses:**

WASH 3930 Washington Semester Program (12 credits)

WASH 3931 American University D.C. (0 credits)

### **The Washington Media Institute**

Since the Fall of 2013, St. Norbert College has sponsored the Washington Media Institute (WMI) program. Students spend a semester in Washington, D.C., studying print journalism, social media, content creation, and new generation public relations. The program is designed to enhance students' college degree with experiential learning, tailored internships, and specially designed core seminars. The program includes site visits, guest speakers and networking opportunities which give students the professional experiences they need to enter the job market. Students from any discipline are welcome to apply, since WMI helps students develop the media skills they need to be career-ready in the 21st century. WMI courses are fully integrated with the Communication and Media Studies curriculum. Students enroll in WASH 3932 with approval and take the following courses.

#### **Courses:**

- WASH 3932 Washington Media Institute
- COME 394 Washington Media Institute Internship
- COME 395 Media Entrepreneurship  
(*fulfills elective in the Leadership minor*)
- COME 396 Media in Today's Society (Core: EI)
- COME 397 Politics, Journalism, New Media  
(*may fulfill POLI elective with substitution form*)

## **WOMEN'S AND GENDER STUDIES [WMGS]**

[www.snc.edu/wmgs](http://www.snc.edu/wmgs)

Women's and Gender Studies is an interdisciplinary academic field which takes gender as a primary category of analysis and examines it using the insights of various disciplines, from history to sociology to religion and beyond. As a result, students in the women's and gender studies minor will gain a rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation and sexual identity.

Thus, Women's and Gender Studies is both a content area (women and gender) and an approach, including pedagogies, methodologies and disciplinary questions specific to the field. Scholarship in the area for the last 30 years continues to be innovative and ground-breaking, particularly in its ability to use interdisciplinary knowledge to recover and examine exactly what gender means, both in a national and international context.

### **Women's and Gender Studies at St. Norbert College**

Women's and Gender Studies supports the mission of St. Norbert College by providing "an educational environment that fosters intellectual, spiritual and personal development." This discipline challenges the whole person through its innovative pedagogies, relevant theories and importance in making sense of the world we encounter daily. Furthermore, we are called as a Catholic and Norbertine college to be particularly concerned with the promotion of social justice and human dignity, as mandated by the Gospels and Catholic social teaching. These concerns are integral to Women's and Gender Studies which has always been sensitive to issues of social justice and creates a space for the voices of marginalized people to be heard both inside and outside the academy.

A Women's and Gender Studies minor has strong connections to the study of the liberal arts. A liberal arts education emphasizes critical thinking and writing, interdisciplinarity and synthesis, and the building of one's ideas and arguments on firm cultural and historical foundations. The study of how gender has affected the construction of knowledge is therefore fundamental to a well-rounded liberal arts education.

### **The Benefits of Women's and Gender Studies**

Professions as varied as business, social work, medicine, law enforcement and education emphasize awareness of diversity as a key to professional success. By enhancing students' ability to recognize and analyze the gendered structures that have shaped the lives of women and men of all races, classes, nationalities, religions, sexual orientation and abilities throughout history, Women's and Gender Studies courses help students to develop what many modern professions identify as core competencies.

Today, few disciplines in the academy have been untouched by women's and gender studies theory and research. Because of this and the wide availability of undergraduate women's and gender studies courses at most institutions of higher education, familiarity with gender analyses and feminist theory is virtually taken for granted in graduate programs in the social and behavioral sciences and humanities. By providing systematic and focused curricular

opportunities to learn the fundamental assumptions and approaches associated with the study of women and gender, Women's and Gender Studies enhances the preparation of St. Norbert College students for graduate study.

## **WOMEN'S AND GENDER STUDIES FACULTY**

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**Erica Barnett-Southworth**, associate professor of education  
**Bridget Burke Ravizza**, professor of theology and religious studies  
**Deirdre Egan-Ryan**, professor of English  
**Kathleen Gallagher Elkins**, associate professor of theology and religious studies  
**Jennifer Hockenbery**, divisional dean of humanities  
**Billy Korinko**, director, Cassandra Voss Center  
**Sydney Keough**, assistant professor of philosophy  
**Valerie Kretz**, associate professor of communication and media studies  
**Laura Krull**, assistant professor of sociology  
**Shelly Mumma**, director of leadership studies, student engagement and first year experience  
**AnaMaria Clawson**, assistant professor of English  
**Victoria Tashjian**, professor of history  
**Abigail Trollinger**, associate professor of history  
**Alexa Trumpy**, associate professor of sociology  
**Gratzia Villarroel**, associate professor of political science  
**Program coordinators:** Erica Barnett-Southworth and Billy Korinko

## **COURSE REQUIREMENTS**

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### **Women's and Gender Studies Minor** - (24 credits)

1. WMGS 110/HUM 110 Introduction to Women's and Gender Studies\*
2. Two courses from each of the following areas:
  - a. Category 1: Society, Science, and History
    - WMGS 201 Men and Masculinities
    - WMGS 327 Women and Gender in United States History
    - WMGS 331 Gender and Media
    - WMGS 346 Intersections of Privilege
    - WMGS 351 Women, Gender and Imperialism
    - WMGS 360 Feminist Theory
    - WGMS 361 Gender, Sexuality and Society
  - b. Category 2: Philosophy, Religion, Art, and Literature
    - WMGS 206 Sexuality and Literature: Lesbian, Gay and Transgender Texts
    - WMGS 268 Sexuality, Intimacy and God
    - WMGS 310 Race and Sex in Contemporary U.S. Texts
    - WMGS 311 Women and Literature
    - WMGS 318 Feminist Theology
    - WMGS 324 Women in the Bible
    - WMGS 344 Feminist Philosophy
    - WMGS 375 Race and Gender in Contemporary Art
3. An additional WMGS course (from those listed above or any other WMGS designated course).

At least two of the courses counting toward the minor must be at the 300 level or above. WMGS 389, WMGS 489 Special Topics (designated courses), WMGS 490 Independent Study and WMGS 494 Internship may also count toward the minor, with the approval of the program director. Students may petition the program director for course substitutions.

\*It is recommended that students take the Introduction to Women's and Gender Studies course before the other required courses.

## **WORLD LITERATURE [WOLT]**

World literature is not a separate academic program. The courses listed below are given the WOLT designation because they are not under the direct jurisdiction of any single academic discipline. WOLT courses are taught mainly by faculty members from the humanities division.

### **WORLD LITERATURE COURSES**

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WOLT 210 Soviet Dissident Literature  
WOLT 320 Nineteenth-Century Russian Fiction  
WOLT/CLAS 325 Classical Mythology

## GRADUATE ACADEMIC PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION

[www.snc.edu/mba](http://www.snc.edu/mba)

The

The St. Norbert College master of business administration degree program is offered through the Donald J. Schneider School of Business and Economics. The primary goal of the program is to develop future senior business and organizational leaders who understand both the art and science of business. It is a campus-based program that values faculty-student and student-student engaged and personal interaction in the adult learning process. In addition to providing students with a solid business core curriculum designed to foster the knowledge sets necessary for professional organizational competence, the Schneider MBA emphasizes the interpersonal and decision-making skills that distinguish outstanding and ethical leaders.

The Schneider MBA is an accelerated program aimed at motivated students who are typically expected to complete the requirements for graduation within two to three years.

### SCHNEIDER SCHOOL MISSION AND VISION

**Vision:** St. Norbert College's Donald J. Schneider School of Business and Economics will be the intellectual hub for business in Northeastern Wisconsin.

**Mission:** The SSBE develops and empowers ethical business leaders through passionate teaching and mentoring, engaged service, and consequential scholarship. We offer challenging learning experiences in the Catholic, liberal arts tradition, and rooted in the Norbertine practices of *communio* and *localitas*.

- by **ethical** we mean we recognize challenges to our core values and develop shared frameworks for values-based decisions
- by **challenging** we mean we achieve educational excellence by engaging in rigorous and critical thinking and action
- by **communio** we mean we are called to live in relationships that strive for high standards including mutual esteem, trust, sincerity, faith, responsibility, dialogue, communication, consultation and collaboration
- by **localitas** we mean we are committed to serve the particular needs of the communities to which we belong

### MASTER OF BUSINESS ADMINISTRATION FACULTY

**Gerald Aase**, associate professor of business administration – supply chain management

**Lucy Arendt**, professor of business administration – management

**Paul M. Bursik**, professor of business administration – finance

**Miles Condon**, assistant professor of business administration – marketing

**Junnan Cui**, assistant professor of business administration – accounting

**Yuan (Sabrina) Du**, assistant professor of business administration – finance

**Jean Falconer**, assistant professor of economics

**Jason Haen**, assistant professor of business administration – accounting

**James Harris**, assistant professor of business administration – marketing

**Daniel Heiser**, dean of the Donald J. Schneider School of Business and Economics

**John-Gabriel Licht**, coordinator of the leadership studies minor, associate professor of business administration – management

**Alexia Lopes**, assistant professor of business administration – management

**Ho-Ching (Angela) Mak**, assistant professor of economics

**Jamie O'Brien**, professor of business administration – management

**Joy Pahl**, director of IBLAS, professor of business administration – management

**Kevin Quinn**, associate dean of the Schneider School of Business and Economics, professor of business administration

**Todd Sarnstrom II**, assistant professor of business administration

**Marc S. Schaffer**, coordinator of data analytics, director of the Center for Business and Economic Analysis, professor of economics

**Matthew Stollak**, coordinator of business administration, associate professor of business administration – management

**Amy Vandenberg**, coordinator of accounting, assistant professor of business administration – accounting

**Marc B. von der Ruhr**, coordinator of economics, professor of economics

**Will Wheeler**, assistant professor of economics

**Zhuoyi (Zoe) Zhao**, assistant professor of business administration – accounting

### **Graduate student advisors**

**Lisa Gray**, coordinator of the master of business administration program

**Daniel Heiser**, dean of the Donald J. Schneider School of Business and Economics

**Kevin Quinn**, associate dean of the Donald J. Schneider School of Business and Economics

## **PROGRAM ADMINISTRATION/COORDINATION**

Associate Dean of the Schneider School of Business and Economics, and coordinator of the Master of Business Administration

## **PROGRAM REQUIREMENTS**

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The MBA for Business requires students to complete 14 courses totalling 29 credits of MBA core courses. In addition, students must complete four elective courses totalling 8 credits as follows:

### **Core Courses** - (29 credits)

BUAD 600 MBA Springboard (1cr, bi-annually)

BUAD 601 Macroeconomics for Business Managers (2 cr, annually)

BUAD 602 Microeconomics for Business Managers (2 cr, annually)

BUAD 606 Managerial Accounting for Decision Makers (2 cr, annually)

BUAD 610 Business Ethics and Values-Based Leadership (2 cr, annually)

BUAD 628 Foundation Tools for Business Analytics (2cr, annually)

BUAD 629 Business Statistics and Analysis (2cr, annually) [Prerequisite of BUAD 628]

BUAD 631 Leading People and Teams (2cr, annually)

BUAD 632 Managing Human Resources (2 cr, annually)

BUAD 633 Managing Operations and Supply Chains (2 cr, annually)

BUAD 650 Financial Valuation Principles (2 cr, annually)

BUAD 651 Financial Management (2 cr, annually) [prerequisite of BUAD 650]

BUAD 670 Marketing Management (2 cr, annually)

BUAD 685 Strategic Management Capstone (4 cr, spring, annually) [Prerequisites: BUAD 601, 602, 606, 629, 632, 633, 670]

### **Elective Courses** - (8 credits)

Complete a total of four electives (8 credits), chosen from any combination of the following:

BUAD 612 Building Inclusive Workplaces (2 cr)

BUAD 637 Leading Change (2 cr) [prerequisite of BUAD 631]

BUAD 611 Leadership (2cr)

BUAD 603 Predictive Analytics with Regression Analysis (2 cr)

BUAD 604 Time Series Analysis (2 cr) [prerequisite of BUAD 603]

BUAD 615 Entrepreneurship (2 cr)

BUAD 616 Collaborative Innovation & Design (2 cr)

BUAD 630 Data visualization (2 cr)

BUAD 640 Business Communication (2 cr)  
BUAD 641 Project Management (2 cr)  
BUAD 684 Negotiation (2 cr)  
BUAD 686 Nonprofit Management (2 cr)  
BUAD 671 Consulting Clinic (2 cr) [prerequisite of BUAD 670]  
BUAD 689 Special Topics in Business (2 cr)

## **MASTER OF ARTS IN LIBERAL STUDIES**

[www.snc.edu/mls](http://www.snc.edu/mls)

The Master of Arts in Liberal Studies degree program (MLS) offers a broad range of interdisciplinary courses drawing on all academic divisions at St. Norbert College. The program aims, specifically, at engaging students in a dialogue about critical issues of our time, as well as providing them with the analytical and communication skills necessary to better understand and interact with an ever-changing world. In addition, participants in the program will gain an appreciation of the diversity of methods that constitute academic research.

### **MASTER OF ARTS IN LIBERAL STUDIES FACULTY**

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**Paul Bursik**, professor of business administration  
**Benjamin Chan**, assistant professor of philosophy  
**Anindo Choudhury**, professor of biology and environmental science  
**AnaMaria Clawson**, assistant professor of English  
**Howard J. Ebert**, director of master of arts in liberal studies, professor of theology and religious studies  
**David W. Hunnicutt**, associate professor of biology  
**Carrie Kissman**, associate professor of biology and environmental science  
**Laurie MacDiarmid**, professor of English  
**Joel Mann**, professor of philosophy  
**Wendy Scattergood**, assistant professor of political science  
**Victoria Tashjian**, professor of history  
**Gratzia Villarroel**, associate professor of political science

### **ADMISSION REQUIREMENTS**

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- Official transcripts, demonstrating a minimum GPA of 3.0, mailed by the college or university directly to the coordinator of the MLS program, confirming a bachelor's degree from an accredited institution. If undergraduate GPA is less than 3.0 you may be admitted on a probationary basis. Contact the program director for details.
- Degree application form.
- A 500-word application essay answering the following questions: What motivated you to apply to the MLS program? What are your future hopes and expectations and how do you see this program helping you to achieve those goals?
- \$50 non-refundable application fee.
- An interview with the program director and a member of the MLS Policy Committee.

### **PROGRAM REQUIREMENTS**

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#### **Core Areas - (15 credits)**

LIST 501 Introduction to Liberal Studies (3 cr)  
LIST 502 Intellectual History (3 cr)  
LIST 503 Ideas and Issues in the Humanities (3 cr)  
LIST 504 Ideas and Issues in the Natural Sciences and Mathematics (3 cr)  
LIST 505 Ideas and Issues in the Social Sciences (3 cr)

**Thematic Area - (12 credits)**

Take one course in four out of the five following thematic areas:

- LIST 540 American Perspectives (3 cr)
- LIST 545 Classical Perspectives (3 cr)
- LIST 550 Diverse Perspectives (3 cr)
- LIST 555 Ethics and Liberal Studies (3 cr)
- LIST 560 International Perspectives (3 cr)

**Additional Requirements**

- LIST 588 Capstone (2 cr)
- LIST 596 Master's Thesis Project I (1 cr)
- LIST 597 Master's Thesis Project II (1 cr)
- One elective course (1 cr)

Maintenance of a minimum grade point average of 3.0

**MASTER OF THEOLOGICAL STUDIES**

[www.snc.edu/mts](http://www.snc.edu/mts)

The Master of Theological Studies degree program provides a solid theological foundation within the context of a transformative pastoral practice, which requires rigorous study and pastoral sensitivity. The program serves the particular needs of the Diocese of Green Bay, other dioceses of the Midwest, New Mexico, and the wider ecumenical audiences in these regions. It is grounded in Scripture and in the Christian theological tradition. The central core is six required courses (18 credits) covering the traditional areas of theology. From the point of view of both the College and the diocese, the need for a common theological base is paramount in educating lay ministers for the professional roles they will be expected to fill upon completion of the program. In addition to the six required core courses, students will take five elective courses (10 credits). An integrative colloquium, a general comprehensive exam, and a thesis project conclude the program for a total of 32 credits. The Master of Theological Studies program is a professional rather than a research degree. Courses are offered year-round in the late afternoon, evenings, or on Saturdays.

**MASTER OF THEOLOGICAL STUDIES FACULTY**

- Thomas M. Bolin**, professor of theology and religious studies
- Bridget M. Burke Ravizza**, professor of theology and religious studies
- Howard Ebert**, director of master of theological studies
- Craig A. Ford, Jr.**, assistant professor of theology and religious studies
- Kathleen Gallagher Elkins**, associate professor of theology and religious studies
- Rev. Dr. Matthew R. Knapp, Sr.**, adjunct associate professor of master of theological studies
- Andrew O'Connor**, assistant professor of theology and religious studies
- Karen Park**, associate professor of theology and religious studies
- Tony M. Pichler**, adjunct instructor of theology and religious studies
- Elliot Ratzman**, visiting assistant professor of theology and religious studies
- Gerardo Rodriguez**, assistant professor of theology and religious studies

**ADMISSION REQUIREMENTS**

- Official transcripts, demonstrating a minimum GPA of 3.0, mailed by the college or university directly to the coordinator of the MTS program, evidencing a bachelor's degree from an accredited institution.
- Prior to enrollment, applicants must have earned a minimum of six credits in theology/religious studies. Provisional enrollment status may be given to students who do not meet this requirement. When necessary, students may obtain these credits through the Emmaus program at the Diocese of Green Bay, the Ecumenical Institute for Ministry (EIM) in New Mexico, or other approved educational institutions.
- Three letters of recommendation.



- An essay of 500-1000 words explaining 1) what motivated you to apply to the MTS program, 2) what your future ministerial hopes and expectations are, and 3) how you see this program helping you to achieve these goals.
- \$50 non-refundable application fee.
- Interview with a faculty member of the MTS program.

## **PROGRAM REQUIREMENTS**

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### **Core Courses** - (18 credits)

- THEO 501 Systematic Theology and Theological Method (3 cr)  
 THEO 502 Historical Development of Christian Tradition (3 cr)  
 THEO 503 Scripture and Biblical Interpretation (3 cr)  
 THEO 504 Christian Ethics (3 cr)  
 THEO 505 Christology (3 cr)  
 THEO 506 The Nature and Mission of the Church (3 cr)

### **Elective Courses** - (10 credits)

*Choose five of the following courses:*

- THEO 520 History and Models of Catechesis (2 cr)  
 THEO 522 Faith Development (2 cr)  
 THEO 540 Principles of Liturgy (2 cr)  
 THEO 541 Sacramental Theology (2 cr)  
 THEO 560 Models of Ministry and Leadership in the Church (2 cr)  
 THEO 576 Theology and Practice of Pastoral Care (2 cr)  
 THEO 578 Theologies of Ecumenical and Interreligious Dialogue (2 cr)  
 THEO 579 Enculturation and Evangelization (2 cr)  
 THEO 580 Foundations of Spirituality (2 cr)  
 THEO 589 Special Topics (2 cr)  
 THEO 590 Independent Study (2 cr, prior approval required)  
 THEO 594 Theological Practicum (2 cr, prior approval required)

### **Additional Requirements**

- THEO 509 General Comprehensive Exam (0 credits)  
 THEO 510 Integrative Colloquium (2 cr)  
 THEO 512 Master's Thesis Project I (1 cr)  
 THEO 513 Master's Thesis Project II (1 cr)  
 Maintenance of a minimum grade point average of 3.0.

### **Certificate Program for Theological Competency**

The certificate is available to students with a Master's or Bachelor's Degree in some other area who are seeking to enhance their theological background. Students should have at least a foundational knowledge of Scripture and theology before entering the certificate program.

This program is intended for students who only want to take six courses and complete a final 12-15 page paper, not a thesis. Students receive a certificate rather than a degree. Some students choose this option to further their education in theology or gain certification hours.

### **Certificate Requirements**

- THEO 501 Systematic Theology and Theological Method (3 cr)  
 THEO 502 Historical Development of Christian Tradition (3 cr)  
 THEO 503 Scripture and Biblical Interpretation (3 cr)  
 THEO 504 Christian Ethics (3 cr)  
 THEO 505 Christology (3 cr)  
 THEO 506 The Nature and Mission of the Church (3 cr)  
 Maintenance of a minimum grade point average of 3.0

Final paper (12-15 pages):

The paper should demonstrate knowledge of the core areas of theology and the ability to apply that knowledge to a particular situation. The paper should be action-oriented, describe some plan of action in a special field and reflect a theological rationale. The action described and recommended should derive from and be consistent with a theologically informed opinion.

# COURSE DESCRIPTIONS

## A

### ACCOUNTING [ACCT]

FOR DESCRIPTIONS OF BUAD COURSES, SEE SECTION ON BUSINESS ADMINISTRATION

#### ACCT 205 [4 CR]

##### FINANCIAL ACCOUNTING

A complete and balanced treatment of the concepts and procedures used by business organizations to measure and report their performance. Emphasizes the accounting cycle and preparation of the income statement, balance sheet and statement of cash flows. Financial statement analysis and interpretation is introduced. Covers income from merchandising operations, internal control, current and long-term assets, liabilities and stockholders' equity.

#### ACCT 206 [4 CR]

##### MANAGERIAL ACCOUNTING (FOR NON-ACCOUNTING MAJORS)

The course includes managerial information for planning, controlling and decision-making. Cost concepts and behaviors are studied and used for product costing in job order and standard costing systems and for performance evaluation, tactical and budgeting decisions. The emphasis is on the use of accounting information by managers. This course is not open to accounting majors. Prerequisites: ACCT 205, BUAD 142 or CSCI 110.

#### ACCT 229 [2 CR]

##### FRAUD INVESTIGATION I

This course explores the various forms of occupational fraud: who commits fraud, why and how fraud is committed, and how to prevent and detect fraudulent activities. Prerequisites: BUAD 142, BUAD 210, BUAD 231, ACCT 205 with a grade of "C" or better.

#### ACCT 300 [4 CR]

##### VOLUNTEER INCOME TAX ASSISTANCE (VITA)

The Volunteer Income Tax Assistance (VITA) program is a national initiative program, sponsored by the Internal Revenue Service, that offers free tax help to people who generally make \$55,000 or less, persons with disabilities and limited English speaking taxpayers who need assistance in preparing their own tax returns. Students receive training, both online and

in the classroom to provide free tax help for those who need assistance preparing their tax returns. Course prerequisite: instructor permission. Spring semester.

#### ACCT 305 [4 CR]

##### ACCOUNTING INFORMATION SYSTEMS

This course combines methodologies, controls and accounting techniques with information technology. Topics include processes and flow of various business transaction cycles, recognition and implementation of internal controls, data integrity and security, database theory and application, and current trends in information systems. Prerequisites: BUAD 142; ACCT 205. Spring semester.

#### ACCT 315 [4 CR]

##### MANAGERIAL COST ACCOUNTING (FOR ACCOUNTING MAJORS)

Covers concepts, systems, planning and control, cost behavior, and decision-making. The course integrates both traditional and contemporary issues in cost management and decision-making. The course emphasizes both the preparation of reports and the accountant's role in the management decision-making process. Students who have already taken ACCT 206 cannot take this course. Prerequisites: ACCT 205; BUAD 228; BUAD 142 or CSCI 110. BUAD 228 can be taken concurrently with ACCT 315. Fall semester.

#### ACCT 316 [2 CR]

##### ADVANCED COST ACCOUNTING

This course is designed for accounting majors that require advanced study in cost accounting topics. Topics covered may include, but are not limited to, contemporary management, quantitative techniques, report generation and analysis. Prerequisite: ACCT 206 or ACCT 315. Spring semester during first seven weeks.

#### ACCT 319 [4 CR]

##### FEDERAL INCOME TAX

Topics include individual, partnership, corporate, payroll, installment sales, depreciation and asset cost recovery systems, sales and exchanges, capital gains and losses, and legal basis for gain or loss. Prerequisites: ACCT 205, BUAD 228. Fall semester.

**ACCT 320 [2 CR]**  
**ACCOUNTING FOR GOVERNMENT AND NOT-FOR-PROFIT**

This course conducts an overview of accounting methods, procedures and financial reporting primarily for state and local governments and non-profits. Students will be able to comprehend the similarities and differences between fund types and be able to understand and prepare various reporting statements. Students must complete either ACCT 320 or ACCT 422. Prerequisites: ACCT 205. Spring semester, odd-numbered years.

**ACCT 321 [2 CR]**  
**ADVANCED FEDERAL INCOME TAX**

This is an advanced study of corporations, partnerships, estates and trusts, gift taxes, specially taxed corporations, capital changes and securities. Prerequisite: ACCT 319. Spring semester during first seven weeks.

**ACCT 325 [4 CR]**  
**INTERMEDIATE ACCOUNTING 1**

This first intermediate course covers comprehensive and complex issues of financial accounting. The course pays special attention to contributions to the accounting field made by professional and research groups. Topics include primary financial statements and their preparation, accounting and the time value of money, cash and receivables, investments, inventories, acquisition and disposition of property, plant and equipment, depreciation and depletion, intangible assets, and revenue recognition. Prerequisites: grade of "C" or better in ACCT 205.

**ACCT 326 [4 CR]**  
**INTERMEDIATE ACCOUNTING 2**

This second intermediate course continues the study of comprehensive and complex financial accounting concepts and procedures. Topics include current liabilities, long-term liabilities, contributed capital, retained earnings, dilutive securities, earnings per share, accounting for income taxes, pensions, leases, accounting changes, and statement of cash flows. Prerequisite: ACCT 325. Spring semester.

**ACCT 418 [4 CR]**  
**AUDITING**

This course is a broad introduction to the field of auditing. It emphasizes the philosophy and environment of the auditing profession, including the nature and purpose of auditing, auditing standards, professional conduct, auditor's legal liability, and the approach followed in performing financial statement audits. Other topics include internal control, audit

sampling, accumulating audit evidence, reporting responsibilities, other attestation and accounting services, and internal, compliance and operational auditing. Prerequisite: ACCT 325. Fall semester.

**ACCT 422 [2 CR]**  
**ACCOUNTING BUSINESS COMBINATIONS**

This course is a study of advanced accounting topics including business combinations, equity method of accounting for investments, purchase methods, consolidated financial statements, various intercompany transactions, multinational accounting, foreign currency transactions, and translation of foreign financial statements. Students must complete either ACCT 320 or ACCT 422. Prerequisite: ACCT 326. Spring semester, even-numbered years.

**ACCT 424 [2 CR]**  
**ACCOUNTING DATA ANALYTICS**

This course provides accounting students with foundational knowledge and practical skills of acquiring, processing and analyzing various accounting data. Students are exposed to a number of data analytics techniques that examine both financial and non-financial performance of businesses and facilitate decision making of accountants in different roles such as financial managers, analysts and consultants. Prerequisites: ACCT 205, BUAD 142, ACCT 305, BUAD 228 or MATH 221, ACCT 325 and ACCT 326. Spring semester.

**ACCT 495 [8 CR]**  
**PUBLIC ACCOUNTING INTERNSHIP**

Appropriate work experience with a firm specializing in the providing of tax and audit services for clients may be undertaken for course credit when directly related to the educational goals of the student. The work done or a description of the field experience is not sufficient for academic credit, there must also be evidence of reflective analysis and interpretation of the experience which relates it to the basic theory in related areas. Students must submit an Internship Course Application to the Accounting discipline coordinator to be approved for academic credit before registering for the course. Prerequisite: accounting major, Accounting discipline coordinator approval, junior or senior standing.

**ACCT 499 [0 CR]**  
**SENIOR EXAMINATION**

Assessment data is obtained through standardized tests. Completion of the assessment examination is required for graduation.

## **ART [ART]**

### **ART 110 [4 CR, CORE: WT] HISTORY OF WESTERN ART**

This course will advance the belief that art is an irreplaceable way of understanding and expressing the world — equal to but distinct from other methods of inquiry and certainty. By charting the emergence of unique and continuous traditions of visual imagery from Chauvet to the last works of the Post-Impressionists, this course will highlight canonical paintings and sculpture from major periods of Western culture. Focusing on the key innovations, personalities and styles of Western art, this general survey class will encourage a basic appreciation, analysis, recognition and interpretation of art.

### **ART 112 [4 CR, CORE: WT] HISTORY OF MODERN DESIGN**

This course will explore how humans interact with everyday products, environments and visual mediums that we encounter on a daily basis. It is a survey of design history beginning with the Arts and Crafts movement (1880-1910) through Post Modernism.

### **ART 115 [4 CR, CORE: WT] HISTORY OF MODERN ART**

A survey course rooted in the Modernist injunction, “Astonish me!”, this class will examine major figures, movements, and breakthroughs made by the Western artistic imagination in the late 19th and early 20th centuries. Different conceptions of modern art that emerged during this period, particularly the images and objects by Pablo Picasso and Andy Warhol, will be presented and discussed. Basic principles of general art appreciation, analysis, recognition and interpretation will be emphasized. Art as an experience that awakens, enlarges, refines and restores our humanity will characterize this class.

### **ART 124 [4 CR, CORE: EI] MOBILE DIGITAL PHOTOGRAPHY**

This course is an introductory course in the creative use of mobile digital media. Students will learn basic techniques that will help them to take better photographs with a smartphone. The course will cover image acquisition, image manipulation, and creative control. The final work will be output for critique through online forums. The course will progress as an exploration of mobile photography tools and applications. The course will provide foundational skills for understanding and increasing control of photographic techniques and processes through a smartphone.

### **ART 125 [4 CR, CORE: EI] INTRODUCTION TO ADOBE PHOTOSHOP (FOR NON-MAJORS)**

An introductory elective course that explores the process of digital image manipulation using Adobe Photoshop as the primary tool. The course examines various aspects of the digital process including digital image capture (scanner and camera), digital image manipulation and preparation of images for electronic publication. J-Term and Summer Session. This course is not graded using a traditional letter-grade system. Students will receive a grade of either satisfactory (“S”) or unsatisfactory (“U”).

### **ART 130 [4 CR] INTRODUCTION TO DESIGN**

This course is an introduction to design focusing on fundamental principles of two-dimensional design and the process of creating assorted design-related projects. A focus on projects that incorporate design elements that may include line, shape, space, motion, value, color, pattern and texture. It will also focus on design principles including process, unity, scale and proportion, balance and rhythm. The course is designed to provide students with a general understanding of concepts, theories and language related to two-dimensional design.

### **ART 131 [4 CR, CORE: EI] INTRODUCTION TO STUDIO ART**

This course is an introduction to studio art focusing on fundamental principles of design, fine art technical processes and methods of production. This course is designed to provide students with a general understanding of concepts, theories and language related to two- and three-dimensional studio art practice, as well as forms of time-based media. There is an emphasis on skills and principles required to create and critique art and design, particularly in the context of contemporary art practices. Students will learn to solve aesthetic, visual and conceptual problems through a variety of media and materials.

### **ART 132 [4 CR] CONTEMPORARY ART – IDEAS & PRACTICE**

This introductory studio art course explores contemporary art in concept and practice. Contemporary art is the art of today, produced by artists who are living in our time. It provides opportunities to reflect on society and the issues that are important to us and the world in our current moment. This course is designed to provide students with a general understanding of ideas related to contemporary art practice, as well as to provide introductory studio experiences. In this course,

students are introduced to the field of art as a space of knowledge development through engaged art practice, along with the thoughtfulness of critical reflection that is essential within the field of art. Students will also be introduced to a variety of media and approaches to art-making throughout the course. Fall, odd-numbered years.

**ART 134 [4 CR, CORE: EI]**

**BASIC DRAWING**

This course is an introduction to the fundamentals of drawing. Line, modeling, light and shadow, composition, Renaissance, and intuitive perspective will be explored with a strong emphasis on life drawing.

**ART 144 [4 CR, CORE: EI]**

**INTRODUCTION TO VIDEO PRODUCTION**

ART 144 is an introductory video production elective course designed to fully explore the production process using professional digital editing and production software. Students will be creating their own work from concept to final realization exploring the range from pre-production to post-production and exporting for final output. A digital video camera is required for this course. Summer session.

**ART 145 [4 CR, CORE: EI]**

**ROTSOPE ANIMATION**

An introductory animation production elective course designed to fully explore the animation production process using both traditional and digital techniques. Students will be creating their own animation projects from concept to final realization, exploring the range of animation techniques from traditional hand-drawn animation to digital rotoscoping. Rotoscoping is an animation technique in which animators trace over live action source footage frame by frame to achieve more realistic movement in their animated work. The primary software tool for the course will be iStopMotion. Summer session.

**ART 205 [4 CR, CORE: EI]**

**ART, TECHNOLOGY AND SOCIETY**

This is a research- and writing-intensive course exploring technological developments in the fine arts since the advent of photography. The course will examine the development of photography, film, video and digital technologies and their impact on the fine arts, as well as the way artists have utilized these technologies to reflect upon, analyze, critique and investigate social issues of their day.

**ART 215 [4 CR, CORE: CI]**

**SACRED ART AND ARCHITECTURE**

This course is an examination of the pliancy of sacred art and architecture within the history of Catholic belief and sacramental celebration. Focusing primarily on liturgical accouterments, sacred art and religious environments, devotional practices and the key historical figures, themes, rites and rituals within Catholic culture, this class will explore how the Catholic imagination has responded to evolving concepts of divinity, holiness, memory, gender and sanctity over the course of two millennia. Class will meet **off campus** at various locations throughout De Pere and Green Bay; it is imperative that students enrolled in this class arrive on-time at the off-campus location and do not leave class until the official end-time of the class.

**ART 220 [4 CR]**

**ART AND COMMUNITY EXPRESSION**

In this course, students will work in tandem with a Green Bay nonprofit to administer arts activities to individual elderly and disabled clients and collaborate with them in creative exploration and communication. The course emphasizes engagement as service and explores how arts activities and human interactions improve quality of life, communication and expression in the elderly and disabled. Training will be coordinated by the community nonprofit and students will meet with clients throughout the semester, as well document their experiences through journaling, reflective writing, exhibitions of art work and responses to readings. They will give presentations on their experiences as their final project.

**ART 224 [4 CR, CORE: EI]**

**INTRODUCTION TO SCULPTURE**

An introduction to three-dimensional form, processes and materials. The course introduces the elements of art in a three-dimensional context with an emphasis on skill-building, basic tool introduction and exploration of materials. Assignments require students to work independently outside of the sculpture studio. Demonstration, critique and focused studio practice are primary methods of instruction.

**ART 225 [4 CR, CORE: EI]**

**INTRODUCTORY CERAMICS**

A basic introduction to global ceramic artistic traditions as well as clay forming techniques, processes and materials. The course introduces the elements of art and three dimensional form with an emphasis on functional work and an understanding of historical and traditional ceramic forms and surface

decoration. Students will explore processes such as wheel throwing and handbuilding as well as ceramic surface and firing. Assignments also require students to work independently outside of class hours and participate in research about historical ceramics traditions, contemporary ceramic artists. They will also participate in art artist lectures and gallery visits. Demonstration, critique and focused studio practice are primary methods of instruction.

**ART 226** [4 CR]

### **MIXED MEDIA SCULPTURE**

This course allows students to conduct a personal and focused exploration on means of artistic expression not covered by the regular sculpture curriculum. It will encourage students to research unconventional and traditionally underrepresented (outsider, self-taught, naïve) artists who have utilized non-traditional materials (mixed-media) in the creation of works of art that address themes, genres and points-of-view that have enriched humankind's search for meaning and self-expression. The class will focus on completing a number of original works of art determined in consultation with the class instructor. Prerequisite: ART 224. Spring semester, alternate years.

**ART 230** [4 CR, CORE: EI]

### **BEGINNING PRINTMAKING**

This course is an introduction to a variety of basic printmaking processes and equipment. Techniques may include monotypes, intaglio and relief. Multiple original images are produced. Assignments require students to work independently in the print shop outside of class hours. Previous enrollment in ART 130 or ART 131 is strongly encouraged. Fall semester.

**ART 240** [4 CR, CORE: EI]

### **INTRODUCTORY PAINTING**

Introduction to painting materials and techniques with an emphasis on direct painting methods and painting from observation. Students will investigate color, form and composition. Demonstration, critique and focused studio practice are primary methods of instruction. Fall semester.

**ART 280** [4 CR]

### **INTRODUCTION TO PHOTOGRAPHY AND DIGITAL IMAGING**

An introductory studio-based photography course exploring the tools and techniques of digital photography and digital imaging. This course provides essential foundational skills required for a career in photography. Primary software includes Adobe Photoshop and Adobe Bridge. A DSLR with

manual control is required. Prerequisite: ART 130 or ART 131.

**ART 285** [4 CR, CORE: IS]

### **ART IN A DEMOCRATIC SOCIETY**

This course explores the role of art in a democratic society through a combination of research, community engagement, and collaborative project development. To thrive, democratic societies need citizens to participate in their community for the common good. This participation has many forms and manifestations. To understand our role as citizens in a democracy we will explore the work of artists who critically or creatively examine ideas and forms of democracy. This course will familiarize students with the theory and practice of democracy through the emerging field of social practice art and its interdisciplinary, research-based, community-engaged methods. Spring semester.

**ART 303** [4 CR]

### **ILLUSTRATION**

This hybrid course introduces upper-level art students to the field of illustration with an emphasis on creative problem-solving, visual storytelling, collaborative critique, and professional communication. Students will be expected to integrate basic design principles with drawing skills to produce complex visual solutions to problems posed. All students must work independently on projects and share both work-in-progress and finished work online. Reliable access to the internet is required for this course. Prerequisite: ART 130 and ART 230 or ART 240. Spring, odd-numbered years.

**ART 310** [4 CR, ADV CORE: BB]

### **NON-WESTERN ART HISTORY**

This course is a lecture and discussion based course with a student research component, that will explore non-Western art and architecture from a cultural, religious and historical perspective. The thematic organization of the course will allow students to make connections between the spread of religions, cultural values, conquest, trade and the expression of these elements in artistic traditions. The course will explore the arts of Asia, Africa, the Americas and the Middle East with an emphasis on art as the fluid expression of culture. Non-Western canonical works in art, sculpture and architecture will be highlighted, as the course will cover major works from these four major regions of the world. Through readings, discussion, research and presentations students will gain the ability to recognize, analyze and interpret non-Western Art. Prerequisite: ART 110.

**ART 324** [4 CR, ADV CORE: EI]  
**INTERMEDIATE SCULPTURE**

A focused exploration of sculptural techniques and strategies with an emphasis on mold making, casting and forming with plastic materials. More in-depth use of tools and technical processes as well as a special emphasis on the development of personal statements and interest. In addition to demonstration, critique and studio practice, student presentations, artist research and discussions are also modes of instruction. Prerequisite: ART 224.

**ART 330** [4 CR, ADV CORE: EI]  
**INTERMEDIATE PRINTMAKING**

This is an intensified printmaking course with an emphasis on building multi-layered and more complex images. Techniques may include photo-serigraphy, intaglio, relief and book arts. Assignments require students to work independently in the print shop outside of class hours. Prerequisite: ART 230.

**ART 335** [4 CR]  
**ADVERTISING DESIGN**

An introduction to problem solving and the basic elements of graphic design. Emphasis is placed on the development of concepts and skills in the layout of typography, illustration and photography. Prerequisite: ART 350.

**ART 337** [4 CR, ADV CORE: WT]  
**WINTER IN ROME: ART IN CONTEXT**

This course will explore Rome as a living museum of important western intellectual and artistic traditions with foundations in antiquity. Students will engage with Renaissance and Baroque architecture, art and intellectual works in context, as well as antiquity, including Roman architectural sites, sculpture and objects. Western artistic traditions, the influence of patronage and influences on contemporary ideas will be discussed alongside the works. Visits will include, Roman sites, churches, Roman and Vatican museums and contemporary art museums. Some sites relevant to the topic outside of Rome will be visited for short trips. Students will be able to respond to these experiences with studio works in clay, rubbings and impressions, sketchbook diaries and blogposts. January term, alternate years.

**ART 340** [4 CR, ADV CORE: EI]  
**INTERMEDIATE PAINTING**

Along with continued development of the methods and techniques explored in ART 240, students investigate indirect painting methods and contemporary painting practices and theory.

Traditional and contemporary approaches to painting the human figure are introduced and students develop independent projects and individual artist statements. Prerequisite: ART 240.

**ART 342** [2 CR]  
**STUDENT DESIGN CENTER**

In this practical course, students work collaboratively with a faculty mentor to create design products in response to the needs of our campus clients. Prerequisite: ART 130 and ART 350. Fall semester.

**ART 350** [4 CR]  
**COMPUTER GRAPHICS**

An introduction to various graphic applications on the Macintosh platform: Modern graphic design history, layout, electronic illustration and photographic manipulation are covered in this course. Prerequisite: ART 130 and ART 131 or consent of instructor.

**ART 355** [4 CR]  
**ALL THINGS TYPOGRAPHY**

A general introductory survey of typography. This will include terminology, history, and theory through the exploration of letter forms and word compositions using digital technologies and analog processes. The students will apply their knowledge while considering theory, history, and principles of design to four projects. Specific projects include a typographic history poster, a magazine cover combined with an editorial spread, an environmental typographic design application and creation of an alphabet with found typography. Prerequisite: ART 350. Spring semester, odd-numbered years.

**ART 366** [4 CR, ADV CORE: IS]  
**ART AND CREATIVE DEMOCRACY**

This course explores the idea of art and creative democracy through a combination of individual and collaborative project development, community engagement, as well as research and reflection on a variety of related topics and concepts. Recently, an increasing number of artists, curators, critics, and arts administrators have begun to turn their energies toward a new type of participatory social practice art that seeks to bring about positive change within a contemporary society confronted by complex issues and challenges on many fronts. To thrive, democratic societies need citizens to participate in their community for the common good. To understand our role as citizens in a democracy we will explore the work of artists who critically or creatively examine ideas and forms of democracy. Through a combination of readings, reflections, discussions of democratic theory, contemporary art, and art history,



as well as a class community engagement component, and individual and class collaborative art projects, this course will familiarize students with the theory and practice of democracy through the emerging field of social practice art and its interdisciplinary, research-based, community-engaged methods. Fall semester, even-numbered years.

**ART/WMGS 375 [4 CR, ADV CORE: DD]  
RACE, GENDER AND CONTEMPORARY ART**

A survey of how artists explore and express personal identity, unique bias and social marginalization and how contemporary art reflects society's evolving and changing attitudes toward matters of life, love and death.

**ART 380 [4 CR]  
CONTEMPORARY PHOTOGRAPHIC STRATEGIES**

A studio-based photography course exploring the strategies, techniques and approaches in contemporary fine art photography. The main objectives of the course are increasing control of the photographic process and increasing sophistication in developing projects from their initial intent to their desired outcome within the context of contemporary fine art photographic strategies. A DSLR camera is required. Prerequisite: ART 280.

**ART 389 [4 CR]  
SPECIAL TOPICS**

An in-depth study of an artistic issue of special interest. ART 389 may focus on one or more art forms, an artistic movement or comparison of movements, or a theme. Students are challenged to evaluate trends in historical and contemporary art production as it relates to their own art making. Prerequisites: ART 110, ART 130, ART 131 and ART 134.

**ART 424 [4 CR, ADV CORE: EI]  
ADVANCED SCULPTURE**

In this advanced course, students pursue individual courses of study through the creation of an overall proposal and timeline for the semester with an emphasis on artistic research, interests and ideas. Students should demonstrate the ability to create cohesive, thematic bodies of work for exhibition and that they can work independently. Prerequisite: ART 324.

**ART 430 [4 CR, ADV CORE: EI]  
ADVANCED PRINTMAKING**

This course is an upper-level printmaking course with student-proposed independent projects. Students are expected to demonstrate greater independence in

working and to produce more thematically consistent bodies of work for a final exhibition. Assignments require students to work independently in the print shop outside of class hours. Prerequisite: ART 330.

**ART 440 [4 CR, ADV CORE: EI]  
ADVANCED PAINTING**

Under the guidance of the instructor, students pursue individual courses of study. Through a concrete synthesis of content development and technical skill, each student creates a cohesive body of paintings. Emphasis is placed on the articulation of art process, content and philosophy. Prerequisite: ART 340.

**ART 460 [4 CR]  
DIGITAL STUDIO**

This fine-arts digital-studio course explores the impact of digital technologies on contemporary art practice. The digital medium will be used to investigate the relationship between art and technology, and the application of digital processes within contemporary art practice. Through lectures, screenings, readings, discussions, and the development of projects utilizing a variety of digital tools the digital medium will be explored from concept through project development and final realization. Theory and history relating to technology and art are explored and discussed.

**ART 480 [4 CR]  
ADVANCED STUDIO**

Advanced Studio is an intensive guided independent studio course that builds upon skills and strategies introduced throughout previous studio coursework. This course will include guided independent production and research in studio practice, art or design history, and critical theory. Students will develop a number of independent projects and will be expected to complete a major research project in relation to their studio productions. The research project will include art historical and theoretical inquiry relating to their studio-based work.

**ART 485 [4 CR]  
DESIGN FOR THE WEB**

This studio course explores web site design and production. It includes preparing web graphics, designing and assembling web pages, and publication of web sites. It covers terminology and current topics associated with the Internet, web design and web publishing. Prerequisite: ART 350.

**ART 490 [4 CR]  
INDEPENDENT STUDY**

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

course may not be used to replace the 400 level studio requirement. Prerequisites: instructor consent and approval by the dean of visual and performing arts.

**ART 494** [4 CR]  
**INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of corporations and agencies, a chance to work in their field of study, and to gain experience with projects and technologies that reflect the applied sector. Prerequisites: junior/senior standing and instructor consent.

**ART 499** [0 CR]  
**SENIOR ART CAPSTONE**  
**(REQUIRED FOR ALL ART MAJORS)**

The Senior Art Capstone emphasizes studio and professional practice, art theory and critical research. Students refine recent work and develop new work in preparation for the Senior Art Exhibition, which is the culminating experience of the art major. Students are introduced to professional practice skills: planning, marketing and promoting artwork, documenting work and preparing materials for grants, and scholarship and residency applications. Students learn to develop an artist talk, portfolio, biography, artist's statement and curriculum vitae. Senior year.

## **B**

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### **BIOLOGY [BIOL]**

**BIOL 105** [4 CR, CORE: PN]  
**HUMAN BIOLOGY AND SOCIETY**

Human biology includes discussion and study of selected topics in biology of particular relevance to humans and to human health and disease. Topics include the biology of human cells and selected organ systems; exercise physiology; cancer biology, early detection and prevention; genetics and genetic diseases; cardiovascular disease; the immune system and immunologic diseases such as AIDS; human nutrition and nutritional effects; and microbial human diseases. Each unit of study will include references to human evolution, human impact on society and the environment, and how each of these factors has played a role in shaping human health and the health care system. Laboratories will include the application of experimental methods and techniques for understanding the relationship between cell structure and function; exploration into human health; and the

effect of humans on the environment.

**BIOL 106** [4 CR, CORE: PN]  
**HUMANS AND THE ENVIRONMENT**

This course is an introduction to cell- and systems-level biology in humans and other animals that will allow students to understand how our activity affects our own biology and that of other organisms, with a focus on topics such as sustainability, environmental protection, and social responsibility in the face of advancing science relating to advances in manufacturing, medicine/pharmaceuticals and genetic engineering.

**BIOL 107** [4 CR, CORE: WT]  
**HUMAN EVOLUTION, EXTINCTION AND SCIENTIFIC THINKING**

This is a problem-oriented course focusing on human evolution and variation. It includes a consideration of the interaction between biological and cultural factors in human evolution and a critical examination of theories of evolutionary changes from a paleontological perspective. It provides a detailed examination of human evolution through a discussion of the fossil record, associated archaeological material (such as stone tool technology and rock art), and the theories used to explain this evidence. The course will provide a broad overview of these important topics. Other topics such as hominin dispersals, the origin of modern humans and prehistoric colonization will be treated in greater detail. There will be laboratory sessions examining, describing and discussing hominin skeletal material and associated archaeological evidence.

**BIOL 108** [4 CR, CORE: PN]  
**BIODIVERSITY**

This course is designed to introduce students to the amazing diversity of organisms in our world. Students will discuss how organisms within this diversity survive, function, reproduce, and behave in their natural environment. In addition, students will learn how environmental change, both natural and human-caused, affects diversity. Meanwhile, the class will explore interesting questions scientists ask about diversity. Ultimately, each student will leave this course with an enhanced appreciation for the diversity of life on Earth, an understanding of how this diversity has arisen, an awareness of the effects of humans on diversity, an understanding of how scientists ask and answer questions, and an understanding of the complex interactions that take place within biological communities.

**BIOL 120 [4 CR]****INTRODUCTION TO CELL & MOLECULAR BIOLOGY**

A lecture and laboratory study of living systems with particular emphasis on the molecular, cellular, and tissue levels of organization in plants, animals and prokaryotes. Genetic mechanisms and aspects of development are included. Students will build foundational knowledge in biology by exploring the integration of the natural sciences into the functioning of living systems. Fall semester.

Note: BIOL 120 and BIOL 121 are considered an introductory sequence for biology majors in both the biomedical and organismal concentrations in biology and are recommended for pre-professional students who desire an emphasis in biological sciences.

**BIOL 121 [4 CR]****INTRODUCTION TO ORGANISMAL BIOLOGY**

A lecture and laboratory study of living organisms with emphasis on heterotrophic protists, plants, fungi and animals. Evolutionary theory and processes, morphology, taxonomy, physiology, ecology and diversity are covered in detail. Prerequisite: BIOL 120. Spring semester.

Note: BIOL 120 and BIOL 121 are considered an introductory sequence for biology majors in both the biomedical and organismal concentrations in biology and are recommended for pre-professional students who desire an emphasis in biological sciences.

**BIOL 201 [4 CR]****BOTANY**

A lecture and laboratory course that concentrates on the study of plant structure and function. Topics discussed include plant growth and development, metabolism, reproduction, and response to the environment. The principles of plant biotechnology are also introduced. Lectures emphasize plant physiology while lab exercises concentrate on plant morphology and structure (gross and microscopic examinations). Labs include some plant physiology and tissue culture experiences, introduction to taxonomy, and the major plant groups. Prerequisite: BIOL 120 and BIOL 121. Fall or spring semester.

**BIOL 215 [4 CR]****HUMAN ANATOMY AND PHYSIOLOGY  
(NURSING STUDENTS ONLY)**

A lecture and laboratory study of the structure and function of human cells, tissues, organs and body systems, designed for BCON nursing program students. The lecture portion of the course will emphasize the functions of and interactions amongst components of each level of organization in normal and diseased states. Laboratory sessions will

concentrate on anatomical terminology, the histology and gross anatomy of tissues, organs and organ systems including human cadaver dissection and some measurement of physiological variables in human subjects across these systems. Prerequisite: BIOL 120.

**BIOL 220 [4 CR]****COMPARATIVE VERTEBRATE ANATOMY**

A lecture and laboratory course that includes a comparative study of vertebrate morphology with an emphasis on the functional significance of structure. A systemic approach is used, beginning with an overview, principles of evolution and basic developmental biology. Laboratories involve dissecting representative organisms from the major vertebrate groups and studying skeletal preparations. Prerequisite: BIOL 121. Fall semester.

**BIOL 228 [4 CR]****ECOLOGY**

A lecture and laboratory course on the relationships of plants and animals to one another and to their biotic and physical environment. Field trips and laboratory work provide firsthand knowledge of organisms and their ecological significance in the De Pere area. Prerequisite: grade of "C" or better in BIOL 121. Required for biology majors in the Organismal Biology concentration. Fall semester.

**BIOL 244 [4 CR]****GENETICS****(REQUIRED FOR ALL BIOLOGY MAJORS)**

A lecture and laboratory course demonstrating the basic principles of gene structure, gene action and gene transmission as found in various organisms. Topics covered include DNA structure, replication, transcription and translation, recombinant DNA technology, bacterial genetics and genome structure. Laboratory exercises include DNA electrophoresis, PCR, bacterial transformation and inheritance in both *Drosophila* and plants. Prerequisites: grade of "C" or better in BIOL 120, BIOL 121.

**BIOL 250 [4 CR]****INTRODUCTORY MICROBIOLOGY  
(NURSING STUDENTS ONLY)**

A lecture and laboratory course designed for students in the BCON nursing program dealing with the basics of microorganisms including bacteria, viruses and fungi. Topics covered include bacterial structure and function, metabolism, basic molecular biology, and the essentials of the host-microbe interaction. An emphasis is placed on aspects of microbiology important to the allied health professions. Laboratory work focuses on the culture, staining and

identification of bacteria. Prerequisite: BIOL 120.

**BIOL 310 [4 CR]**  
**TROPICAL BIOLOGY**

A lecture and laboratory course designed to provide a sound foundation in ecological concepts and biology of tropical ecosystems around the world. The ecosystems to be studied include tropical dry forests, cloud forests, savannas, mangroves and coral reefs, but special emphasis will be placed on tropical rain forests. Nutrient cycles, production, trophic interactions, plant/animal interactions, biodiversity and conservation biology are discussed. Prerequisite: BIOL 121 or instructor consent.

**BIOL 315 [4 CR]**  
**ANIMAL BEHAVIOR**

A lecture, laboratory, and discussion course that examines the principles of animal behavior. Using examples from countless species, the following topics will be explored: animal communication, anti-predator behavior, learning, foraging behaviors, cultural transmission, mate choice and mating systems, cooperation, aggression and territoriality, migration, play, and the evolution of these behaviors. The laboratory exercises for this course will consist of observation, data collection, and the presentation of techniques to assess behavior in the field and the lab. Prerequisites: BIOL 120 and BIOL 121. Fall, even-numbered years.

**BIOL 320 [4 CR]**  
**HUMAN ANATOMY AND HISTOLOGY**

A lecture and laboratory study of the gross anatomy and microscopic anatomy of the human body. The course uses a regional approach with emphasis on the upper limb, thorax, abdomen, pelvis, lower limb and brain. Students learn to identify muscles, nerves, vessels, organs and tissues of the human body. The laboratories involve cadaver dissections and light microscopy. One-third of the course includes information/laboratory work emphasizing human histology. Recommended for pre-professional students interested in health-related professions and students interested in medical illustration. Prerequisites: grade of "B" or better in BIOL 220, BIOL 372 and instructor consent. Spring semester.

**BIOL 325 [4 CR]**  
**DEVELOPMENTAL BIOLOGY**

This course covers fundamental concepts and mechanisms of animal development. Students explore the underlying cellular and molecular basis for embryonic development and the role of various determinants, factors, and other biomolecules in cell movement, migration, differentiation and orientation.

Developmental model systems (frog, chick, zebra fish, mouse, *C. elegans*, *Drosophila*) are used to explain both the commonality as well as the diversity of development. Labs combine classical embryology, observation of live animals and basic molecular techniques in development. Prerequisite: BIOL 244.

**BIOL 338 [4 CR]**  
**LIMNOLOGY**

A lecture and laboratory course dealing with the physical, chemical and biological aspects of freshwater ecosystems and the interrelationships of organisms in these habitats. Field trips and laboratory experiences provide firsthand knowledge of aquatic organisms and their ecological significance. Prerequisite: BIOL 228. Fall semester, alternate years.

**BIOL 350 [4 CR]**  
**MICROBIOLOGY**

A lecture and laboratory course dealing with the study of bacteria, viruses, eukaryotic microbes, and acellular infectious agents. Cell structure, genetics, metabolism, evolution, and ecology will be themes emphasized throughout the course, and other topics such as microbe cultivation, symbioses, pathogenesis, epidemiology, and practical applications for microorganisms will also be included. The laboratory will establish sterile technique and safe handling of microbes, and will focus on the isolation, detection, cultivation, and characterization of bacterial species. Prerequisite: grade of C or better in BIOL 244.

**BIOL 353 [4 CR]**  
**BIOTECHNOLOGY IN A GLOBAL SOCIETY**

A lecture and discussion course that deals with advances and application of biotechnology in the context of the entire living world, both the society of human beings and the larger, living environment. Due in large part to the ability to clone genes, as well as many plants and animals, and to genetically engineer these organisms (perhaps even humans), biotechnology is revolutionizing both the means and pace of our intervention in the global community. Students become aware of the techniques and advances of biotechnology and are better prepared to make informed decisions about their application. This course also provides students with the necessary scientific background to understand the ethical problems posed by biotechnology. Infrequently offered.

**BIOL 360 [4 CR]**  
**MEDICAL MICROBIOLOGY**

A lecture and laboratory course dealing with the interaction between microbial pathogens and human

hosts. A variety of bacterial, viral, and/or mycological or other eukaryotic pathogens will be examined in terms of their mechanisms of disease production and spread, interaction with the immune system, available treatments, and impact on human society. Diseases of historical importance as well as present day diseases will be included. Labs require prior mastery of standard microbiological culture and handling techniques and may include an experimental component. Prerequisites: grade of C or better in BIOL 244 and BIOL 350, CHEM 220.

**BIOL 361 [4 CR]**

**VIROLOGY**

A lecture and laboratory course dealing with the study of bacterial and animal viruses. Themes include structure and pathogenicity of viruses, vaccination, and emerging viruses. In addition, a special topic relating to recent scientific findings will be chosen on a yearly basis. Labs include preparation of media, isolation and detection of viruses, and cultivation of and characterizing viruses. Prerequisite: grade of "C" or better in BIOL 244.

**BIOL 365 [4 CR]**

**IMMUNOLOGY**

A lecture and laboratory course dealing with the immune response of vertebrates with special emphasis on mammalian systems. The development and anatomy of the immune system, as well as the various cellular components (leukocytes) and proteins (cytokines, antibodies, complement proteins) are studied in detail. Topics covered include antigen presentation, T and B cell function, immunoglobulin structure and function, innate and acquired immune responses, granulocyte mediated responses, immunity to pathogens, various forms of hypersensitivity including allergies and autoimmune diseases, and applied topics such as transplantation immunity. Labs deal with induction and measurement of an immune response. Prerequisite: grade of "C" or better in BIOL 244.

**BIOL 368 [4 CR]**

**PARASITOLOGY**

A lecture and laboratory course dealing with eukaryotic disease-causing organisms, with special emphasis on pathogens of medical and veterinary significance. It deals with important human diseases including malaria, sleeping sickness, Leishmaniasis, as well as roundworm, tapeworm, fluke and arthropod diseases. The morphology, physiology, pathology and immunology of the various parasitic diseases are considered in detail. Labs emphasize morphology and diagnostics (morphological and molecular) and may include an experimental

component. Prerequisites: BIOL 121 and BIOL 244. Every third year or by special arrangement.

**BIOL 371 [4 CR]**

**CELLULAR PHYSIOLOGY**

A lecture and laboratory course concentrating on the structure and function of the eukaryotic cell. Topics covered include membrane structure and function, post-translational processing and transport of proteins, cell adhesion and communication, signal transduction pathways, the control of the cell cycle (cancer), and the tools/methods used in cellular-level studies. The laboratory component of the course involves the maintenance and use of cancer cell lines in guided laboratory exercises and an independent research project. Laboratory work will require some student availability outside of regularly scheduled laboratory time. Prerequisites: BIOL 120, BIOL 244 and CHEM 220.

**BIOL 372 [4 CR]**

**SYSTEMIC PHYSIOLOGY**

A lecture and laboratory course concentrating on the function of organ systems and their role in the entire organism. Emphasis is placed on integration and control mechanisms. Topics covered include neurophysiology, cardiovascular, respiratory, renal and muscle physiology. Prerequisites: BIOL 121, BIOL 220, CHEM 220.

**BIOL 373 [4 CR]**

**MOLECULAR BIOLOGY**

A course involving an in-depth study of the organization and function of genes in prokaryotes and eukaryotes. The main themes of molecular genetics are emphasized. Topics discussed include DNA structure, organization, replication, transcription and control of gene expression. In addition to the text, readings from current literature are also assigned. Prerequisite: grade of "C" or better in BIOL 244. Spring semester.

**BIOL 375 [4 CR]**

**THE BIOLOGY OF THE CANCER CELL**

This course will present the basic cell and molecular biology of cancer cells. The roles of signal transduction pathways, chemical carcinogens, oncogenes and viruses in carcinogenesis will be discussed. The processes of apoptosis, angiogenesis and metastasis will also be covered. Strategies and mechanisms of cancer treatment will be introduced. The laboratory component of the course will involve the maintenance and use of cancer cell lines in guided laboratory exercises and an independent research project. Laboratory work will require some student availability outside of regularly scheduled laboratory

time. Prerequisite: grade of “C” or better in BIOL 244.

**BIOL 385 [4 CR]**

**ENDOCRINOLOGY**

A lecture and laboratory course on hormones, the mechanisms by which hormones control cellular function, and the interactions among the endocrine and other body systems, especially the digestive and reproductive systems. Prerequisite: BIOL 372. Fall semester.

**BIOL 386 [4 CR]**

**NEUROSCIENCE**

A lecture, laboratory and discussion course on the scientific study of the nervous system. Topics covered include a history of the field, nerve, and glial cell physiology, the evolution of neurotransmission, learning, and memory especially relating to sensitive periods, sexual differentiation of the nervous system, and nervous system disorders. Laboratory exercises will focus on histological techniques, immunohistochemical localization of components of neuroendocrine systems, neuroanatomy and gene expression patterns in rodents, and stereotaxic surgery. Current articles from the primary literature as well as those seminal to the field of neuroscience will be discussed. Prerequisites: BIOL 120 and BIOL 121. BIOL 372 preferred. J-term or summer sessions.

**BIOL 388 [4 CR]**

**MAMMALOLOGY**

A study of mammals with emphasis on principles of mammalian ecology, conservation and biodiversity. Topics include characteristics of mammals, classification, natural history, ecology, biodiversity, conservation and techniques in field study. Special emphasis will be given to mammals residing in Northeastern Wisconsin. Prerequisite: BIOL 121.

**BIOL 390 [4 CR]**

**ICHTHYOLOGY**

A lecture and laboratory course on the classification, morphology, physiology and ecology of fish. Laboratory activities include individual student projects and the collection and identification of Wisconsin fish. Prerequisite: BIOL 121. Every third year or by special arrangement.

**BIOL 410 [4 CR]**

**DISEASE ECOLOGY**

A lecture, laboratory, and discussion course on the scientific study of disease ecology with an emphasis on the One Health initiative. This course will focus on ecological and evolutionary processes that drive the transmission of pathogens between hosts; the impact of disease on host populations; and what

causes the emergence of an infectious disease. Content will incorporate concepts from a wide range of subjects (e.g. microbiology, genetics, virology, ecology, animal behavior... etc.) to examine both wildlife and human diseases such as Zika, Ebola, influenza, malaria, white nose syndrome, Lyme disease, HIV, chytrid fungus, chronic wasting disease, and many others. Prerequisites: BIOL 120 and BIOL 121; BIOL 244 preferred. J-term.

**BIOL 428 [4 CR]**

**ADVANCED ECOLOGY**

A course involving an original student laboratory and/or field investigation of an ecological or related problem, under faculty supervision, culminating in a final research thesis. Prerequisites: BIOL 228 and instructor consent.

**BIOL 430 [4 CR]**

**PALEOBIOLOGY**

A lecture and laboratory course exploring the evolutionary history of invertebrates and vertebrates by studying fossils and geology. Prerequisite: BIOL 121 or GEOL 105. Alternate years.

**BIOL 460 [4 CR]**

**BIOLOGY SEMINAR**

An in-depth study of biologically oriented topics in an area not usually covered by scheduled courses. Emphasis will be on current literature with student independent study and presentations. Prerequisites: BIOL 244 and instructor consent.

**BIOL 489 [4 CR]**

**SPECIAL TOPICS**

A course designed for group study of subject matter of special interest. The organization, methodology, and objective of the course will be determined by the instructor and may include a laboratory experience. Prerequisite: junior and senior biology majors or instructor consent.

**BIOL 490 [4 CR]**

**INDEPENDENT STUDY**

A course that allows students to pursue an area of study on an individual basis with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior and senior biology majors, instructor consent, and approval of the dean of natural sciences.

**BIOL 492 [4 CR]**

**DIRECTED RESEARCH**

A course that allows a student to conduct research under the direction of a faculty member, usually as a

continuation of BIOL 490. Prerequisites: junior standing, instructor consent and approval of the dean of natural sciences.

**BIOL 494**  
**INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience with state-of-the-art equipment and practices. Prerequisite: junior/senior standing.

**BIOL 496** [4 CR]  
**RESEARCH AND THESIS**

Original student laboratory and/or field research of a biological problem under faculty supervision, culminating in a bachelor's thesis when approved. The student interested in research will seek a staff member willing to direct the work and to chair the student's faculty committee. The student will submit to the prospective research director a written proposal of the project. The staff member then forms a committee 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 or her work in a public forum at a time set by his or her committee. Prerequisites: biology major and instructor consent.

**BIOL 499** [0 CR]  
**SENIOR ASSESSMENT**

This course consists of a single three-hour session during which students complete standardized tests of knowledge of the major field and/or other measures of the intended learning outcomes of the biology program. The data gathered during the session assists members of the biology faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final semester of coursework at the College. (Please note that this course cannot be counted as an upper-level biology course to fulfill concentration requirements). Prerequisites: Senior standing, Biology major.

## **BUSINESS ADMINISTRATION [BUAD]**

**FOR DESCRIPTIONS OF ACCT COURSES, SEE SECTION ON ACCOUNTING**

**BUAD 142** [4 CR]  
**COMPUTER APPLICATIONS IN BUSINESS**

This course focuses on the software skills necessary in today's business environment to analyze problems and make informed decisions. Due to its widespread use, emphasis will be placed on building strong Excel skills such as: advanced use of functions and formulas, pivot tables, descriptive statistics, linear programming, and regression. Students will also be exposed to basic concepts in modern databases such as nomenclature, structure, and reporting. Finally, students will be introduced to Tableau and R, two software packages that are rapidly growing in popularity in the field of data analytics. Tableau is a powerful but easy-to-use data visualization tool, while R is a full-fledged statistical software package where students will gain the experience of coding.

**BUAD 210** [2 CR]  
**BUSINESS ETHICS**

This course examines the role and purpose of ethics in business. Students are exposed to methods and frameworks for moral reasoning and for resolving ethical dilemmas. Students will also learn about the concept of corporate social responsibility and explore its relevance to ethical business activities and obligations. Prerequisite: sophomore standing.

**BUAD 215** [4 CR, CORE: IS]  
**ENTREPRENEURSHIP**

Develop your skills as a passionate, motivated entrepreneur. If you already have an idea that you want to grow, this course can help make that happen. Don't have an idea? You'll learn how to identify opportunities and how to act on them. You will learn how to create and build your venture. You will also discover how your business idea fits into the broader society. This course is based on the theme, "act, learn, build," therefore, classroom meetings are active learning experiences. Students will acquire an understanding of the entrepreneurial process - a process of opportunity recognition, resource gathering, and team building, all driven by business methodologies in idea generation, feasibility analysis, and business plan creation. Fall semester.

**BUAD 228 [4 CR]**  
**ADVANCED STATISTICS FOR BUSINESS AND ECONOMICS**

Introduction to the basic statistical concepts and techniques used to analyze data in business and economics. Covers descriptive and inferential statistics, probability and probability distributions, sampling and estimation, hypothesis testing, regression and correlation analysis, and other selected topics. Includes statistical software applications. Prerequisites: MATH 124 or MATH 128 or MATH 131 or SSCI 224.

**BUAD 231 [2 CR]**  
**INTRODUCTION TO ORGANIZATIONAL BEHAVIOR**

Organizational behavior is a field of study that investigates the impact that individuals, groups and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. Topics include motivation of individuals and groups, group dynamics, leadership and influence processes, the exercise of social power and authority in groups, formal and informal organization, and the social and ethical context of decision-making processes. Prerequisite: sophomore standing.

**BUAD 232 [2 CR]**  
**INTRODUCTION TO HUMAN RESOURCE MANAGEMENT**

This course provides a basic examination of the human resource function. Participants will examine topic areas including human resource planning, employment law, staffing, training and development, performance management, total rewards and compensation, and employee relations. The course includes readings, lectures, class discussions and application activities. Prerequisite: sophomore standing.

**BUAD 233 [2 CR]**  
**INTRODUCTION TO OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

This course introduces operations and supply chain management concepts and techniques affecting the quality of goods and services delivered to customers. The course introduces quality management and process improvement concepts while showing how they pertain to all business disciplines and sectors. Operational topics such as capacity management, inventory management and waiting line analysis are also introduced to show how the management of people, materials, equipment and processes affect customer perceptions of quality. The course then concludes with an overview of Supply Chain

Management concepts and decisions. Prerequisite: sophomore standing.

**BUAD 256**  
**PERSONAL FINANCE**

Introduction to the basic financial and economic decisions made by nearly all individuals and families over the course of a lifetime. Includes some basic keys to investing wisely, purchasing a home, buying the appropriate amount of insurance, obtaining credit, managing your payment account and planning for future financial security. Although open to students majoring in business, this course may not be counted as an advanced requirement in the business administration major. Prerequisites: MATH 115 and sophomore standing. Infrequently offered.

**BUAD 262 [4 CR]**  
**INTRODUCTION TO INTERNATIONAL BUSINESS**

The course will introduce students to the international business environment, including the political, social, economic and cultural dimensions of foreign countries. Students are also expected to participate in the operation of Discoveries International, a not-for-profit corporation on campus managed by students. Prerequisite: sophomore standing, IBLAS or Business major. Spring semester.

**BUAD 270 [4 CR]**  
**MARKETING CONCEPTS AND ISSUES**

Introduction to marketing as an essential business function. Covers the role of marketing in companies, the marketing mix and its management, and selected platforms such as marketing internationally and on the Internet. Emphasizes responsible decision-making within regard to various constituents. Prerequisite: sophomore standing.

**BUAD 314 [4 CR]**  
**NEGOTIATION**

This course introduces students to the theory and practice of negotiation by emphasizing both analytical and interpersonal skills. Interpersonal skills are important because negotiation is essentially a process of communication, trust building (or breaking), and mutual persuasion. With the aid of case discussions, exercises, and guest speakers, we will develop a set of conceptual frameworks to help students diagnose barriers to agreement and develop creative strategies to address them. This course will focus on the concepts, theories, and practices of negotiation. In-class activities will be experiential in nature, and work assigned will require students to be both reflective and analytical in a diverse set of contexts. Topics covered will include subjects such as negotiation from the context of developing one's



style, power, persuasion, and how negotiation changes when in different and diverse contexts such as culture and gender. In addition, other class goals include:

- Increase self-awareness concerning motivational tendencies, ethical decision-making, and negotiation confidence.
  - Develop strategies to navigate and add value in face-to-face and virtual negotiations.
  - Give and receive constructive feedback concerning styles and techniques for use in future negotiations.
  - Practice skills and competencies related to negotiations in a variety of diverse scenarios.
  - Research regarding relevant application of negotiations concepts in your fields of interest.
- Prerequisite: BUAD 231 or BUAD 232 or LEAD 200 or BUAD 215. Spring semester.

### **BUAD 333 [2 CR]**

#### **ADVANCED OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

This is the second course in a two-course sequence addressing operations and supply chain management. This course focuses on quantitative techniques pertaining to process improvement and supply chain management. Various concepts are also introduced to provide a broader perspective for delivering products or services to customers. Examples of relevant topics include: forecasting, logistics and materials management, facility design and location, project management and control, statistical process control and process capability, simulation, linear programming and the transportation problem modeling. Prerequisites: BUAD 233, BUAD 142, and (MATH 128 or SSCI 224).

### **BUAD 334 [4 CR]**

#### **SUPPLY CHAIN MANAGEMENT**

This course deals with the effective management of resources and activities that produce or deliver goods and services in manufacturing and service organizations. This includes the effective management of people, materials, equipment, and processes that businesses need to design, produce, and deliver goods and services. Prerequisite: BUAD 233.

### **BUAD 336 [4 CR]**

#### **INTERMEDIATE HUMAN RESOURCE MANAGEMENT**

This course builds upon the introduction of human resource management in BUAD 232. It considers topics such as workforce analytics, employment law, employee relations, and safety and health. It also studies the history and background of the labor movement, union organizational activities, and contract negotiation and administration. The course

also provides deeper depth into the area of compensation and benefits.

### **BUAD 337 [4 CR]**

#### **ADVANCED ORGANIZATIONAL BEHAVIOR**

This behavioral course focuses on the micro-level of group behavior as a management concern. Topics include motivation of individuals and groups, group dynamics, leadership and influence processes, the exercise of social power and authority in groups, formal and informal organization, and the social and ethical context of decision-making processes. Elements of behavioral theory and research are presented. Prerequisite: BUAD 231, BUAD 232.

### **BUAD 338 [4 CR]**

#### **ORGANIZATIONAL THEORY AND PRACTICE**

This course focuses on the macro-level of organization as a concern of management and elaborates upon the principles of management and the administrative approach to management. Topics include organizational goals, boundaries, size and structure, and the environmental factors and technological considerations that affect organizations. Bureaucratic, environmental and technological theories of organization; classical line, staff, functional and matrix organizational designs; and contemporary organic concepts are presented. Students learn to analyze the design of organizations and to assess the impact of such designs on the performance of the organizations. Prerequisite: BUAD 231 or instructor consent.

### **BUAD 340 [4 CR, ADV CORE: BB]**

#### **GLOBAL SEMINAR IN BUSINESS**

This interdisciplinary Global Seminar Study Abroad course explores leadership as exercised by ordinary people in Europe during WWI and WWII. Topics include leadership as it relates to moral courage, decision making, conflict management, emotional intelligence, psychological stress, followership, and power and influence. Students will apply the historical lessons learned to their contemporary lives as individuals and members of organizations and communities. The course includes site visits to museums, memorials, cemeteries, and historical and cultural attractions in Belgium, France, and Germany.

### **BUAD/CSCI 345 [4 CR]**

#### **BUSINESS APPLICATIONS USING SYSTEMS ANALYSIS AND DESIGN**

This course is designed to provide students with an understanding of systems analysis and design in business applications. The students completing this course should be able to identify and analyze business problems and create solutions using systems

analysis and design techniques, evaluate and choose appropriate software tools, and create design documents that can be used to implement the system. Students will also learn about user interface design, database design, systems architecture and implementation, systems operation, support, and security. Prerequisite: BUAD 142, or computer science major. Alternate years.

**BUAD 350 [4 CR]**  
**CORPORATE FINANCE**

As an introductory course in finance, BUAD 350 acquaints students with the fundamental tools and concepts used in financial decision-making and financial management. In addition to an overview of the financial system, this course covers discounted cash flow analysis, financial ratio analysis, security valuation, risk and return, financial forecasting, capital budgeting, capital structure and other selected topics including international dimensions of finance. Prerequisites: ACCT 205, ECON 102, MATH 128 or MATH 321 or SSCI 224.

**BUAD 351 [4 CR]**  
**INVESTMENTS**

This course acquaints students with various types of investments, why individuals invest, and how individuals invest. As such, the intent is to provide the fundamental concepts, theories and techniques of investing in financial assets including stocks, bonds, mutual funds and derivatives. The course also introduces students to the area of portfolio management. The global aspect of investing will also be discussed. This course provides the opportunity for students to experience hands-on investing through managing an online portfolio. Prerequisite: BUAD 350. Fall semester.

**BUAD 352 [4 CR]**  
**FINANCIAL INSTITUTIONS AND MARKETS**

This course will provide a conceptual and practical overview of financial institutions and markets. Students will study the financial management of bank and non-bank financial institutions. Emphasis will be placed on studying the major trends and problems faced by these institutions, both on a national and an international level. Attention will also be given to money and capital markets and to the role and determinants of interest rates. Prerequisite or co-requisite: BUAD 350.

Note: Students may not get credit for both BUAD 352 and ECON 390.

**BUAD 355 [4 CR]**  
**ADVANCED FINANCIAL MANAGEMENT**

An in-depth analysis of the financial manager's decision-making role. Through use of the case method, students are faced with realistic problems that permit them to apply financial theory as well as utilize and enhance the problem-solving skills developed in previous courses. Student groups prepare written case reports and make case presentations. Prerequisite: BUAD 350.

**BUAD 356 [4 CR]**  
**RISK MANAGEMENT AND INSURANCE I**

The course begins with an exploration of the nature, sources, and measurement of risks. The course includes the evaluation of risks and the risk management process; both noninsurance and insurance solutions to the risk management problem are considered. Applications include risks faced by auto owners, homeowners, and individuals in terms of life and health risks. Finally, the course will cover the insurance industry. Students will learn about the various types of insurers, the functions of insurers, and the regulation of the insurance industry. Prerequisite: junior standing.

**BUAD 357 [4 CR]**  
**RISK MANAGEMENT AND INSURANCE II**

This course examines the basic operational functions of an insurer and reinsurer, and explores the operational impact from market and regulatory environments. Key topics addressed in the course include industry structure, regulation, distribution systems, underwriting, ratemaking and insurance pricing, reinsurance, and loss control and solvency. Combined with current issues in insurance industry, both personal lines and commercial lines insurance operations are examined. Spring semester.

**BUAD 371 [4 CR]**  
**SALES MANAGEMENT**

This course provides an integrated application of management and marketing principles to the corporate selling function. Concepts covered include demand forecasting, production planning, sales quota and territory assignments, consumer behavior, selling techniques, and sales force recruitment and supervision. Cases provide an integrative policy orientation to this course. Prerequisite: BUAD 270. Alternate years.

**BUAD 372 [4 CR]**  
**MARKETING RESEARCH**

This course provides an introduction to marketing research as an essential marketing function. Covers

the options and decisions to be made in finding problems, formulating research models, choosing research designs, collecting and evaluating data, and presenting results. The course consists of two integrated parts — learning about the institutions, tools and methods of marketing research and applying them to a practical research project. Prerequisites: BUAD 228, BUAD 270, or SSCI 224 or MATH 321.

**BUAD 374 [4 CR]**  
**MARKETING PROMOTIONS**

Introduction to promotions as an essential marketing function. Study of promotional tools such as advertising, sales promotion, and public relations in the context of both traditional and electronic platforms. Both the development of promotion strategies and their implementation through various media are covered. Prerequisites: BUAD 228, BUAD 270, or SSCI 224 or MATH 321.

**BUAD 375 [4 CR]**  
**CONSUMER BEHAVIOR**

This course concentrates on the psychological and sociological aspects of the marketing function. Topics include motivation, learning and memory, socialization, attitude formation, and lifestyle expression. Prerequisite: BUAD 270, ECON 102.

**BUAD 386 [4 CR, ADV CORE: WT]**  
**LEADING THROUGH ADVERSITY**

This class in Leading Through Adversity: Historical Case Studies will take an interdisciplinary approach that includes psychology, communication, and management and examine some of the most historic human error case studies. The class will explore scenarios where

- leaders and managers must solve significant problems;
- humans have made critical errors;
- the role of the individual is vital in solving these problems in various settings; and
- recommendations need to be made so as to learn from these scenarios and stories.

These case studies will explore a variety of areas: societal problems (for example – leadership in the face of challenging societal norms), cultural problems (for example – leadership issues in different cultural contexts), decision making (for example – the biases that cause human error and prevent robust decision making), and understanding how individuals interact (for example – how humans working in groups can cause problems and how we solve them), to name a few.

**BUAD 387 [4 CR, ADV CORE: IS]**  
**AVIATION DISASTER EXPLORATION -- DECISION MAKING ERRORS**

This class in Aviation Disaster Exploration: Decision Making Errors will explore some of the most famous aviation disasters through the lens of human decision-making errors. It will take an interdisciplinary approach that includes social psychology, communication, and management as we examine some of the most interesting aviation case studies. The class will explore scenarios where:

- leaders and managers must solve significant problems;
- humans have made critical errors,
- the role of the individual is vital in solving these problems in various settings, recommendations need to be made so as to learn from these scenarios and stories.

These case studies will explore a variety of applied theoretical areas: resilience in decision making (for example – leadership in the face of extreme crisis), cultural problems (for example – accidents caused by issues in different cultural scenarios), cognitive biases (for example – accidents caused by the unchecked biases that cause human error and prevent robust decision making ), and understanding how individuals interact (for example – how humans work and communicate in groups and how several aviation accidents have been caused by not understanding group dynamics), to name a few. Summer semester.

**BUAD 388 [4 CR, ADV CORE: BB]**  
**INTERNATIONAL MANAGEMENT**

The study of international management is gaining importance as organisations expand their operations globally. This International management class is designed to help students learn the fundamentals of international management strategies and cross-cultural management. Further, throughout the course, students are expected to develop a sense of ease to engage in business in a multicultural business management environment.

The course is comprised of three segments. The first is devoted to providing a better understanding of the international environment challenges. Focus is placed on the analysis of country differences in political economy and political risks as well as cultural and social contexts. In this segment, the course covers the major facets of the international management environment (legal, political, economic, and cultural). The central debates surrounding the culture construct, formal and informal institutions, economic development, and regional integrations are presented in class, along with the major frameworks that have been used to describe these phenomena. Students are

exposed to a diversity of ideas about cultural values in different nations, and how those values influence management and organisational practices. The readings build upon students' existing knowledge of the functioning of American and Western European business organisations, and help them develop an understanding of how organisations function in a wide variety of cultures.

The second section of the course builds on the first section and analyses global organisational forms and international strategies. Its focus is on the strategic challenges confronting firms that compete in the global economy. It aims to develop understanding of how to gain competitive advantage and compete successfully in the international marketplace. In other words, its objective is to achieve an enhanced understanding of the most fundamental question in international management: What determines the international success and failure of companies? Finally, the third section deals with international management operations and covers an array of organisational issues such as human resource staffing and motivating a multi-cultural workforce, global marketing, design of global products and services, global R&D, and financing and accountability. Summer Semester.

**BUAD 390 [4 CR]**  
**BUSINESS LAW**

Students will study basic principles of law as it relates to business. Topics include civil procedure, tort, contract, agency, employment, partnerships and corporations. Prerequisite: junior standing.

**BUAD 400 [4 CR]**  
**CASE STUDIES: LEADERS IN FILM**

This course examines the many ways leaders are portrayed in films and the implications of these portrayals for leadership in practice. Students will analyze and evaluate portrayals of leaders in film using a variety of theories and perspectives, including: traditional theories of leadership, personality and leadership, emotional intelligence and leadership, courage and moral leadership, team leadership, transformational leadership, visionary leadership, servant leadership, and gender and leadership. Prerequisites: grade of "D" or better in BUAD 230 or BUAD 231. Fall semester.

**BUAD 410 [4 CR]**  
**ENTREPRENEURIAL EXPERIENCE**

The Entrepreneurial Experience is about acting upon a real entrepreneurial opportunity. Building on the foundation of BUAD 215, students will put their ideas into practice by developing and building on key

action steps to advance their own venture or to advance projects for existing organizations. This process involves research that engages prospective customers, suppliers, stakeholders, experts, comparable and complementary ventures, and investors. Students are challenged to test ideas and gain a clearer understanding of the interdisciplinary complexities of the entrepreneurial environment. Readings and cases will provide supplemental background. The class experience addresses how to build and lead an enterprising new venture. Students will set goals and action steps to move their venture forward, working with both external and internal mentors. Students will work independently as well as interdependently with other students in the course. Contact time for this course is divided between in-class sessions and out-of-class meetings with the instructor. Prerequisite: BUAD 215. Fall semester.

**BUAD 430 [4 CR]**  
**CORPORATE SOCIAL RESPONSIBILITY**

Corporate social responsibility ("CSR") concerns the responsibilities businesses have to deliberately support a just social order, above and beyond the good side effects of their profit-making ventures. In this course, students will learn how to implement CSR by partnering with a local business. Students will (1) understand how their own values support business-centered CSR, using appropriate moral theories, (2) figure out how those forms of CSR can be realized by the concrete actions of partnering local businesses (or non-profit organizations), and (3) help an organization develop and implement strategies for realizing the relevant forms of CSR in light of its goals, its place within a community, and its values. Students will achieve these outcomes through exploring the following specific topics: stakeholder management, sustainability, diversity and democratic corporate governance, profit-nonprofit partnerships, corporate political activity, and global CSR.

**BUAD 436 [4 CR]**  
**ADVANCED HUMAN RESOURCE MANAGEMENT**

This course is about both the design and execution of human resource management. This course has two central themes: how to think systematically and strategically about aspects of managing the organization's human resources and what really needs to be done to implement these policies to achieve competitive advantage. It adopts the perspective of a general manager and addresses human resource topics including reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, Equal Employment Opportunity laws, workforce diversity, and union /

management relationships from a strategic perspective. Prerequisite: BUAD 336. Alternate years.

**BUAD 437 [4 CR]**

**COMPENSATION MANAGEMENT**

The purpose of this course is to provide students with a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Students examine the context of compensation practice, the criteria used to compensate employees, compensation design issues, employee benefits, and contemporary challenges that compensation professionals will face well into the 21st century. You will learn core compensation systems concepts and tools through lectures, assigned text readings, and other ancillary assignments. Prerequisite: BUAD 228, BUAD 232.

**BUAD 469 [4 CR]**

**IBLAS SENIOR SEMINAR**

This capstone course, required for all senior IBLAS majors, attempts to integrate the knowledge and skills derived from prerequisite courses in business, language, mathematics, political science and economics. The format includes lectures, oral presentations by students, visitors, panel discussions, field trips and visits to conferences, case analyses and hands-on responsibility for the student-run import retailing operation, Discoveries International. Prerequisite: senior IBLAS major, Global Business Concentration, or instructor consent. Spring semester.

**BUAD 471 [4 CR]**

**MARKETING MANAGEMENT AND STRATEGY**

This capstone course takes an analytical and a learning-by-doing approach to marketing with particular regard to strategic decisions. It deals with optimizing marketing management decisions by using quantitative tools. Among the issues covered are customer loyalty and relationship marketing, branding, product launch, pricing, promotion budgets, and customer-segment analysis. At the center of the course is the development of a hands-on semester project. Prerequisites: BUAD 228, BUAD 270.

**BUAD 477 [4 CR, ADV CORE: IS]**

**KNOWLEDGE MANAGEMENT AND SOCIETY**

This course is about the importance of embracing the ever-changing knowledge within organizations. This course has two central themes: how to think about technological disruption as it pertains to organizations within industries, and individuals within organizations. It also explores how individuals

deal with the psychological stress of change within organizations. Alternate years.

**BUAD 485 [4 CR]**

**STRATEGIC MANAGEMENT SEMINAR**

An integrated approach to strategic decision-making is taken through the use of such activities as case studies, simulations and role-playing. Emphasis is placed on synthesizing the knowledge and skills derived from Accounting, Economics, Finance, Marketing and Management courses. Prerequisites: ACCT 206 or 315, BUAD 210, BUAD 231, BUAD 232, BUAD 233, BUAD 270, BUAD 350 and senior standing.

**BUAD 486 [4 CR]**

**SMALL BUSINESS VENTURES**

This is a seminar course offered whenever a mutual interest in a more specialized topic in business administration exists for a member of the faculty and a sufficient number of students. Prerequisites: BUAD 206 or BUAD 315, BUAD 270, BUAD 350, and senior standing. Infrequently offered.

**BUAD 489 [4 CR]**

**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more specialized topic in Business Administration exists for a member of the faculty and a sufficient number of students.

**BUAD 490 [2 OR 4 CR]**

**INDEPENDENT STUDY**

Individual study of an approved topic in business under the direction of a Business faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading, tutorial discussion and written work are required. Prerequisite: instructor consent and approval of the dean of social sciences.

**BUAD 492**

**DIRECTED RESEARCH**

Qualified students may perform business research projects under the supervision of a Business faculty member. Prerequisite: instructor consent and approval of dean of social sciences.

**BUAD 494 [4 CR]**

**INTERNSHIP**

Appropriate work experience with business firms or government agencies may be undertaken for course credit when directly related to the educational goals of the student. The work done or a description of the field experience is not sufficient for academic credit, there must also be evidence of reflective analysis and interpretation of the experience which relates it to the

basic theory in related areas. Students must submit an Internship Course Application to the course instructor to be approved for academic credit before registering for the course. Prerequisite: business or accounting major, instructor approval, junior or senior standing.

Note that the summer offering of this course is done online.

## **GRADUATE COURSES (THESE COURSES ARE AVAILABLE ONLY TO GRADUATE STUDENTS)**

### **BUAD 500 [2 CR] FUNDAMENTALS OF ACCOUNTING AND FINANCE**

This course is an introductory study of the accounting and finance theories used while making business decisions. It assumes no prior accounting or finance knowledge. The two major learning objectives for the course are that students learn how to use the basic financial statements to make business decisions, and learn how to evaluate various business decisions using relevant quantitative and qualitative managerial accounting information. At the discretion of the dean of the Schneider School of Business and Economics, the successful completion of relevant prior coursework in accounting and finance coursework may be substituted for completion of this course.

### **BUAD 510 [1 CR] INTRODUCTION TO BUSINESS LEADERSHIP**

This course is the gateway to the Schneider School MBA program for every student. Students are expected to take it as soon as possible after entering the program. The course is intended to provide a common experience for all MBA students by exploring self-awareness and positive leadership behaviors, investigating elements and principles of successful 21st century leadership, and examining the foundations and philosophy of the Norbertine order and St. Norbert College and their impact and influence on leadership.

### **BUAD 511 [3 CR] LEADERSHIP AND MANAGING ORGANIZATIONAL CHANGE**

This course prepares innovative leaders to put fresh ideas to work and do so responsibly. It will examine the skills and tools required to be a transformational, charismatic leader. Students will explore how successful leaders influence groups, understand behavior, and lead people toward the achievement and realization of the organizational vision. (Taken early in the program.)

### **BUAD 512 [3 CR] BUSINESS ETHICS AND VALUES-BASED LEADERSHIP**

This course examines the roles played by values and ethics in the many decisions faced by business organizations. Students will examine how their values are determined and how they inform responsible behavior in organizations. Further, the course will analyze the role of firms in promoting sustainability in the communities in which they operate. (Taken early in the program.)

### **BUAD 515 [1.5 CR] MICROECONOMICS FOR MANAGERS**

This course will provide students with an introduction to applied microeconomics for business decision making. It will consider how markets function, how the government may interfere in the market, production and cost in the short and long run, and price determination.

### **BUAD 516 [1.5 CR] MACROECONOMICS FOR MANAGERS**

This course will provide students with an introduction to the macroeconomic variables that managers should understand in order to assess changes in the business environment. Further, it will examine major models of how the macroeconomy functions with the intent of informing managers of how policy will impact the macroeconomy, and in turn, their business.

### **BUAD 518 [1.5 CR] FINANCIAL ANALYSIS**

This course emphasizes the knowledge, skills, and tools necessary for financial decision-making. Topics include time value of money, the determinants of interest rates, the valuation of financial assets, the risk-return relationship, and the basics of capital budgeting. This course will require mastery of required material through homework and examinations.

### **BUAD 519 [1.5 CR] FINANCIAL MANAGEMENT**

This course provides an overview of the financial management aspects of business organizations, emphasizing case analysis. Topics include evaluation of performance through financial statement analysis, capital budgeting analysis, financial planning and capital structure, working capital management, and dividend policy. Prerequisites: BUAD 500, BUAD 518.

**BUAD 520 [1.5 CR]**  
**STRATEGIC HUMAN RESOURCE MANAGEMENT**

This course develops an understanding of how human resource management practices influence organizational success and how general managers acquire the skills needed in order to successfully manage its people. This course will draw on economics, psychology, sociology, and legal issues to inform students about job analysis, human resource planning, recruiting, selecting, training, evaluating, and compensating employees in order to develop and maintain a highly committed and high performing workforce.

**BUAD 521 [1.5 CR]**  
**FUNDAMENTALS OF BUSINESS ANALYTICS**

This course explores how business analytics combines domain knowledge, statistics, and technology to make data-driven business decisions for solving business problems. Students are introduced to a 4-step Business Analytic Process involving: getting data, preparing data, analyzing data and communicating results to improve business performance. Online tutorials and exercises are used to master spreadsheet and database skills required to pass several MS Office certifications. Finally, students will be introduced to Tableau and R-Studio so they are prepared to take additional data analytic MBA electives.

**BUAD 523 [3 CR]**  
**STRATEGIC MARKETING**

This course takes a strategic and analytical approach to the study of consumers, products and markets. Attention focuses on the recognition of opportunities, the development of marketing strategies, and the design of an effective marketing mix both for consumer and business markets. Work with simulations makes participants aware of the financial impact of marketing strategies.

**BUAD 525 [3 CR]**  
**MANAGING PEOPLE, TEAMS AND PROJECTS**

This course examines the design and implementation of management practices for aligning human resource practices and the strategic intent of the organization. Similarly, the challenge of managing groups and teams will be addressed. In addition, project-management fundamentals and principles from the standpoint of the manager who must organize, plan, implement and control non-routine activities to achieve schedule, budget and performance objectives will be explored.

**BUAD 526 [3 CR]**  
**MANAGING OPERATIONS, SYSTEMS AND PROCESSES**

This course focuses on how to use operations and systems to gain strategic advantage. Transforming inputs into outputs and using information to improve that transformation are the keys to the success of firms – from manufacturers managing their supply chain to service providers.

**BUAD 527 [3 CR]**  
**GLOBAL STRATEGY AND VENTURING**

Managers make significant strategic decisions as part of their jobs as they seek to grow a business. Such decisions may include developing and introducing a new product or process, acquiring another firm, responding to a competitor or to a crisis, forming a strategic alliance, or entering a new market. These decisions are complex and must take all business functions (finance, marketing, human resource management, operations) into consideration.

**BUAD 600 [1 CR]**  
**MBA SPRINGBOARD**

This course will introduce students to SNC's value-based MBA experience and outline the expectations of the program. In addition, students participate in an assessment of their soft skill proficiency and personnel management decision making. Working with the instructor, students develop an Individual Development Plan to focus their path through the MBA program. The instructor will provide feedback and specific tactics to help improve the areas in need of development. Finally, students will be provided an introduction/refresher on the use of spreadsheets to support managerial decision-making. This course is offered twice per year and should be taken as early as possible in the MBA program.

**BUAD 601 [2 CR]**  
**MACROECONOMICS FOR BUSINESS MANAGERS**

This course provides students with an introduction to the macroeconomic variables that managers should understand in order to assess changes in the business environment. Further, it examines major models of how the economy functions with the intent of informing managers of how monetary and fiscal policy will impact the overall economy and, in turn, their businesses.

**BUAD 602 [2 CR]**  
**MICROECONOMICS FOR BUSINESS MANAGERS**

Microeconomics is the study of individuals, households and firms' behavior in decision making and allocation of resources. This course provides students with an introduction to applied

microeconomics for business decision-making. It considers how markets function and how the government may interfere in the market. It also informs how businesses make decisions related to production and cost in the short and long run, and determine prices.

**BUAD 603 [2 CR]**  
**PREDICTIVE ANALYTICS WITH REGRESSION ANALYSIS**

This course extends concepts from regression modeling to the core business task of predictive analytics. The course focuses on ordinary least squares and diagnostics, and it may introduce other estimation techniques. Participants are expected to apply these techniques using statistical software packages such as R to make data-driven business decisions.

**BUAD 604 [2 CR]**  
**TIME SERIES ANALYSIS**

This course focuses on topics in advanced econometric time series analysis. Topics will include incorporating lags optimally, stationarity and co-integration, simultaneous models, pooling data, and systems of equations. Participants apply these techniques using statistical software packages such as R to make data-driven business decisions.

Prerequisite: BUAD 603

**BUAD 606 [2 CR]**  
**MANAGERIAL ACCOUNTING FOR DECISION MAKERS**

This course applies accounting and finance theories to support primarily internal business decision-making processes. Participants learn how to evaluate various business decisions using relevant quantitative and qualitative statements and reports of managerial accounting information. Prerequisite: BUAD 650.

**BUAD 610 [2 CR]**  
**BUSINESS ETHICS AND VALUES-BASED LEADERSHIP**

This course examines the roles played by values and ethics in the many decisions faced by business organizations. Participants examine how their values are determined and how values inform responsible behavior in organizations. Further, the course analyzes the role of firms in promoting sustainability in the communities in which they operate.

**BUAD 611 [2 CR]**  
**LEADERSHIP**

This course This course focuses on definitional issues (what is leadership?) and explanation (how does it work?). The course also acquaints students with theories and styles of leadership. The course provides a common experience for all MBA students by

exploring self-awareness and positive leadership behaviors, investigating elements and principles of successful 21st century leadership, and examining the foundations and philosophy of the Norbertine order and St. Norbert College and their impact and influence on leadership.

**BUAD 612 [2 CR]**  
**BUILDING INCLUSIVE WORKPLACES**

This course develops an understanding of practices for engaging in diversity, equity and inclusion (DEI) work. Drawing on sociology, history, and women's and gender studies, this course introduces participants to a range of issues related to race, gender, sexuality and other axes of identity. This course offers tools to engage employees in complex conversations around identity, while offering practical tools for creating equitable and inclusive workplaces where a diverse range of professionals can thrive.

**BUAD 615 [2 CR]**  
**ENTREPRENEURSHIP**

This course develops passionate, motivated entrepreneurs. Entrepreneurship is a way of thinking and acting; it is a practice, integrated with theory, that can be learned and applied in any organizational setting. This course helps participants grow already-formed ideas, and those without ideas learn how to identify opportunities and act on them. All participants learn to create and build their ventures and discover how business ideas fit into the broader society. This course is based on the theme "act, learn, build," therefore, class sessions are active learning experiences. Participants acquire an understanding of the entrepreneurial method, a practice of opportunity recognition, resource gathering and team building, all driven by business methodologies in idea generation, feasibility analysis and business plan creation. This course helps participants re-evaluate their own views of entrepreneurship within the framework of entrepreneurial thinking and putting this mindset into action.

**BUAD 616 [2 CR]**  
**COLLABORATIVE INNOVATION AND DESIGN**

This course explores the concept of design thinking, a proven, systematic approach for developing solutions using creative problem-solving techniques. Starting with a foundation of understanding unmet customer needs and then applying a structured framework for innovation, organizations substantially enhance the chances for new products and services success. Participants learn the basic concepts that drive design thinking and people-centric design as well as how to translate unmet needs into ideas and prototypes, analyze the economics of innovation, and apply informed decision making.



**BUAD 628 [2 CR]****FOUNDATION TOOLS FOR BUSINESS ANALYTICS**

This course explores how business analytics combines domain knowledge, statistics, and technology to make data-driven business decisions for solving business problems. Students are introduced to a 4-step Business Analytic Process involving: getting data, preparing data, analyzing data and communicating results to improve business performance. Online tutorials and exercises apply various tools (spreadsheet, database SQL, Tableau, Power BI and R-Studio) for making data-driven decisions.

**BUAD 629 [2 CR]****BUSINESS STATISTICS AND ANALYSIS**

This course will apply statistical techniques such as summarization, inference, clustering, principal component analysis, and regression to make data-driven business decisions for solving business problems. Students will be expected to apply these techniques using software packages such as Excel, Tableau, Power BI, and R. Prerequisite: BUAD 628.

**BUAD 630 [2 CR]****DATA VISUALIZATION**

In an ever-changing world where business leaders are beginning to rely more and more on data for decision-making, the role of data presentation and visualization are becoming increasingly important. This course helps participants understand how humans process data and information. Participants also will gain a better understanding of data literacy and learn to effectively design visualizations to convey truth and meaning using data-based evidence. This course prepares participants to construct high-quality visualizations via the understanding of different types of data relationships, such as distributions, correlations, time, parts of a whole, spatial mapping and ranking. This is a practical, hands-on course; participants use Tableau and R to construct high-quality visualizations and dashboards to better inform business leaders in the managerial decision-making process.

**BUAD 631 [2 CR]****LEADING PEOPLE AND TEAMS**

Contemporary organizations are increasingly reliant on teams to innovate and implement creative solutions to complex problems. This course is designed to improve participants' effectiveness as leaders by introducing concepts for understanding and leading both individuals and teams in organizations. Participants are exposed to leading-edge research and are given an opportunity to practice some of the principles introduced through

discussions and exercises.

**BUAD 632 [2 CR]****MANAGING HUMAN RESOURCES**

This course develops an understanding of how human resource management practices influence organizational success and how general managers acquire the skills needed in order to successfully manage their people. This course draws on economics, psychology, sociology and legal issues to inform students about job analysis, human resource planning, recruiting, selecting, training, evaluating and compensating employees in order to develop and maintain a highly committed and high-performing workforce.

**BUAD 633 [2 CR]****MANAGING OPERATIONS AND SUPPLY CHAINS**

This course focuses on how to use operations and systems to gain strategic advantage. Participants examine transforming inputs into outputs and using information to improve that transformation – the keys to a firm's success, from manufacturers managing their supply chain to service providers.

**BUAD 637 [2 CR]****LEADING CHANGE**

This course prepares innovative leaders for putting fresh ideas to work and to do so responsibly. It examines the skills and tools required to be a transformational leader. Participants explore how successful leaders influence groups, understand behavior, and lead people toward the achievement and realization of the organizational vision. Prerequisite: BUAD 631.

**BUAD 640 [2 CR]****BUSINESS COMMUNICATION**

This course is designed to develop the participant's communication skills by applying principles of communication science and the psychology of persuasion in a contemporary business setting. Crafting messages that are not only effective, but also ethical, is of foremost concern in this course. Communication strategies with which leaders can appeal to audiences both internal and external to their organization will be explored. A variety of message forms will be considered and rehearsed, including oral presentations, traditional written discourse, and digital messaging.

**BUAD 641 [2 CR]****PROJECT MANAGEMENT**

This course provides leaders with an understanding of Project Management (PM) principles and methodologies as developed by the Project Management Institute (PMI). Participants review

traditional and Agile PM approaches, along with transitional challenges companies may face, and are introduced to common PM vocabulary, PM Process Groups and PM Knowledge Areas. Both behavioral aspects and technical components of a project are covered. Behavioral issues include management and leadership, stakeholders and communications, and organizational culture and structure. Technical components include work breakdown structure, cost estimation, critical path method, earned-value analysis and risk management. Participants also are introduced to PMI's code of ethics and professional conduct.

**BUAD 650 [2 CR]**

**FINANCIAL VALUATION PRINCIPLES**

This course emphasizes the knowledge, skills and tools necessary for financial decision-making. Topics include the time value of money, the determinants of interest rates, the valuation of financial assets, the risk-return relationship, and the basics of financial planning and capital structure.

**BUAD 651 [2 CR]**

**FINANCIAL MANAGEMENT**

This course provides an overview of the financial management aspects of business organizations, emphasizing case analysis. Topics include evaluation of performance through financial-statement analysis, capital-budgeting analysis, working capital management and dividend policy. Prerequisite: BUAD 650.

**BUAD 670 [2 CR]**

**MARKETING MANAGEMENT**

This course takes a strategic and analytical approach to the study of consumers, products and markets. Attention focuses on the recognition of opportunities, the development of marketing strategies and the design of an effective marketing mix both for consumer and business markets. Work with simulations makes participants aware of the financial impact of marketing strategies.

**BUAD 671 [2 CR]**

**CONSULTING CLINIC**

This course offers a hands-on approach to business models and proposals. Firms enrolled in the Green Bay Packers Protégé-Mentor Program grant access to participants in return for advice. This advice will be an integration of formal marketing concepts participants have already been exposed to in BUAD 670. Through a combination of class discussion, individual and group work, participants establish an understanding of how a particular firm faced with challenges needs to adapt in order to succeed. This course's overriding perspective is entrepreneurial and

marketing-centric, with participants applying core management concepts from the marketing field, including value-proposition development, target marketing assessment and strategic response. The course is specifically designed for participants who have a keen interest in strategic formulation and in being a contributing member on a consulting team. The primary work output is a group-developed marketing plan, with week-to-week efforts (both individual and group-based) forming the foundation of the final report. Prerequisite: BUAD 670.

**BUAD 684 [4 CR]**

**NEGOTIATION**

This course focuses on the concepts, theories and practices of negotiation. Class activities are experiential in nature, and participants are required to be both reflective and analytical in a diverse set of contexts. Topics covered include negotiation from the context of developing one's style, power, persuasion, and how diverse contexts such as culture and gender impact negotiation.

**BUAD 685 [4 CR]**

**STRATEGIC MANAGEMENT CAPSTONE**

Managers make significant strategic decisions as part of their jobs as they seek to grow a business. Such decisions may include developing and introducing a new product or process, acquiring another firm, responding to a competitor or to a crisis, forming a strategic alliance, or entering a new market. These decisions are complex and must take all business functions (finance, marketing, management and operations) into consideration. The strategic management process considers the basic direction and goals of an organization, the environment (social, political, technological, economic and global factors), industry and market structure, and organizational resources and capabilities. This course serves as a capstone experience and emphasizes the development and successful implementation of strategy in different types of firms across industries. Case analyses, live business projects and a business simulation are used as learning vehicles. Prerequisites: BUAD 601, 602, 606, 629, 631, 633, 651, and 670.

**BUAD 686 [2 CR]**

**NONPROFIT MANAGEMENT**

This course focuses on the fundamental differences between managing a mission-driven enterprise compared to a profit-driven company. The course begins by exploring the sector - examining what makes nonprofits unique, the history of the nonprofit sector, the theoretical underpinnings for its existence, and its scope and impact on society. In addition, the course will then examine governance and accountability of nonprofit boards, funding

challenges, program evaluation, the role of nonprofits in policymaking, and the unique aspects of nonprofit finance. Throughout, students will examine real world examples and review the theories and practices that apply to them. Students will leave the course with a greater awareness of the role of nonprofits in society as well as the essential skills in leading a nonprofit.

**BUAD 689 [2 CR]**  
**SPECIAL TOPICS**

This course will cover a variety of timely or specialized business-related topics. As a result, course content varies. Contact the MBA Director for current course descriptions and prerequisites. Students may repeat this course under different topics.

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### **CHEMISTRY [CHEM]**

**CHEM 100 [4 CR, CORE: PN]**  
**APPLICATIONS OF CHEMISTRY**

This course is primarily designed as a terminal course for non-science majors but is open to all students. Many of the traditional chemical theories will be presented but always in association with a topic of everyday interest. The selection and sequence of topics will vary with the instructor and times. Labs illustrating applications will be carried out where appropriate. A student who has received credit for CHEM 105 or CHEM 107 may not take CHEM 100 for credit without the registrar's consent.

**CHEM 105 [4 CR, CORE: PN]**  
**GENERAL CHEMISTRY 1**

This course outlines the basic principles, laws and definitions of chemistry. Students will also learn atomic theory and basic reaction chemistry. Gas laws and enthalpy are also introduced. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. Course consists of both weekly lectures and scheduled laboratory. Prerequisite: One year of high school chemistry. Student must test into a math class higher than MATH 102 to enroll. Fall semester.

**CHEM 107 [4 CR]**  
**GENERAL CHEMISTRY 2**

This course is a continuation of the topics presented in CHEM 105. Emphasis will be on the study of ions in solutions and chemical equilibria. Both chemical kinetics and thermodynamics will be covered. Course consists of weekly lectures and scheduled laboratory.

Prerequisite: CHEM 105 or instructor consent. Spring semester.

**CHEM 211 [4 CR]**  
**ANALYTICAL CHEMISTRY**

An introductory course in the principles of quantitative techniques and calculations. Topics include statistics, acid-base chemistry, as well as acid-base, complexation and EDTA titrations. The weekly laboratory experiments are selected to provide experience in the analytical methods described in the lecture. Prerequisite: CHEM 107. Spring semester.

**CHEM 220 [4 CR]**  
**ORGANIC CHEMISTRY**

The purpose of this course is to introduce students to the basic language of organic chemistry. Selected topics include organic nomenclature, orbital hybridization, stereochemistry, and the chemistry of alkanes, alkenes, alkynes and a few common instrumental methods (NMR, IR and GC-MS). Success in this course will depend on students' abilities to engage in a process that requires applying basic principles to the analysis of complex problems. Four lectures, one lab per week. Prerequisite: CHEM 107. Fall semester.

**CHEM 222 [4 CR]**  
**ORGANIC CHEMISTRY: INTERMEDIATE**

This course is intended for, but not limited to, students who are completing majors outside of Chemistry (e.g. Biology, Environmental Science or Natural Science). Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and the applications of instrumental methods (NMR, IR, GC-MS). In addition, select topics in bioorganic chemistry will be covered that serve to illustrate the application of mechanistic organic chemistry to the solution of problems of biochemical or medicinal interest. The lab component of the course will serve to reinforce topics discussed during the lectures. Prerequisite: CHEM 220.

**CHEM 232 [4 CR]**  
**ORGANIC CHEMISTRY: RESEARCH EMPHASIS**

This course is intended for, but not limited to, students who are completing a major in Chemistry, including those pursuing the Biochemistry concentration in the major. Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and a few common instrumental methods (NMR, IR, GC-MS). The course will have an expanded, project-based laboratory. Prerequisite: grade of "C" or better in CHEM 220.

**CHEM 302 [4 CR]****ENVIRONMENTAL CHEMISTRY**

This course uses the principles of chemistry to understand natural systems and assess human impact on these systems. Lecture topics will include atmospheric chemistry, the chemistry of natural aqueous systems, data collection and interpretation, and the chemistry of pollutants such as anthropogenic organic compounds and heavy metals. The laboratory aspect of the course will focus on analytical techniques commonly used in environmental analysis. Prerequisite: CHEM 107.

**CHEM 305 [4 CR]****INORGANIC CHEMISTRY**

An in-depth study of properties, structures, bonding and reactions of inorganic compounds. Topics include molecular orbital theory, organometallics, coordination chemistry and catalysis. The weekly laboratory is designed to provide students with experience in inorganic synthesis and representative analytical methods of inorganic chemistry.

Prerequisite: CHEM 211 and either CHEM 222 or CHEM 232.

**CHEM 307 [4 CR]****BIOORGANIC CHEMISTRY**

An advanced special topics course in organic chemistry with emphasis on the mechanistic aspects of biomolecular action and drug design. Topics of discussion include anti-tumor agents, antibiotics, cholesterol-regulating agents, coenzymes and catalytic antibodies. Prerequisite: CHEM 222 or CHEM 232. Summer session, alternate years.

**CHEM 310 [4 CR]****ORGANIC CHEMISTRY: ADVANCED**

A study of modern methods for the asymmetric synthesis of organic compounds with emphasis on reaction mechanisms. Prerequisite: grade of "C" or better in CHEM 222 or CHEM 232.

**CHEM 330 [4 CR]****PHYSICAL CHEMISTRY 1**

The first semester of a year-long sequence utilizing the mathematical approach in the study of chemistry. Topics include the first, second and third laws of thermodynamics, the thermodynamics of ideal and real solutions, and an introduction to solution and gas phase kinetics. The laboratory experiments involve the application of these concepts to calorimetry, spectroscopy, electrochemistry, chemical kinetics and chemical equilibrium. Prerequisite: CHEM 211 and CHEM 222 or CHEM 232, MATH 132, PHYS 122 or (with instructor consent) PHYS 112. Fall semester.

**CHEM 332 [4 CR]****PHYSICAL CHEMISTRY 2**

The second semester of the yearlong sequence introduces the concepts of quantum theory of atoms and molecules. The development of quantum mechanics is traced from the Bohr model of the atom to modern applications of computational chemistry. In the laboratory, students use computational chemistry and spectroscopy to illustrate the theoretical and mathematical concepts developed in the course. Prerequisite: CHEM 330. Spring semester.

**CHEM 350 [4 CR]****BIOCHEMISTRY 1**

The first half of the course covers the chemistry of carbohydrates, proteins, nucleic acids and lipids. Particular attention is given to enzyme kinetics and other methods available to study protein structure and function. The second half of the course focuses on bioenergetics and metabolism. Glycolysis, gluconeogenesis, the pentose phosphate pathway, citric acid cycle and oxidative phosphorylation are covered in detail. Weekly experiments are selected to provide experience in modern biochemical lab techniques. Students must present a paper published in the primary literature to their peers. Prerequisite: grade of "C" or better in BIOL 244 (or instructor consent) and a grade of "C" or better in CHEM 222 or 232.

**CHEM 351 [4 CR]****BIOCHEMISTRY 2**

This course is designed as a continuation of CHEM 350. Topics include metabolism of lipids, proteins and nucleic acids, integration and regulation of metabolism and photosynthesis. Students are expected to read and discuss current publications from the primary literature. In addition, students must write a review article on an approved topic of their choice and present their findings to the class. The laboratory component of this course focuses on recombinant protein technologies. Prerequisite: grade of "C" or better in CHEM 350. Spring semester, alternate years.

**CHEM 389 [4 CR]****SPECIAL TOPICS**

Lecture, laboratory and/or literature studies at an advanced level. The intent is to provide students with the opportunity to increase their understanding of chemistry beyond the scope of the basic core courses. Representative topics include areas such as advanced biochemistry, organometallic chemistry, polymer chemistry and heterocyclic chemistry. Prerequisite: instructor consent.

**CHEM 490** [2 OR 4 CR]  
**INDEPENDENT STUDY**

A course that allows students to pursue research on an individual basis under the direction of a faculty member in Chemistry. The specific topic of study is mutually agreed upon by the student and the faculty member directing the research. Prerequisite: instructor consent and approval of the associate dean of natural sciences.

**CHEM 492** [2 OR 4 CR]  
**DIRECTED RESEARCH**

An independent study course involving laboratory experiences under the direction of a faculty member in Chemistry. A written report is due two weeks before the end of class. Students who wish to use a summer research experience performed at a site other than St. Norbert College as a substitute for CHEM 492 must have the discipline's approval prior to undertaking the activity. Prerequisite: instructor consent.

**CHINESE [CHIN]**

**CHIN 101** [4 CR]  
**ELEMENTARY CHINESE 1**

An intensive introduction to standard Chinese with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Required laboratory practice. Fall semester.

**CHIN 102** [4 CR, CORE: SL]  
**ELEMENTARY CHINESE 2**

Continuation of CHIN 101. Prerequisite: CHIN 101. Spring semester.

**CLASSICAL, MEDIEVAL AND  
RENAISSANCE STUDIES [CLAS]**

**CLAS/LATN 101** [4 CR]  
**ELEMENTARY LATIN**

An introduction to classical Latin with emphasis on the grammar, syntax and vocabulary necessary for reading Latin prose and poetry. The course also stresses the influence of Latin on English vocabulary. Fall semester.

**CLAS/LATN 102** [4 CR, CORE: SL]  
**INTERMEDIATE LATIN**

A continuation of CLAS 101, with extended reading passages in Latin prose and poetry. Prerequisite: CLAS 101. Spring semester.

**CLAS 105** [4 CR, CORE: SL]  
**CLASSICAL LANGUAGES FOR THE PROFESSIONS**

Professionals in a wide variety of fields rely upon technical terminology to communicate the specific and complex ideas unique to their given profession. These technical terminologies all have roots in the Classical languages of Ancient Greek and Latin, and this language course offers a unique opportunity for students to tap into these roots, the better to prepare for the rigors of their chosen field. This course will be of particular benefit to those entering the medical or legal professions, but will also have practical applications to students in the Natural Sciences, Political Science, Business, Communication, Psychology, or Education. Study of the Classical languages may also help improve critical thinking and problem solving skills, enhance English vocabulary, reading comprehension, and writing skills, and boost graduate school entrance exam scores. This course satisfies the second language requirement for the College. Prerequisite: Latin 101 or Greek 111 Spring semester.

**CLAS 110** [4 CR]  
**THE LANGUAGE OF HEROES**

This course takes an interdisciplinary approach to the exploration of the concept of "the hero" in the ancient and medieval world. The four segments of the course will cover an important hero of a specific cultural period: the Mesopotamian hero Gilgamesh, the Egyptian folk-hero Sinuhe, the Greek hero Oedipus, and the Arthurian hero Sir Gawain. Each of the four segments will be composed of three phases:

- 1) Linguistic: an introduction to the alphabets and basic linguistic concepts, as well as the medium of communication in that language. Languages include Babylonian Cuneiform, Middle Egyptian Hieroglyphs, Attic Greek, Anglo-Saxon Runic Script, and Old and Middle English.
- 2) Cultural: a discussion on the historical events and cultural and philosophical ideologies that shaped artistic expression in that culture.
- 3) Heroic: an exploration on the concept of hero as demonstrated through a particular hero narrative to illustrate how the character and the role of the "hero" change to reflect the ideologies and values of that culture. We will also study the concept of "hero" in 20th and 21st century America as a basis for comparison. Fall, even-numbered years.

**CLAS/GREK 111** [4 CR]  
**ELEMENTARY GREEK 1**

An introduction to Attic Greek with emphasis on the grammar, syntax and vocabulary necessary for

reading Greek prose and poetry. Fall semester.

**CLAS/GREK 112** [4 CR, CORE: SL]  
**ELEMENTARY GREEK 2**

A continuation of CLAS 111, with extended reading passages in Greek prose and poetry. Prerequisite: CLAS 111. Spring semester.

**CLAS/LATN 203** [4 CR, CORE: SL]  
**READINGS IN LATIN**

After learning more about Latin grammar, students will translate a variety of texts that will bring them in touch with the rich humanity of thoughtful human beings who lived 2000 years ago; authors considered will include Catullus, Cicero, Horace and Pliny. Prerequisite: CLAS 102. Fall semester.

**CLAS/LATN 204** [4 CR, CORE: SL]  
**ADVANCED READING IN LATIN**

This course will continue to develop proficiency in Latin vocabulary and grammar through readings of Latin literature selected by the students. The course will assist students incorporating the Latin language and the skills developed in previous Latin courses into their daily lives and chosen career paths. Prerequisite: CLAS 203.

**CLAS/PHIL 207** [4 CR]  
**GREEK PHILOSOPHY**

A study of the ancient Greek thinkers who initiated Western philosophy. The course begins with the pre-Socratic philosophers and then focuses on Plato and Aristotle. Fall semester.

**CLAS/GREK 213** [4 CR, CORE: SL]  
**INTERMEDIATE GREEK**

Continued study of grammar, syntax and vocabulary of Greek prose and poetry. Readings may include selections from Herodotus, Thucydides, Plato or early Christian texts. Prerequisite: CLAS 112. Fall semester.

**CLAS/WOLT 325** [4 CR, ADV CORE: WT]  
**CLASSICAL MYTHOLOGY**

This course will study both Greek and Roman mythology in their literary and cultural contexts. The course will consider the meanings, purposes and universality of various myths, such as the stories of Prometheus, Orpheus, Oedipus and Aeneas. It may also include comparative elements, touching, for example, Norse, Celtic and American Indian myths.

**CLAS/HIST 326** [4 CR]  
**THE HISTORY OF ANCIENT GREECE**

This course explores ancient Greek civilization from its dawn in the second millennium B.C. to its

absorption by the Roman Empire in the third century B.C. Key themes will include: tyranny and democracy; innovations in philosophy and science; competition through warfare and athletics; mythology, poetry and history; and new standards in art and architecture. This course seeks to illustrate how different our world would be without the vibrant and creative culture of ancient Greece. Fall semester, alternate years.

**CLAS/THRS 327** [4 CR, ADV CORE: CI]  
**ANCIENT WISDOM AND THE MODERN SEARCH FOR MEANING**

What is the good life? What can a person truly know? Is there justice in the world? These are some of the fundamental, universal questions of the human condition. This course will raise these questions and look at how the biblical wisdom literature answers them along with similar writings from elsewhere in the ancient world as well as modern literature and film. As a result of this analysis, students will have the opportunity to construct a coherent and viable structure of meaning for their own life journeys.

**CLAS/HIST 328** [4 CR]  
**THE HISTORY OF ANCIENT ROME**

This course is an exploration of Roman civilization from its origin in a tiny Italian village in the eighth century B.C. to the decline of its vast empire in the fifth century A.D. Key themes include political, administrative and legal achievements; conquest, imperialism and multiculturalism; the shift from republic to empire; daily life in town and country; the impact of Christianity; architecture and urbanism. This course is designed to provide students with a firm grounding in the Roman experience and a keen awareness of what we today owe the Romans of the distant past. Spring semester, alternate years.

**CLAS/PHIL 334** [4 CR, ADV CORE: EI]  
**TRAGEDY AND PHILOSOPHY**

A study of tragedy as a dramatic and literary form, and the different Western philosophical theories of tragedy inspired by that art form. One half of the course concentrates on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato, Aristotle) and modern. The second half examines both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Spring semester, alternate years.

**CLAS/PHIL 335** [4 CR, CORE: BB]  
**BODIES OF KNOWLEDGE**

The course traces the impact of ancient philosophical and medical thought on modern science and

medicine. Students will consider how ancient Greek and Roman concepts of cause, explanation, health, disease, and anatomy (literally a cutting up of the body into parts) developed over time into the rationalistic understanding of health and healing on which the therapeutic approach of modern medicine depends. Prerequisite: PHIL 120. Alternate years.

**CLAS 490 [2 OR 4 CR]**  
**INDEPENDENT STUDY**

This course allows a student and instructor to read a major classical author or text of particular interest. Prerequisite: instructor consent and approval of the associate dean of humanities.

**CLAS 492 [2 OR 4 CR]**  
**DIRECTED RESEARCH**

An arranged course in which the student conducts research or translation work under the supervision of a faculty member. Prerequisites: instructor's consent or discipline approval. Fall semester.

## **COMMUNICATION AND MEDIA STUDIES [COME]**

**COME 122 [4 CR]**  
**PRINCIPLES OF INTERPERSONAL COMMUNICATION**

Develops basic principles, characteristics, types and summary propositions of personal communication. Examines the relationships between concepts such as language, perceptions, self-concept, listening and values in their bearing upon personal communication.

**COME 124 [4 CR]**  
**PRINCIPLES OF MASS COMMUNICATION**

Development and application of basic communication principles in mass media. Examination of a variety of media — print, film, electronic.

**COME 180 [4 CR]**  
**COMMUNICATION INQUIRY**

This course explores the process of asking and answering questions about human communication behaviors. It provides a basic foundation for reading, observing, evaluating, and writing about communication from a variety of perspectives, serving as a platform for students to better understand connections between theory and research and to develop their own questions about communication and the world around them.

**COME 222 [4 CR]**  
**SMALL GROUP COMMUNICATION**

Develops basic communication concepts with application to small group decision-making. Explores role behavior and leadership, problem solving, conformity and deviance, individual and group behavior, risk, size and other variables that influence small group communication. Prerequisite: COME 122. Spring semester.

**COME 252 [4 CR]**  
**WRITING FOR MEDIA**

An intensive writing course designed to introduce print and broadcast, and web writing styles and conventions. Covers style rules, editing, lead writing, libel law, story construction, interviewing, rewriting and other topics. Prerequisite: COME 124.

**COME 305 [4 CR, ADV CORE: DD]**  
**SOCIAL IDENTITY AND INTERGROUP COMMUNICATION**

Our identification with social groups, such as our racial/ethnic group, religious affiliation, or social class, is central to our self-concept. We have to talk and relate across these social group differences on a daily basis. The purpose of this course is to help you cultivate an awareness of your own social identities as well as how social identity influences communication across difference, such as race, ethnicity, religion, age, or social class. To that end, you will learn about social identity and intergroup communication theorizing, language and bias, intergroup contact, and intergroup dialogue. Fall semester.

**COME 310 [4 CR, ADV CORE: DD]**  
**RACE/ETHNICITY AND MEDIA**

How are individuals of different racial and ethnic groups represented in media? What impacts do these representations have on media viewers? This course will explore these questions and more from multiple scholarly perspectives. Various forms of media such as advertising, television, movies, video games, and news will be considered. Summer sessions.

**COME 312 [4 CR]**  
**COMMUNICATION & MENTAL HEALTH**

Communication is integrally connected with mental health. In this course, students will learn about enhancing their own mental health through intrapersonal and interpersonal communication. Students will also learn to interpret and apply empirical communication research and to be a critical consumer of information relating to communication and mental health.

**COME 315 [4 CR]**  
**CONFLICT COMMUNICATION**

Conflict Communication examines the forces that generate and influence conflicts, and the techniques that can be used to direct these forces toward productive outcomes. We will discuss constructive and destructive conflict, analyze a conflict de-escalation model called the third side, and review a variety of topics relating to conflict in our interpersonal relationships and in our world. Prerequisite: COME 122. Fall semester, alternate years.

**COME 317 [4 CR, ADV CORE: DD]**  
**NETFLIX: DISRUPTIVE ENTERTAINMENT**

This course will explore the ways that Netflix is (and is not) disruptive across three major components of media: content, production, and consumption. One of the primary topics will be Netflix and groups that are typically underrepresented in entertainment media both behind the scenes and on screen. J-Term, even-numbered years.

**COME 320 [4 CR, ADV CORE: IS]**  
**CRISIS COMMUNICATION**

This course considers how human beings use communication to repair our reputations and keep us safe in times of crisis. It considers several perspectives on apologetic rhetoric, including Benoit's theory of image repair discourse and Koesten & Rowland's writings about the rhetoric of atonement. The course also examines the role of crisis communication plans and social media in responding to crises such as natural disasters and national security concerns.

**COME 322 [4 CR]**  
**BUSINESS AND PROFESSIONAL SPEAKING**

Study and practice in three areas of communication that most business and professional people encounter within organizations: speaking to groups - the theory and practice of clearly presenting information and ideas; speaking one-on-one - the theory and practice of interviewing, job selection, application, and professional relationship building; and leadership abilities - the theory and practice of effective leadership practices. Prerequisite: junior or senior standing.

**COME 323 [4 CR]**  
**NONVERBAL COMMUNICATION**

An examination of theory and research in several non-linguistic codes and the effects on human communication behavior. Topic areas covered include touch, movement, space, vocal characteristics and appearance. Prerequisite: COME 122.

**COME 324 [4 CR]**  
**PERSUASION**

Examines theoretical and practical applications of persuasive communication. Students are exposed to traditional theories of persuasion and to current trends in empirical persuasion research. Students construct and deliver persuasive messages in group and individual settings. Prerequisite: COME 122. Fall semester.

**COME 325 [4 CR]**  
**TECHNOLOGY AT WORK**

Social media at work? Google Glass in customer service encounters? This course will explore current and predicted trends in organizational uses of communication technologies. More specifically, students will examine the increasing presence of communication technologies in the workplace and practice online teamwork skills to conceptualize and execute a final project. The course will also allow students to anticipate potential challenges and construct future career plans by mapping and tracking workplace trends in their chosen areas of study. Summer sessions.

**COME 327 [4 CR]**  
**HEALTH COMMUNICATION**

Examines effects of a wide range of factors that influence interactions and behaviors of individuals and organizations in the context of communicating health. Those primary factors are individual traits, race and gender, affects and emotions, empowerment, efficacy, social support, technology, crisis, and culture. The interdisciplinary approach of the course covers various theories in interpersonal, intercultural and mass communication.

**COME 328 [4 CR]**  
**FAMILY COMMUNICATION**

This course examines the ever-changing nature of families and the role communication plays in creating and maintaining family relationships. Topics will be developed through critical examination and application of social scientific research and theory. Specific issues explored include family member roles, family types, and current issues (e.g., secrets, conflict, divorce) that impact families.

**COME/POLI 329 [4 CR, ADV CORE: WT]**  
**POLITICAL COMMUNICATION**

This course uses rhetorical theory and criticism, as well as empirical evidence concerning the content and effects of political messages, to aid citizens in becoming better consumers and critics of political communication. Political speeches, political



advertisements, political debates, and political media will be explored in the context of both primary and general election campaigns. Fall semester.

**COME 330 [4 CR, ADV CORE: DD]**  
**INTERCULTURAL COMMUNICATION**

This course focuses on the concepts necessary to understand people from other cultures, their patterns of communication and our interactions with them. Cultural, sociocultural and psycho-cultural influences on the communication process are studied. Fall semester.

**COME/WMGS 331 [4 CR, CORE: DD]**  
**GENDER AND MEDIA**

Why are some genres of media labeled as feminine or masculine? How are men and women represented in media? What impacts do these representations have on media viewers? This course will explore these questions and more from multiple scholarly perspectives. Various forms of media such as advertising, television, movies, video games, and news will be considered. Fall semester.

**COME 336 [4 CR]**  
**INTIMATE RELATIONSHIPS AND MEDIA**

This course focuses on the intersections of intimate relationships and media. We will explore theories and research that describe how relationships, especially romantic ones, develop, thrive, or deteriorate over time. Then we will examine the role of media such as online dating platforms, social media, television, and movies in these processes. Prerequisite: receive a D or higher in COME 124. Spring semester, odd-numbered years.

**COME 352 [4 CR, ADV CORE: IS]**  
**MEDIA EFFECTS**

This course will examine theories and social scientific research regarding media effects. A variety of topics will be covered – such as effects of media violence, effects of sexual content, emotional reactions to media, effects of stereotypes in media, effects of media on children.

**COME 364 [4 CR]**  
**MEDIA LAW AND REGULATION**

Consideration of federal regulations and regulatory practices. Current issues in changing policies. Some Supreme Court decisions and their effects on the media. Fall semester.

**COME 383 [4 CR]**  
**MEDIA ETHICS**

Those who work in media face growing ethical dilemmas and this course will explore them and their

possible solutions while providing an appreciation for the complexities of media structures and purposes. Spring semester.

**COME 384 [4 CR]**  
**COMMUNICATION TECHNOLOGY AND SOCIAL CHANGE**

Students in this course will consider how news and social media influence culture, politics, commerce, identity, and relationships. The course uses both old and new theories of communication and media studies to understand how power and influence are asserted and resisted in digital spaces. The course adopts a digital storytelling perspective for developing expertise about new media campaigns. Spring semester.

**COME 389**  
**SPECIAL TOPICS**

This course concentrates on a topic pertaining to the current needs and interests of faculty and students. The topics covered will vary from semester to semester and will be announced in the timetable of courses whenever the course is offered.

**COME 426 [4 CR]**  
**ORGANIZATIONAL COMMUNICATION**

A study of organizational communication theory and research. Traces development of current organizational communication perspectives, examines potential constraints and barriers to effective communication in organizations, and studies communication processes both within and between organizational components. Prerequisites: COME 122 and senior standing. Fall semester.

**COME 427 [4 CR]**  
**COMMUNICATION THEORY**

Examines the various ways of approaching the study of communication processes. Focuses on the historical development of theoretical perspectives with emphasis on significant research trends that influence the understanding of communication. Prerequisites: COME 122 and senior standing. Spring semester.

**COME 467 [4 CR]**  
**MEDIA CRITICISM**

Applies classical critical approaches to the study of media content. In addition to approaches such as genre studies, ideological criticism, and feminist studies, the course considers economic and cultural factors that affect content. The ultimate goal of the course is to generate alternative perspectives about dominant media texts. Prerequisites: COME 124 and senior standing. Spring semester.

**COME 468 [4 CR]****MASS COMMUNICATION THEORY**

Explores empirical approaches to the investigation of mass communication. Some of the topics that will be discussed include: the history of mass media research, mass communication theories, and qualitative and quantitative research methods. Prerequisites: COME 124 and senior standing. Fall semester.

**COME 490****INDEPENDENT STUDY**

A course allowing students and faculty to explore topics of special interest together. Prerequisites: instructor consent and approval by the associate dean of humanities.

**COME 492 [2 OR 4 CR]****DIRECTED RESEARCH**

Qualified students may perform research projects under the supervision of a Communication and Media Studies faculty member. Prerequisite: instructor consent and approval of dean of social sciences.

**COME 494 [4 CR]****INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience with state-of-the-art equipment and practices. Junior/senior standing. Does not fulfill a 400-level requirement for the major.

**COME 499 [0 CR]****MAJOR PORTFOLIO**

All Communication and Media Studies majors are required to complete a major portfolio in order to fulfill the COME 499 graduation requirement. Details regarding portfolio requirements and evaluations are provided to all majors. Senior Communication and Media Studies majors enroll in COME 499 during their final semester, and completed portfolios will be reviewed according to the schedule provided. Prerequisite: Senior standing. Fall semester.

**COMPUTER SCIENCE [CSCI]****CSCI 110 [4 CR, CORE: QR]****INTRODUCTION TO COMPUTER PROGRAMMING**

A lecture and laboratory course which provides an introduction to structured and object-oriented programming using the language C++. Topics include the role of a stored program, problem

definition, algorithm design, coding and testing, and documentation as well as functions, parameters, control structures, arrays, structs, file streams and the use of standard objects. Applications are taught through classroom examples, laboratory exercises and programming assignments. Structured programming and top-down design are emphasized throughout the course. Weekly laboratory sessions reinforce programming techniques and the process of program design. Co-requisite or prerequisite: MATH 115.

**CSCI 150 [4 CR, CORE: QR]****APPLICATIONS OF DISCRETE STRUCTURES**

Discrete structures are sets of distinct or unconnected elements. These structures are useful when solving problems that require counting objects, exploring the relationship between finite sets, and analyzing an algorithm (a finite sequence of steps) for its effectiveness and efficiency. Discrete structures can be used to answer questions in a variety of disciplines. In this course students learn techniques for solving problems and defending their solutions while improving their ability to think logically, algorithmically, and quantitatively. Weekly laboratory sessions provide opportunities for students to analyze problems and experiment with their solutions. This is not a programming course. Prerequisite: Completion of or placement above MATH 115. Spring semester.

**CSCI 205 [4 CR]****SOFTWARE ENGINEERING AND ELEMENTARY DATA STRUCTURES**

A continuation of CSCI 110, this lecture and laboratory course introduces elementary data structures and advanced programming concepts needed to solve more challenging problems. Software engineering principles and object-oriented concepts are studied and applied to various types of problems. Object-oriented topics include class inheritance, encapsulation, polymorphism, error handling and error recovery. Additional topics include dynamic memory, pointers, linked lists, stacks, recursion, activation records and binary files. Special focus is given to software engineering principles including abstraction, modularity, generality, portability, robustness, and internal and external documentation. Lab sessions reinforce concepts presented in lecture sessions, introduce methods of experimentation and present new concepts. Prerequisite: grade of "CD" or better in CSCI 110.

**CSCI 220 [4 CR]****ADVANCED DATA AND FILE STRUCTURES**

A continuation of CSCI 205, this lecture and

laboratory course focuses on advanced data structures and the analysis of their performance. After reviewing pointers, linked lists, stacks and recursion, the following topics and their associated algorithms are studied in detail: multi-linked lists, simulating recursion, queues, trees and graphs. Advanced sorting and searching algorithms are also analyzed. Some file structures such as B-trees and hash files are studied. Labs and assignments are used for experimentation, to present new algorithms and concepts, to analyze and compare algorithms, and to reinforce lecture material. Students apply their knowledge to new problems, developing solutions by extending or enhancing various algorithms. Prerequisites: grade of "CD" or better in CSCI 205 and either CSCI 150 or MATH 250. Spring semester.

#### **CSCI 225 [4 CR]**

##### **MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE**

This lecture and laboratory course provides an introduction to the internal operations of digital computers. Topics include computer architecture, memory control, processing, I/O devices, machine language, microcode, instruction types and format, fetch-execute cycle, timing, I/O operations, interrupt handling, data representation, basic computer arithmetic, addressing modes and assembly language programming. Weekly laboratories will extend concepts discussed in lectures and focus on using the computer as an experimental tool. Working in teams, students will research a topic in computing, design a web site describing their findings and formally present their results. Prerequisite: grade of "CD" or better in CSCI 205. Fall semester.

#### **CSCI 235 [4 CR]**

##### **GAME PROGRAMMING**

This course provides students with an introduction to the theory and practice of video game programming. Students will participate in individual hands-on lab exercises, and also work together like a real game development team to design and build their own functional game using an existing game engine (e.g. Unreal Engine 4). Concepts covered include event programming, rendering, artificial intelligence for games, and game physics. Prerequisite: CSCI 205. Fall semester.

#### **CSCI 289 [2 OR 4 CR]**

##### **SPECIAL TOPICS**

This is a course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. This course can be used to incorporate new material, new technologies, and

new methodologies to be introduced into the curriculum. instructor consent required.

#### **CSCI 310 [4 CR, ADV CORE: IS]**

##### **COMPUTING IN A GLOBAL SOCIETY**

Computing has brought the people of the world closer together but has also divided us in significant ways. This course will examine the development of the global computing society, compare its impact and influence on developed and developing countries, and discuss the responsibilities of those who dominate it. This course will address the effects that computing has on the global society and its individuals rather than the technical content of computing. Hands-on experiences will be used to illustrate the disparity of computing resources among societies, the immediate and global impact of computing on the global society, and differences in how societies control access to computing resources.

#### **CSCI 321 [4 CR]**

##### **ANALYSIS OF ALGORITHMS**

This is a lecture and laboratory course that studies effectiveness, efficiency and clarity considerations in algorithm design and implementation. Both sequential and parallel algorithms are included. General techniques such as divide and conquer, greedy methods, dynamic programming, backtracking, searching and various traversals will be studied. Methodologies for analyzing algorithm efficiency are reviewed, providing the basis for studying computational complexity, and the classification of problems as being in classes P, NP and NP-complete according to their inherent difficulty. Students will distinguish tractable problems (problems with efficient solutions) from intractable problems (problems whose known solutions are impractical regardless of how powerful the computer becomes). Prerequisite: CSCI 220. Alternate years.

#### **CSCI 322 [4 CR]**

##### **PROGRAMMING LANGUAGES**

A programming language is a tool for instructing computers and computerized equipment, a means for programmers to communicate with each other, a method for expressing high-level design, a notation for algorithms, and a tool for experimentation. Students obtain an understanding of these essentials of programming languages, such as syntax, semantics, run-time structure, and data and procedural abstraction. Students study the underlying structures of programming languages along with necessary tools for critical evaluation of existing and future programming languages, concepts, and paradigms. Principles that distinguish languages and

paradigms are stressed. Familiar and unfamiliar programming paradigms are covered in lectures and laboratories. Prerequisites: CSCI 220 and CSCI 225. Fall semester.

**CSCI 323 [4 CR]**

**THEORY OF COMPUTATION**

This is a lecture and laboratory course that formalizes a definition of a computation model, and then uses it to study the fundamental question, “What can and cannot be computed?” Students study deterministic and non-deterministic computational models such as finite automata, push-down automata and Turing machines, as well as regular expressions and grammars. Types of problems that can and cannot be solved by each of these models of computation are identified. The Church/Turing thesis, which attempts to describe what is and is not solvable by our current model of computation, is also studied. Prerequisite: CSCI 220. Alternate years.

**CSCI 330 [4 CR]**

**DATABASE TECHNIQUES AND MODELING**

This is a lecture and laboratory course that introduces fundamental concepts of database modeling, database design and the languages and facilities provided by database management systems. It investigates data structuring implementation techniques appropriate for databases. Entity/relationship diagrams are used for modeling. A three-layered view of database architecture is studied. The relational database model is stressed but other models are also discussed. Students work within a team environment to model and design a solution to a substantial database problem. Teams implement their solution using a robust user-interface that communicates with a database management system. Prerequisite: CSCI 205. Alternate years.

**CSCI 340 [4 CR]**

**ARTIFICIAL INTELLIGENCE**

The study of artificial intelligence involves the exploration of the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language and computer vision. Students will implement real-time systems that use feedback loops and the techniques mentioned above to modify the behavior of the system. Prerequisites: CSCI 220 and CSCI 225.

**CSCI/BUAD 345 [4 CR]**

**BUSINESS APPLICATIONS USING SYSTEMS ANALYSIS AND DESIGN**

This course is designed to provide students with an understanding of systems analysis and design in business applications. Students completing this course should be able to identify and analyze business problems and create solutions using systems analysis and design techniques, evaluate and choose appropriate software tools, and create design documents that can be used to implement a system. Students will also learn about user interface design, database design, systems architecture and implementation, systems operation, support, and security. A combination of lectures, assignments, group projects and case studies using systems analysis and design principles will be used. Prerequisite: BUAD 142 or computer science major. Alternate years.

**CSCI 350 [4 CR]**

**EVENT PROGRAMMING WITHIN A WINDOWING ENVIRONMENT**

This is a lecture and laboratory course in event programming using a Windows-type environment. Focus is on the design and implementation of Windowing programs using an object-oriented language and other object-oriented development tools. Windowing class libraries are studied in detail and are used to implement common windowing features. Students will design and implement a substantial event-driven program using a variety of Windowing techniques and features. Prerequisite: CSCI 205. Alternate years.

**CSCI 370 [4 CR]**

**INTRODUCTION TO OPERATING SYSTEMS**

This is a lecture and laboratory course that investigates the algorithms, principles, design and implementation of modern operating systems. Major topics include history and evolution, tasking and processes, process coordination and synchronization, physical and virtual memory organization, I/O systems and device drivers, and security and protection. Laboratories concentrate on the practical considerations of operating systems including UNIX and Windows and case studies. Laboratory sessions focus on experiments that complement and enhance lecture topics. Closed labs will also be used to develop skills in system tools and utilities. Prerequisites: CSCI 220 and CSCI 225. Spring semester.

**CSCI 373 [4 CR]**  
**COMMUNICATIONS/NETWORKS**

This is a lecture and laboratory course that explores networking from the ground up. This course is built around the study of the various components of the theoretical OSI networking model from beginning to end. Moreover, students study various practical implementations of the OSI layers. Topics include data transmission, wired and wireless networking, multiplexing and switching, error detection and correction, routing and network addressing, flow and congestion control, socket programming and network security. Prerequisites: CSCI 220 and CSCI 225.

**CSCI 460 [4 CR]**  
**SENIOR CAPSTONE EXPERIENCE**

This is the capstone experience for the computer science major. It is designed to allow students to learn more about a particular topic in computer science, to help them further develop the skills necessary to learn on their own, to help develop presentation skills, and to help develop an awareness of legal and ethical issues inherent in the discipline of computer science. Students will be given an individual project that integrates and extends concepts covered in other CSCI courses. The projects range from research to experimentation to design and implementation of a small system. Students present results in open forums and closed defenses. Prerequisites: senior standing and instructor consent. Spring semester.

**CSCI 489 [2 OR 4 CR]**  
**SPECIAL TOPICS**

A course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. Prerequisite: junior or senior standing and instructor consent.

**CSCI 490 [2 OR 4 CR]**  
**INDEPENDENT STUDY**

This course allows students to pursue an area of study on an individual basis, with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing and instructor consent. Independent study courses usually do not count as a computer science major requirement.

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### **DATA ANALYTICS [DATA]**

**DATA 101 [2 CR]**  
**INTRODUCTION TO DATA ANALYTICS**

Students will develop their literacy with various types of data, while being introduced to the ethics of data analysis, data visualization, design, appropriate data visualization selection, and gain cursory experience with the outputs of some data processes. No prerequisites.

**DATA 201 [2 CR + LAB]**  
**DATA ANALYTICS I**

Students will be introduced to programming in R & Python, engage in exploratory data analysis techniques, data visualization, and the basics of data wrangling (data cleaning) Prerequisites: DATA 101, CSCI 110, and MATH 221 or BUAD 228.

**DATA 202 [2 CR]**  
**DATA ANALYTICS II**

Students will explore standard data modeling techniques including regression/curve fitting with python & R, further data visualization, and engage in an analytics project using clean data. To be taken directly following DATA 201. Prerequisites: DATA 201.

**DATA 256 [4 CR]**  
**PEOPLE ANALYTICS**

This course is designed to introduce students to the fundamental methods necessary to conducting people analytics. Organizations are increasingly relying on people analytics to improve decision-making in human resources, and ultimately contribute more effectively to organizational effectiveness. HR practitioners need to be skilled in understanding (1) the types of problems that can be addressed using HR analytics, (2) how to analyze and interpret human resource data, (3) how to evaluate the validity of those analyses, and (4) how to communicate analytical and statistical results in a way to influence decisions. The course is designed to teach basic people analytics skills and critical thinking skills with respect to HR decision-making. The course will involve data analysis and statistics, but its emphasis is on application and real-world problem solving. Prerequisite: BUAD 232 or DATA 201.

**DATA 301 [4 CR]****ADVANCED TECHNIQUES IN DATA ANALYSIS**

Students will learn advanced data wrangling techniques to acquire, clean, and explore data using programming techniques along with other advanced analytics methodologies. Topics may include but are not limited to data mining, cleaning, validation, transformation as well as machine learning, cluster analysis, principal component analysis, gradient analysis, and singular value decomposition. Prerequisites: DATA 202, CSCI 205, MATH 203.

**DATA 400 [4 CR]****DATA PRACTICUM CAPSTONE**

Students will gain exposure to real world data analytics through the successful application of their theoretical and practical skills to solving problems in science and industry in this capstone course. This course focuses on the application of content learned throughout the major to a large-scale data project with an additional emphasis on ethics, social responsibility, and the communication of the results. Prerequisites: DATA 301, CSCI 330.

**E****ECONOMICS [ECON]****ECON 101 [4 CR, CORE: IS]****PRINCIPLES OF MACROECONOMICS**

Introduction to macroeconomic problems — unemployment and inflation. National income accounting — measures of gross domestic product. Aggregate demand and supply. Fiscal and monetary policies. Open-economy issues.

**ECON 102 [4 CR, CORE: IS]****PRINCIPLES OF MICROECONOMICS**

Resource allocation by consumer and producer. Derivation of demand and supply curves. Market structure — perfect competition and imperfect competition. Determination of wages and other factor prices.

**ECON 251 [4 CR]****INTERMEDIATE MACROECONOMICS AND CONTEMPORARY ISSUES**

Theories of national income, employment, interest rates, exchange rates and the price level, along with an in-depth analysis of the open economy. This course will explore these notions in a theoretical and applied macroeconomic context including topics such as fiscal and monetary policies, financial crises, currency crises, sovereign debt, income inequality

and other contemporary issues. Prerequisite: ECON 101, ECON 102. Spring semester.

**ECON 252 [4 CR]****INTERMEDIATE MICROECONOMICS**

Consumer demand theory, utility maximization, elasticity. Theory of the firm; production and cost functions, profit maximization. Price and output decisions under perfect competition, monopoly and imperfect competition. Factor markets. General equilibrium and pareto-optimality, income distribution. Market failure. Prerequisite: ECON 102. Fall semester.

**ECON 300 [4 CR, ADV CORE: WT]****HISTORY OF ECONOMIC THOUGHT**

Study of the principal thinkers in economic philosophy. Topics include: ancient and medieval economic thought; mercantilism and the dawn of capitalism; the classical period; criticisms of classical economics; socialism; marginalism; the neoclassical period; institutionalism; John Maynard Keynes; the Austrian school; and the Chicago school. Readings from primary sources. Prerequisite: junior or senior standing.

**ECON 325 [4 CR]****INTRODUCTION TO ECONOMETRICS**

Regression analysis, ordinary least squares method of estimating parameters of linear equation involving two or more variables. Hypothesis testing. Problems of estimation. Model building and forecasting. Use of econometric software. Prerequisites: BUAD 228 or SSCI 224 or MATH 321, ECON 101 or ECON 102 or instructor consent.

**ECON 326 [4 CR]****ADVANCED APPLIED ECONOMETRICS**

Topics in advanced econometric analysis. Incorporating lags optimally, stationarity and co-integration, simultaneous models, pooling data and systems of equations. Recommended for students interested in graduate study. Prerequisite: ECON 325. Infrequently offered.

**ECON 330 [4 CR]****LABOR ECONOMICS**

Theory of labor supply and demand. Theory of human capital. Compensation issues, wages, fringe benefits, minimum wage. Unions and collective bargaining. Employment and unemployment, measurement issues, labor force participation, full employment, immigration. Income distribution, discrimination. Prerequisites: ECON 101 and ECON 102.

**ECON 335 [4 CR]****INDUSTRIAL ORGANIZATION**

Theory of the firm, nature of different market structures, relationship between industry structure and performance, pricing strategies, vertical integration and restriction, role of information and advertising, antitrust policy and its effects.

Prerequisite: ECON 102. Infrequently offered.

**ECON 345 [4 CR]****AN ECONOMIC APPROACH TO RELIGION**

The purpose of this course is to apply principles of economics involving, for example, resource allocation and competition in an effort to increase our understanding of religious behavior. The content is driven by economic theory, but we will see it informed by the important contributions of sociology, psychology, and political science (among other disciplines). The majority of the course employs standard rational economic theory that has been prominent in the modern study of economic behavior. Some of our work will relax this assumption to reflect the contribution of behavioral economics which has recently gathered attention within the discipline. The course will employ both theoretical and empirical analyses. Consequently, the class will develop or extend economic concepts in a step-by-step fashion in order to lead students to predictions of various aspects of religious behavior enabling them to test these predictions with data. Prerequisites: ECON 101 and ECON 102.

**ECON 350 [4 CR]****ENVIRONMENTAL ECONOMICS**

The study of the economic aspects of environmental issues such as water and air pollution, global warming and deforestation, in a microeconomic framework. Possible consequences of economic activity on the environment. Design of policies meant to foster economic development along with environmental protection. Benefit-cost analysis. Optimal use of natural resources. Prerequisite: ECON 102.

**ECON 355 [4 CR, ADV CORE: BB]****INTERNATIONAL ECONOMICS AND BUSINESS IN THE EU**

This Global Seminar Study Abroad course seeks to explore the evolution of the European Union as well as its current and future challenges from the perspective of international economics. Topics covered will include international finance, exchange rates, balance of payments accounting, international trade, as well as international business relations. This course will include site visits with EU institutions

and international businesses operating in the EU. Summer sessions.

**ECON 375 [4 CR, ADV CORE: BB]****GROWTH AND DEVELOPMENT**

Characteristics of developing countries. Theories of economic growth: neoclassical and structuralist models, endogenous growth. Importance of physical and human capital. Export-led growth vs. import substitution. Fiscal, monetary and exchange-rate policies. Regional and global trade agreements. Country studies. Prerequisites: ECON 101 and ECON 102. Infrequently offered.

**ECON 376 [4 CR, ADV CORE: BB]****INTERNATIONAL TRADE**

Comparative advantage, theories of international trade, terms of trade and welfare. Commercial policy-tariffs and quotas. Regional trading blocs, international trade agreements. Prerequisites: ECON 101 and ECON 102.

**ECON 377 [4 CR]****INTERNATIONAL FINANCE AND MONETARY ECONOMICS**

Balance of payments — current account and capital account. Exchange rate determination, purchasing power parity. Open-economy macroeconomics, fiscal and monetary policies, fixed and flexible exchange rates. The role of IMF and World Bank, international debt crisis. Prerequisites: ECON 101 and ECON 102. Alternate years.

**ECON 380 [4 CR]****MANAGERIAL ECONOMICS**

The application of microeconomic theory to managerial decision-making regarding demand, production and cost. Traditional neoclassical theory of the firm combined with modern adaptations addressing property rights, transaction costs, imperfect information and global markets. Use of linear programming techniques, emphasis on critical-thinking skills in managerial problem-solving. Prerequisite: ECON 102.

**ECON 390 [4 CR]****MONETARY POLICY AND THEORY**

The nature of money and the function of money in an economy. How banks and financial institutions affect the economy and the role of the Federal Reserve as a policy-making and stabilizing force. Monetary policy and its effectiveness in the context of various macroeconomic models and in the world economy. Prerequisites: ECON 101 and ECON 102. Note: Students may not get credit for both BUAD 352 and ECON 390.

**ECON 391 [4 CR]**  
**PUBLIC FINANCE**

Role of government — allocation, distribution, stabilization. Welfare economics, externalities, public goods. Public choice theory. Government expenditures, cost-benefit analysis. Government finance, tax vs. debt financing, deficits and the public debt. Taxation theory, income, consumption and wealth taxes. Fiscal federalism, state and local government issues. Prerequisites: ECON 101 and ECON 102.

**ECON 392 [4 CR]**  
**INVESTING IN SOCIAL CHANGE: SOCIAL FINANCE AND IMPACT INVESTING**

While economics studies the behavior of individuals and firms and their role in society, the nature of the firm is beginning to change with regard to social impact. Many firms are seeking to create meaningful social value and address important social issues while in pursuit of their economic value. These firms must be innovative and entrepreneurial in nature, with a firm understanding of capital markets, all while advocating for social change. The purpose of this course is to explore the role of the capital markets in investing for social change and will take an interdisciplinary approach combining notions of finance and portfolio theory, the economics of innovation and technology, philanthropy, and ethics. Ultimately, students will explore how we can reimagine the role of allocating resources in the economy in the context of investing for social impact. Prerequisite: ECON 101 or ECON 102.

**ECON 489 [2 OR 4 CR]**  
**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more specialized topic in Economics exists for a member of the faculty and a sufficient number of students. Prerequisite: ECON 101, ECON 102, and Junior or Senior standing.

**ECON 490 [2 OR 4 CR]**  
**INDEPENDENT STUDY**

Individual study of an approved topic in economics under the direction of an Economics faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisite: instructor consent and approval of associate dean of social sciences.

**ECON 492 [2 OR 4 CR]**  
**DIRECTED RESEARCH**

Qualified students may perform economics research projects under the supervision of an Economics faculty member. Prerequisite: instructor consent and approval of associate dean of social sciences.

**ECON 494 [4 CR]**  
**INTERNSHIP**

Appropriate work experience with business firms or government agencies may be undertaken for course credit when directly related to the educational goals of the student. Prerequisite: instructor consent and approval of associate dean of social sciences.

**ECON 499 [0 CR]**  
**SENIOR EXAMINATION**

This course consists of a two-hour exam covering various areas of economics in the undergraduate curriculum. The purpose of this exam is to assess whether graduates of the program are achieving the outcomes of the major program. The results of the exam helps the economics discipline monitor and improve the program. Prerequisite: senior standing. Spring semester.

## **EDUCATION [EDUC]**

**EDUC 101 [4 CR]**  
**FOUNDATIONS OF EDUCATION I: BECOMING A COMMUNITY-ENGAGED EDUCATOR**

This foundational course in the teacher preparation program provides a framework for students to deeply and critically examine societal structures/challenges and their impact on the U.S. education system from multiple perspectives. The course addresses the development of schools as institutions from historical, philosophical, political, and sociological perspectives while considering the students, families, and communities schools serve. These topics are framed by discussions of teachers' roles within the education system. Fall semester.

**EDUC 102 [4 CR]**  
**FOUNDATIONS OF EDUCATION II: PSYCHOLOGY OF COMMUNITY-ENGAGED EDUCATION**

This second foundational course introduces students to fundamental concepts associated with learning, motivation, human development, and assessment as they apply to teaching. The course helps students to construct conceptual frameworks with which to better understand how learning works, what motivates student learning, and how learning and motivational



theories relate to evidence-based best practices.  
Spring semester.

**EDUC 103 [4 CR]**

**ACCELERATED FOUNDATIONS OF EDUCATION I AND II**

This accelerated course combines content from two classes -- EDUC 101 and EDUC 102 -- by connecting the curriculum through a broad examination of how research on learning, motivation and development can drive school reform to achieve high levels of learning for students with multiple intersectional identities. As students examine a set of equity-focused strategies for teaching and learning, they develop an understanding of the nature of the U.S. education system, including its strengths, challenges, and achievable changes. Spring semester.

**EDUC 200 [4 CR]**

**EMERGENT LITERACY**

This course provides preservice teachers with knowledge and skills necessary to promote early literacy development, specifically in 4-year-old kindergarten through grade 3. Students will develop competency and pedagogical strategies in the components of emergent literacy, including oral language development, phonological and phonemic awareness, concepts of print, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. A variety of assessment techniques will be examined so that candidates can design instruction to promote literacy development based on students' interests, assets and needs. Candidates will visit emergent literacy classrooms to observe and assist with literacy instruction and observe/assess student learning. This course includes a 12-hour observation requirement completed during class time. Prerequisite: EDUC 101 and EDUC 102. Fall, annually.

**EDUC 232 [4 CR]**

**ADOLESCENTS WITH EXCEPTIONALITIES**

Students in this course will be introduced to the ways in which students who have low or high incidence exceptionalities can affect their learning experiences and social relationships. Through discussion of life experiences, the professional literature and media, students will gain awareness of how individuals with exceptionalities are able to adapt and excel. Students will become familiar with federal mandates for inclusive practices to include differentiated instruction, universal design, augmentative and alternative communication, and assistive technology as they relate to accessibility to the general curriculum and capacity based learning. In addition, students will explore models for supporting students

with exceptionalities in transition to adulthood.  
Prerequisites: EDUC 125, EDUC 130, concurrent enrollment in pre-professional block.

**EDUC 235 [2 CR]**

**TEACHING METHODS IN THE ARTS**

This course explores strategies for integrating art, music and drama activities into K-8 classrooms. It offers practical experiences in the creation and teaching of arts activities while providing students with an understanding of the relationship of the arts to the core curriculum. Students will engage in learning experiences which support the use of the arts in the classroom. The goal of the course is that skills acquired in this class will lead to more creative approaches to teaching and learning.

**EDUC 249 [2 CR; 150 CLOCK HOURS]**

**PRE-STUDENT TEACHING EXPERIENCE, ELEMENTARY SCHOOL**

A practicum experience for prospective Elementary Education candidates. For five weeks, students are assigned full-time to a certified teacher as an assistant in a public or parochial school. Emphasis is placed on direct application of theory in the classroom. The focus is on determination of effective teaching / learning practice. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Graded on S/U basis. Concurrent enrollment in EDUC 223, EDUC 281, EDUC 285, EDUC 286, and EDUC 362.

**EDUC 250 [2 CR; 150 CLOCK HOURS]**

**PRE-STUDENT TEACHING EXPERIENCE, SECONDARY SCHOOL**

A practicum experience for prospective Secondary Education candidates. For five weeks, students are assigned full time to a certified teacher as an assistant in a public or parochial school. Emphasis is placed on direct application of theory in the classroom. The focus is on discrimination of effective teaching / learning practices. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Graded on S/U basis. Concurrent enrollment in EDUC 223, EDUC 252, EDUC 254, EDUC 281, and EDUC 351.

**EDUC 251 [4 CR]**

**LITERACY IN THE CONTENT AREA**

This course is designed for early adolescence/adolescent certification students. The focus is on embedding comprehension instruction within content courses to support the development of independent readers. Students will learn effective classroom strategies and how these teaching and learning approaches facilitate students' literacy

development as well as content knowledge. This course is based on a constructivist philosophy and includes active participation by all learners.

**EDUC 254 [4 CR]**

**INSTRUCTIONAL METHODS FOR ADOLESCENTS**

This course asks pre-service teachers to explore the underpinnings of diverse student populations, which compose contemporary high schools. Early Adolescent/Adolescent certification students will examine the origins of the high school, the effects of schools on minority populations, and components of culturally relevant pedagogy applicable in modern high schools. Students will be engaged in theory-to-practice coursework as part of pre-service teachers' preparation for becoming successful and effective culturally-responsive educators. Prerequisite: EDUC 125 and EDUC 130; concurrent enrollment in pre-professional block.

**EDUC 262 [4 CR]**

**CHILDREN'S LITERATURE**

This course introduces pre-service teachers to the depth and breadth of children's literature while facilitating their understanding of the role it plays in education. Focus is on analyzing literature for quality and diversity. Knowledge of genres and literary elements as they pertain to children's literature is also emphasized. Practical applications of children's literature for teaching academic content are essential to this course. Prerequisites: EDUC 125 and EDUC 130; concurrent enrollment in pre-professional block courses.

**EDUC 269 [4 CR]**

**FINE ARTS IN THE GROWTH AND DEVELOPMENT OF YOUNG CHILDREN**

This course concentrates on two areas: arts in the curriculum and music and movement in preschool. Arts in the curriculum explores strategies for integrating art and drama activities into K-8 classrooms. It offers practical experiences in the creation and teaching of arts activities while providing students with an understanding of the relationship of the arts to the core curriculum. Students will engage in learning experiences that support the use of the arts in the classroom. Music and movement for preschoolers is designed to investigate the child's potential for self-expression and discovery. Music and rhythms will be studied as a way to stimulate the child's natural tendency to use movement as an instrument of play and self-expression. Students will study chants and rhythms, dance and musical games, percussion instruments, and movement and self-expression using classical and modern music. Prerequisite: meet all Gate 1

requirements.

**EDUC 275 [4 CR]**

**PLAY AND HEALTH IN EARLY CHILDHOOD EDUCATION**

This course investigates the importance of play and health in the young child's social, cultural, psychological and physical development. Play and playful learning will be explored as a means to develop dispositional characteristics essential for growth. Pre-service teachers will learn to infuse play and playful learning into curriculum design, lesson planning and the core curriculum. Movement, games, rhythms, early fitness testing and sport skills will be discussed as a basis for self-image development, nutrition awareness, cardiovascular health, and emergency first aid/safety.

**EDUC 278 [4 CR]**

**CULTURALLY SUSTAINING TEACHING**

This course examines theories of growth, development, and learning as they relate to behavioral management, conflict resolution and positive behavior support for early learners – from birth through age eight. Preservice teachers will be able to identify and use systematic, proactive teaching strategies to support positive behavior. Emphasis will be place on designing, using and interpreting behavioral data collection systems. Emphasis will be placed on the importance of collaboration with students, colleagues, families, and community members to ensure behavioral practices and methods are culturally sensitive, developmentally appropriate and meet the direct social and academic needs of diverse early learners. Prerequisite: EDUC 125 and EDUC 130.

**EDUC 279 [4 CR]**

**CHILD & ADOLESCENT DEVELOPMENT**

Child & Adolescent Development is designed to offer a critical perspective and examine child and adolescent development as it is shaped and experienced in various social contexts with an emphasis upon the world of the school. We will focus on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. We will explore a variety of lenses to understand child and adolescent behavior and development—models of psychosocial, interpersonal, cognitive, moral, emotional and racial identity development will be studied within the multiple contexts of family, peer group, community and school. You will be encouraged to reflect on your

own developmental experiences during childhood and adolescence. The course will also help you to challenge assumptions you may unknowingly hold and gain insight on how it has shaped your perspective and behavior. As such, the course is designed to help you better understand the variety of students you will encounter, while remaining mindful of the larger familial and contextual factors in their lives and your own practices as a teacher. You will also apply your understanding of development in the context of the 4 week Sophomore Block field-based experience. Prerequisite: EDUC 101, EDUC 102 or EDUC 103 and successful completion of Arch 1 criteria. Fall semester.

**EDUC 280 [4 CR]**

**SUPPORTING ENGLISH LANGUAGE LEARNING**

This course focuses on the education of culturally and linguistically diverse populations, including the assessment of students who speak languages other than English, the identification of ESL materials, and the application of ESL research-based instructional strategies in working with populations who speak languages other than English. Prerequisite: EDUC 125/101 and EDUC 130/102 or EDUC 198/102. Fall semester.

**EDUC 281 [4 CR]**

**TEACHING CHILDREN WITH EXCEPTIONALITIES**

The unique needs and rights of children and adolescents eligible for special education services will be studied. Specific classifications of exceptionality include: cognitive, learning, emotional, speech / auditory, visual, physical / health, autism and gifted / talented. Conditions of prevalence, eligibility, transition, assessment, special pedagogy and multicultural considerations will be studied. Students also learn to be informed users of tests, to bring to the task certain domains of knowledge – including knowledge of the basic uses of tests, the important attributes which lead to the development of good tests, and the kinds of behaviors tested by particular tests. References to current issues, legislation and court cases will also occur. Prerequisites: EDUC 123 and EDUC 130; concurrent enrollment in pre-professional block.

**EDUC 287 [4 CR]**

**INTEGRATED STEM METHODS**

This course integrates research-based strategies and constructivist teaching principles with science, technology, engineering, and mathematics (STEM) frameworks to provide a foundation for teaching students in PK-8 educational settings. Students will be able to create units of instruction, engage students in STEM activities, design assessment models, and

understand how to design a classroom environment suitable to meet the needs of all learners. This course will also focus on environmental education including the conservation of natural resources. Prerequisites: EDUC 125 and EDUC 130; concurrent enrollment in pre-professional block.

**EDUC 289 [2 CR]**

**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

**EDUC 290 [2 CR]**

**INDEPENDENT STUDY**

This course provides the opportunity to investigate, through independent inquiry and critical analysis, educational theories, practices and agencies which influence the work of teachers. Prerequisites: instructor consent and approval of associate dean of social sciences.

**EDUC 292 [4 CR]**

**HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION PROGRAMS**

This course is based on readings in early childhood education and related literature. It introduces students to various historical, philosophical and theoretical bases for early childhood programs. The course also introduces recent developments in the education of the young child. Special emphasis is given to the current development and administration of early childhood programs. A major feature of the course will be appropriate school site visits.

Prerequisites: EDUC 125 and EDUC 130.

**EDUC 310 [2 CR]**

**ENGLISH AS A SECOND LANGUAGE METHODS**

This course is for prospective teachers pursuing ESL certification. It provides instruction in the following areas: methods and approaches to teaching ESL, background and techniques for teaching basic language skills, second language acquisition, learner variables, assessment, and lesson planning. Spring semester.

**EDUC 315 [2 CR]**

**CHORAL MUSIC METHODS FOR JUNIOR AND SENIOR HIGH SCHOOL**

A study of the techniques of choral singing, performance style of various periods of music, swing choir techniques, the presentation of high school musicals, choral arranging and the administration of a choral program in the junior and senior high school. Prerequisite: MUSI 381. Fall semester.

**EDUC 316 [2 CR]****INSTRUMENTAL MUSIC IN THE SCHOOLS**

All aspects of administration, budgeting, music literature and rehearsal techniques for the total instrumental music program will be explored. The unique problems of brass, percussion, string and woodwind instrumental music will be studied. The course will include observation and participation in the schools, current marching band techniques and arranging. Prerequisite: MUSI 381. Fall semester.

**EDUC 317 [4 CR]****GENERAL MUSIC METHODS**

This course provides music education majors with the knowledge, skills, methods and materials needed for successful teaching in the elementary general music setting. Music development in children and successful methodologies for elementary music instruction are studied and applied. Piano accompanying and recorder performance skills are reinforced. Prerequisites: Music Education majors, sophomore standing. Fall semester.

**EDUC 318 [2 CR]****GENERAL MUSIC IN SECONDARY SCHOOL**

General music programs for adolescents are reviewed in depth. This course explores performance and non-performance opportunities. Music education majors will gain the knowledge, skills, methods, and materials needed for successful planning and teaching in secondary general music settings. Guitar accompaniment skills are included in this course. Prerequisites: EDUC 317, music education major, sophomore standing. Spring semester.

**EDUC 326 [4 CR]****SOCIAL STUDIES METHODS**

Pre-service teachers will explore methods for teaching social studies in the elementary/middle school grade levels through a constructivist theoretical and philosophical lens. Pre-service teachers will also examine how social studies methods meld with theories of learning, curricular development, evaluation, and contemporary classroom practices. Particular emphasis will be placed on theory-to-practice strategies and on self and peer evaluation as part of pre-service teachers' preparation for becoming successful and effective culturally-responsive educators. Prerequisites: EDUC 125 and EDUC 130; concurrent enrollment in pre-professional block.

**EDUC 330 [4 CR]****EARLY ADOLESCENT NON-ACADEMIC NEEDS**

This course addresses the non-academic needs and issues of the middle school student. The developmental characteristics and affective needs of middle school students are central to the educational environment that teachers must create in those classrooms to ensure student achievement. The topics in this course include classroom management and behavior management, behavior assessment, conflict resolution, and communication with families, colleagues, and community agencies. Prerequisites: EDUC 125, EDUC 130 and pre-professional block, concurrent enrollment in EDUC 332 and EDUC 334.

**EDUC 332 [4 CR]****ADOLESCENT PSYCHOLOGY AND INSTRUCTIONAL METHODS**

This course focuses on cultivating an understanding of the holistic nature and academic needs of diverse early adolescent learner populations. Topics discussed include motivation and teaching strategies developmentally appropriate for early adolescent learners and understanding curricular issues associated with early adolescent audiences. Particular emphasis will be placed on implementing theory-to-practice strategies in the classroom and on self and peer assessment as part of pre-service teachers' preparation in becoming successful and effective culturally-responsive educators. Prerequisites: EDUC 125, EDUC 130, and pre-professional block; concurrent enrollment in EDUC 330 and 334.

**EDUC 334 [2 CR]****EARLY ADOLESCENT FIELD EXPERIENCE**

This field experience provides pre-service teachers the opportunity to delve further into the theory-to-practice component of pre-service training in middle school classrooms. The content of these courses will be coordinated with the material from the other Early Adolescent block courses. Students will reflect on real-world experiences when they plan, teach, and assess early adolescent students in local schools. Prerequisites: EDUC 125, EDUC 130, and pre-professional block; concurrent enrollment in EDUC 330 and 332.

**EDUC 350 [4 CR]****DEVELOPMENTAL READING AND LANGUAGE ARTS**

This course is designed for early childhood/middle childhood/early adolescence certification students. Students will develop skills in working with emergent readers, study the interrelationships between reading, writing, speaking and listening and how these language arts can be infused across the

curriculum. Current approaches, theories and materials used in literacy instruction are closely examined. In addition, students will acquire basic working knowledge of the speech sound system of English. Prerequisite: meet all Gate 2 requirements and satisfactory performance in pre-professional block.

**EDUC 351 [4 CR]**

**READING AND LANGUAGE ARTS ACROSS CONTENT AREAS**

This course is part of secondary sophomore block. It is the first course in a two-course sequence focusing on literacy and language arts across content areas in early adolescent and adolescent education. This course addresses six key areas: adolescent identities and literacies, effective reading and learning practices, expanding comprehension, teacher and student assessment of literacy development, learning strategies, and vocabulary knowledge. This course is based on a constructivist philosophy and includes active participation by all learners. Prerequisite: meet all Gate 1 requirements. Concurrent enrollment in pre-professional block courses.

**EDUC 352 [2 CR]**

**ADVANCED READING IN THE CONTENT AREAS**

This is the second course in a two-course sequence focusing on literacy and language arts across content areas in early adolescent and adolescent education. The course focuses on four key areas: facilitating student motivation, applying writing-to-learn approaches, implementing information and communication technology (ICT) techniques, and employing multiple sources as teaching tools. This course builds on skills acquired in EDUC 351 and on insights on teaching and learning obtained during sophomore block field experiences. Prerequisite: satisfactory performance in pre-professional block and meet all Gate 2 requirements.

**EDUC 372 [4 CR]**

**A MULTICULTURAL APPROACH TO EARLY EDUCATION CURRICULAR ISSUES AND INSTRUCTIONAL METHODS**

This course explores multicultural issues in education. It is intended to help pre-service teachers gain an understanding of multicultural issues that emerge in schooling and society. This course aims to engage pre-service teachers to examine how race, ethnicity, socio-economic status, sexual orientation, language, family unit, religion, and gender influence students' experiences in school. Pre-service teachers will be able to develop various developmentally appropriate curricula approaches in multicultural education that are culturally relevant, responsive and

liberating to the diverse needs of children. Prerequisite: EDUC 125, EDUC 130, Elementary Sophomore Block.

**EDUC 373 [4 CR]**

**THE WRITING PROCESS: SOCIO/PSYCHOLINGUISTIC ELEMENTS**

This course examines the social, cognitive and linguistic perspectives of language development and how this influences the development of writing. Teachers will be able to utilize appropriate writing and assessment opportunities as it pertains to those seeking early childhood / middle childhood / early adolescence certification. This course is grounded in research in transactional theory of reading and writing. Prerequisite: satisfactory performance in pre-professional block and meet all Gate 2 requirements.

**EDUC 386 [4 CR]**

**READING IMPROVEMENT IN THE ELEMENTARY/MIDDLE SCHOOL**

This course consists of class work and directed teaching experiences. Instruction is provided in diagnosis, instructional planning for remediation, ongoing evaluation of reading progress and the use of authentic literature. Students will design and implement instruction based on children's needs. Students are supervised in a field experience as they assess, then teach children for two to three hours each week. Prerequisite: EDUC 350.

**EDUC 394 [4 CR]**

**CURRICULUM AND INSTRUCTIONAL PLANNING FOR YOUNG CHILDREN**

This course will focus on curriculum, methodology, instructional content and classroom management for pre-school and kindergarten-age children. Examples include attention to number concepts, science and investigation, early language experiences, the use of art and drama, and classroom design with special consideration of health and safety issues. Attention will be given to the implementation of developmentally appropriate practice as it relates to selecting, planning, organizing, presenting and evaluating educational experiences appropriate to the developmental level and cultural background of children. Classroom management will be put into practice during labs in the St. Norbert College Children's Center. Prerequisite: satisfactory completion of sophomore block and Gate 2 requirements.

## STUDENT TEACHING COURSES

**EDUC 440** [4 OR 8 CR]

### STUDENT TEACHING: EARLY CHILDHOOD

Pre-service teachers spend nine weeks of full participation at a kindergarten or in a primary grade under the direction of a cooperating teacher and college supervisor at a local public or private school. A weekly seminar is held. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 445** [4 OR 8 CR]

### STUDENT TEACHING: MIDDLE CHILDHOOD

Pre-service teachers spend nine weeks of full participation in an elementary classroom under the direction of a cooperating teacher from a local public or private school and a college supervisor. During the student teaching practicum, each student must participate in a seminar once a week. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 450** [4 OR 8 CR]

### STUDENT TEACHING: EARLY ADOLESCENCE

Pre-service teachers spend nine weeks of full participation in a middle school classroom under the direction of a cooperating teacher from a local public or private school and a college supervisor. During the student teaching practicum, each student must participate in a seminar once a week. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 455** [4 OR 8 CR]

### STUDENT TEACHING: ADOLESCENCE

Pre-service teachers who seek certification to teach in a high school spend nine weeks of full participation in a local public or private high school under the direction of a cooperating teacher and a college supervisor. During the student teaching practicum, each student must participate in a seminar once a week. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 469** [4 OR 8 CR]

### STUDENT TEACHING: GENERAL MUSIC

Prospective general music teachers spend nine weeks of direct observation and participation in a local public or private elementary and/or middle school under the direction of a cooperating teacher and a college supervisor. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 470** [4 OR 8 CR]

### STUDENT TEACHING: CHORAL MUSIC

Prospective choral music teachers spend nine weeks of direct observation and participation in a local public or private elementary and/or middle school

under the direction of a cooperating teacher and a college supervisor. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 475** [2, 4 OR 8 CR]

### STUDENT TEACHING: INSTRUMENTAL MUSIC 1

Prospective instrumental music teachers spend nine weeks of direct observation and participation in a local public or private secondary school under the direction of a cooperating teacher and a college supervisor. Prerequisite: approval to student teach. Graded on a S/U basis.

**EDUC 477** [0 CR]

### STUDENT TEACHING ABROAD

Pre-service teachers spend half of their placement student teaching abroad. Placements have been made in England, Ireland, Wales, Scotland, Costa Rica, New Zealand, Ghana and St. Lucia. Prerequisite: approval to student teach in the United States, demonstrated evidence of dispositions, and an overall GPA of 3.0 or higher. Graded on a S/U basis.

**EDUC 489** [2 OR 4 CR]

### SPECIAL TOPICS

This is a seminar course offered whenever a mutual interest in a more specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

**EDUC 490** [2 OR 4 CR]

### INDEPENDENT STUDY

Individual study of an approved topic in education or teacher training under the direction of an education faculty member. Independent study permits faculty and students to explore together some subject of special or personal interest. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**EDUC 492** [2 OR 4 CR]

### DIRECTED RESEARCH

Qualified students may perform projects in educational research under the supervision of an education faculty member. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**EDUC 494** [4 CR]

### INTERNSHIP

Appropriate work experience in schools, government agencies or firms and foundations supporting education may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: instructor consent and approval of the associate dean of social sciences.

## **ENGLISH [ENGL]**

### **ENGL 101 [4 CR, CORE: WI] ENGLISH COMPOSITION**

This course introduces the basics of college-level writing. In it, students will learn effective strategies of argumentation, including: creating a coherent claim or thesis; analyzing and responding to others' arguments; handling and citing evidence; and adapting written work to different audiences and subjects. Students will also learn how to make their ideas clear and coherent at the level of sentence, paragraph and document. Writing assignments may be on a variety of topics and students should expect to draft and revise their writing. Available only through the College Jump Start Program. ENGL 101 does not fulfill an English major requirement.

### **ENGL 150 [4 CR, CORE: EI, WI] LITERATURE AND WRITING**

In this course, students cultivate an appreciation for literature and develop the skills of close reading and analysis of selected works from the genres of poetry, fiction, drama and nonfiction prose according to the various principles and techniques of literary criticism.

### **ENGL 203 [4 CR, CORE: EI] SCIENCE FICTION AND FANTASY**

Science Fiction and Fantasy explores the importance of these two popular genres. Focal questions in the course are: what are the defining characteristics of science fiction and fantasy, and what are the larger thematic issues these genres propose. More specifically, the course looks critically at constructions of race and gender, of spirituality, of technology, of colonization and of political utopian/dystopian worlds. Authors may include George MacDonald, H.G. Wells, J.R.R. Tolkien, Ursula K. LeGuin, Peter S. Beagle, Philip K. Dick, Octavia Butler, Walter M. Miller, William Gibson, Philip Pullman, Neil Gaiman and a graphic novel.

### **ENGL 205 [4 CR] IRISH MODERNISM**

During the twentieth century, Ireland became known across Western Europe and the United States as a country whose literary output helped to shape and define what we now know as Modernism. William Butler Yeats's long career resulted in some of the most oft-cited poetry of all time, James Joyce wrote in *Ulysses* what is arguably the most innovative novel of the century, and Samuel Beckett's experiments in absurdist minimalism significantly altered the tradition of western drama. Simultaneously, these authors, among other native

writers publishing in (and/or exiled from) Ireland, struggled through civil unrest resulting from England's colonial control. In this course students will read poetry, novels, and plays by authors including Synge, Yeats, Joyce, Bowen, Beckett, and O'Brien within this fraught political context. Fall, even-numbered years.

### **ENGL/WMGS 206 [4 CR, CORE: DD] SEXUALITY AND LITERATURE: GAY, LESBIAN AND TRANSGENDER TEXTS**

When Lord Alfred Douglas, Oscar Wilde's partner, famously said, "I am the love that dare not speak its name," referring to his own hidden sexual identity, he articulated a conundrum in gay identity: how do you tell your story when it is unspeakable? This introduction to the lesbian, gay and transgender tradition in literature tackles this question among others. This course focuses primarily on 20th-century U.S. texts (fiction, poetry, drama, non-fiction, film and theory). Students will read such authors as E.M. Forster, Walt Whitman, Radclyffe Hall, James Baldwin, Audre Lorde, Jeanette Winterson, Gloria Anzaldua, Leslie Feinberg and Tony Kushner.

### **ENGL 210 [4 CR, CORE: EI] INTRODUCTION TO FILM**

In this introductory course we will study the basics of filmmaking in our exploration of various genres, including drama, romantic comedy, and the American western, among others. Students will view a wide selection of films and will learn to discuss the uniquely visual and aural narrative components of the medium. We will discuss elements such as film style, mise-en-scène, cinematography, film editing, and film sound. Major assignments include two essays, two exams, and quizzes based on screening assignments and readings from our required textbook.

### **ENGL 211 [4 CR, CORE: WT] INTRODUCTION TO LITERARY STUDIES**

How can stories help us find successful careers and lead purposeful lives? Intended for those considering or already majoring/minoring in English, this course introduces the analytical and written skills of literary studies. Students will practice foundational methods (close-reading, research, citation) and study central genres (poetry, drama, short stories, novels). Taking up such topics as identity discernment in the context of community, we will discover how literary studies can be used to explore diverse ways of living a purposeful life during and beyond college. In this vein, we will also consider how students can apply the skills of literary studies through a variety of careers and vocations. Fall semester.

**ENGL 212** [4 CR, CORE: WT]  
**THE MODERN BRITISH NOVEL**

This course traces the development of the British novel in the 20th century by studying such writers as Conrad, Joyce, Woolf, Lawrence, Greene, Spark, Murdoch, Golding, Lessing and McEwan. It looks at the ways these authors have used and transformed their chosen literary genre – the novel and it also examines the modern philosophical, psychological, and sociological ideas that they have dealt with in their works.

**ENGL 215** [4 CR, CORE: EI]  
**INTRODUCTION TO CREATIVE WRITING**

Students will learn and practice the elements of craft for creative prose and poetry writing. They will read works by published poets, essayists, and fiction writers, and share their original works with classmates. They will also complete one critical essay devoted to an element of creative writing craft. Summer sessions.

**ENGL 221** [4 CR, CORE: DD, WI]  
**THE AMERICAN SHORT STORY**

This course concentrates on the development of the American short story by studying selected works of Irving, Hawthorne, Poe, Harte, Bierce, Crane, James, Anderson, K.A. Porter, Fitzgerald, Hemingway, Steinbeck, Faulkner, O'Connor, Welty, Carver and others. The course includes analysis of individual stories and some attention to literary history and theory.

**ENGL 222** [4 CR]  
**MODERN POETRY**

This course explores modern poetry by poets in the context of modernism – an international, interdisciplinary movement that spanned both world wars and included literature, music, drama, art and film. Featured poets may include progenitors Walt Whitman and Emily Dickinson, as well as W.B. Yeats, Ezra Pound, T.S. Eliot, Claude McKay, Wilfred Owen, William Carlos Williams, Robert Frost, H.D., Gertrude Stein, Mina Loy, Marianne Moore and Langston Hughes.

**ENGL 225** [4 CR]  
**SURVEY OF ENGLISH LITERATURE 1 – BEGINNINGS TO JOHNSON**

This course provides an overview of the continuity and development of the tradition of literature of the British Isles from the Anglo-Saxon period through Samuel Johnson. Readings aim to develop understanding and appreciation of the broad sweep of English literature and include such major works as

*Beowulf* and *Sir Gawain and the Green Knight* and such authors as Chaucer, Spenser, Shakespeare, Jonson, Milton, Behn and Pope. Fall semester.

**ENGL 226** [4 CR]  
**SURVEY OF ENGLISH LITERATURE 2 – BLAKE TO THE PRESENT**

This course provides an overview of the continuity and development of the tradition of literature written in the British Isles from William Blake to the present. The course includes such authors as the Romantic poets, the Victorian poets and prose writers — Yeats, Woolf, Joyce, Beckett and Heaney. In addition, it covers the various historical movements of the English tradition — neoclassical, romantic, Victorian, modern and postmodern. The course fosters an appreciation for and understanding of the broad sweep of modern English literature. Spring semester.

**ENGL 228** [4 CR, CORE: BB]  
**THE CONTINENTAL NOVEL**

This course examines an assortment of major European novels, in excellent English translations, from the late 19th century to the present. Each novel is studied as a literary text but also as a representation of its time and place. Featured novelists include Tolstoy, Dostoevsky, Kafka, Colette and others.

**ENGL 235** [4 CR]  
**SURVEY OF U.S. LITERATURE 1 – BEGINNINGS TO 1865**

This course introduces students to the major writers, literary movements and cultural and historical contexts in the U.S. from its origins to the end of the Civil War. Students examine American Indian creation stories, trickster tales, encounter narratives, Puritan prose and poetry, the literature of the Enlightenment and Revolutionary War, slave narratives and the rise of romanticism. Writers include Cabeza de Vaca, Bradford, Bradstreet, Rowlandson, Edwards, Wheatley, Rowson, Irving, Equiano, Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Harding Davis and Dickinson. Fall semester.

**ENGL 236** [4 CR]  
**SURVEY OF U.S. LITERATURE 2 – 1865 TO THE PRESENT**

This course introduces students to the major authors, periods and literary movements in the U.S. from the end of the Civil War to the present. Students read the works of poets, fiction writers and dramatists from the rise of realism and naturalism, through the modernist movement in the U.S., to the postmodern era. Writers include Dickinson, Clemens, Crane,



Jewett, Chopin, Black Elk, Frost, Stevens, Faulkner, O'Neill, O'Connor, Updike, Erdrich, Ginsberg and Plath. Spring semester.

**ENGL 240** [4 CR, CORE: CI]  
**MODERN CATHOLIC FICTION**

The Catholic intellectual tradition has been particularly fruitful for fostering artistic ways of imagining humans' encounters with the divine – the Mystery undergirding all that is – because of Catholicism's sacramental imagination, its tendency to approach the divine through human images and stories. This course will explore a variety of modern Catholic fiction writers who have done just that – they have used fiction as a way to express, probe, and critique images of the divine and experiences of faith (and of the struggle with faith). The writers who will be studied may include James Joyce, Graham Greene, Flannery O'Connor, Mary Gordon, Andre Dubus and Colm Toibin.

**ENGL 289**  
**SPECIAL TOPICS**

This small-group seminar concentrates on a variety of literary concerns and special interests, ranging from single authors to movements, motifs or themes. Recent examples include: classical and contemporary fairytales; fiction of Joseph Conrad and Graham Greene; literary humor; creative nonfiction; and readings from hell. Course is repeatable with advisor's and instructor consent.

**ENGL 290** [4 CR]  
**THE ENGLISH LANGUAGE**

This course concentrates on two major themes. The first is an introduction to English linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics, and language acquisition. The second is an introduction to rhetoric and composition/writing studies pedagogies: process pedagogy, responding to student writing/feedback, second language/L2 writing/multilingual pedagogy, and a specific focus on antiracist/inclusive pedagogies. It is one of the courses required for all English Education students.

**ENGL 304** [4 CR]  
**CREATIVE NONFICTION WORKSHOP**

Designed to introduce students to creative nonfiction, a genre that includes the personal essay, memoir and literary journalism. Students will read and discuss published essays, practice elements of the genre, share work with classmates and compose and revise several essays.

**ENGL 305** [4 CR]  
**LITERARY THEORY AND WRITING**

This course is designed to help students develop their critical writing skills and to prepare them for the kinds of writing they will do in upper-level literature classes, including research-based essays. The course will explore writing as a process – from generating and organizing ideas, to peer reviewing, revising, editing and publishing. Furthermore, the course will introduce students to the discourse community of English by examining various theoretical approaches to literature, including close reading, psychoanalytic, feminist and gender, Marxist, poststructuralist, multicultural, new historicist and reader-response criticism. This course introduces students to library research methods and documentation and to the creation of individual WordPress sites to house their electronic portfolios.

**ENGL 306** [4 CR]  
**PROFESSIONAL WRITING**

This course teaches students to write effectively in a professional context. In it, students will become acquainted with the basic genres of professional communication, such as research briefs, project/grant proposals, public outreach documents, web design, résumés, and cover letters. They will also learn a range of strategies for controlling their argumentation, organization, and prose style in a professional setting. Importantly, students will conduct this work on behalf of a local non-profit organization. In that way, they will be asked to apply the skills learned in this course for a variety of real-life readerships, each with its own strongly held values.

**ENGL 307** [4 CR]  
**FICTION WORKSHOP**

This course covers the fundamental principles of writing short stories: plausibility, plot construction, point of view, characterization, setting, style and the use of evocative details. The approach is workshop/tutorial. Some readings in short fiction and in theories of fiction are required.

**ENGL 308** [4 CR]  
**POETRY WORKSHOP**

This course focuses on the writing of poetry. The approach is workshop tutorial. Students will read and critique each other's works; they will also read works by currently publishing poets.

**ENGL 309** [4 CR]  
**AFRICAN-AMERICAN NOVEL**

Beginning with one of the most important texts in the African-American literary canon, Frederick

Douglass' slave narrative, the course traces the historical trajectory from antebellum autobiography to the contemporary protest novel in African-American literature. The course analyzes these texts in relation to a variety of social, political and artistic historical moments: the rise of slavery, reconstruction, the Harlem Renaissance, the black arts movement and the civil rights movement. Writers include Harriet Jacobs, Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Nella Larsen, Richard Wright, Ralph Ellison and Toni Morrison.

**ENGL/WMGS 310 [4 CR]**

**RACE AND SEX IN CONTEMPORARY U.S. TEXTS**

This course examines race and ethnicity in American-Indian, Latino, African-American and Asian-American texts in the contemporary United States (1960s to present). The course investigates recurrent issues like immigration, memory and identity, and the legacy of slavery, as we understand the political and cultural underpinnings of the texts. Writers include Louise Erdrich, Sherman Alexie, Junot Diaz, Sandra Cisneros, Toni Morrison, Walter Mosley, Gish Jen and Don Lee. This course meets the Literature and Cultural Diversity requirement for English majors with secondary education certification. Spring semester.

**ENGL/WMGS 311 [4 CR]**

**WOMEN AND LITERATURE**

Through exploring literary texts by women, this course analyzes how the construction of "woman," sex and gender has changed over time and investigates how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, the course engages the most pressing issues in the field from ideas of women's literary voice to claims that challenge female authorship altogether. Special topics may include contemporary women writers, gender and 19th century novel, and ethnic women writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldúa, Margaret Atwood, Bharati Mukherjee, Leslie Feinberg, Edwidge Danticat or Marjane Satrapi.

**ENGL 312 [4 CR]**

**SINGLES AND COUPLES**

This course looks at works of literature from various times and traditions that present two different ways of looking at the human self: in isolation (singles) and in relationship (couples). The course also addresses the larger issue of the connection (or disconnection) between literature and lived human experience. Authors studied may include Euripides, Shakespeare, Dostoevsky, Virginia Woolf and Anne Tyler.

**ENGL 313 [4 CR]**

**WRITING FOR THE WORLD**

This course introduces students to the many spaces we inhabit as writers-- for example, in entertainment, publishing, public relations, and social media. Students will learn to apply theoretical concepts of writing studies to practical, real-world situations. Course themes include the exploration of applied writing genres (e.g., feature articles, profiles, reviews, grant proposals, blogs, podcasts, social media marketing), copy-editing and publishing, digital writing, effective communication using image and text, informational writing, and more. Features of the class include collaborative projects, engaged writing workshops, and relating writing experiences to one's personal goals and career interests. Prerequisite: a lower-division WI course. Spring, annually.

**ENGL 317 [4 CR]**

**NINETEENTH-CENTURY AMERICAN NOVEL**

This course studies American novels of the 19th century that were produced during a creative and industrial heyday in American literary history. Students will explore examples from romantic, gothic, sentimental, abolitionist, naturalist, and sensational novels, focusing on such issues as canonicity, popularity, "masterpieces," readership, and accessibility. Authors covered may include Cooper, Hawthorne, Southworth, Melville, Stowe, Fern, Davis, Twain, Wilson, Harper, and Chesnutt.

**ENGL 318 [4 CR]**

**THE MODERN AMERICAN NOVEL**

This course traces the development of the American novel from 1900 to the present. Placing examples of the genre within the changing social, artistic, political and historical patterns of the 20th-century United States, the survey includes the modernist voices of such writers as Fitzgerald, Hemingway, Faulkner, Steinbeck and McCullers and the contemporary and postmodern experiments of Dreiser, Wharton, Ellison, Kerouac, Vonnegut, Seattle, Morrison and DeLillo.

**ENGL 321 [4 CR, ADV CORE: WT]**

**DANTE: THE DIVINE COMEDY**

This course studies Dante Alighieri's "Divine Comedy" as a mutual endeavor on the part of students and instructor to appreciate and comprehend that great medieval vision of human nature, purpose and values, and to confront the questions about values that Dante poses for contemporary human beings. In this process readers journey through hell, purgatory and heaven, eventually returning to live in

the here and now with a fuller understanding of who they are.

**ENGL 322 [4 CR]**  
**MEDIEVAL LITERATURE**

This course follows the development of Western thought as exhibited in literature from the late classical to the Renaissance (modern) world, using such texts as *On Christian Doctrine*, *The Consolation of Philosophy*, *Beowulf*, *The Song of Roland*, *The Quest of the Holy Grail*, *The Cloud of Unknowing*, and *Le Morte D'Arthur*. The course shows how aspects of medieval religion, philosophy and aesthetics linger and influence the ways we think, read and write today. It addresses concerns and themes that pervade works of the early- and late-medieval periods (quest, apocalypticism, the value of this world, mystical experience) and uncovers links that define the Middle Ages as a period historically, culturally and artistically.

**ENGL 323 [4 CR]**  
**THE HARLEM RENAISSANCE**

This course examines the flowering of culture — in the areas of literature, music, dance and art — which took place predominantly during the 1920s for black Americans in Harlem, New York, a movement that has become known as the Harlem Renaissance. The course places this cultural renaissance, or rebirth, within the historical context out of which it grew — the modernizing America in a post-WWI era, the rise of jazz and the blues, and the Great Migration, among other factors. Some of the writers, intellectuals, visual and performing artists studied may include Zora Neale Hurston, Langston Hughes, James Weldon Johnson, Nella Larsen, Claude McKay, Alain Locke, Helene Johnson, Romare Bearden, Jacob Lawrence, Bessie Smith, Ma Rainey and Duke Ellington.

**ENGL 325 [4 CR]**  
**CHAUCER**

This course discusses Chaucer's early poetry, *Troilus and Criseyde*, and *Canterbury Tales* from linguistic, historical and especially artistic points of view. Spring semester, alternate years.

**ENGL 326 [4 CR]**  
**SHADOWS AND ILLUMINATIONS**

This course examines the spiritual quest for meaning or transcendence, which can be thought of metaphorically as either a journey down or a journey up. Seen as a journey down, this is a descent into depth, into what Joseph Conrad called "the heart of darkness;" this is a realm of shadow and often uncanny fear and uncomfortable journey and yet it is

often a necessary — perhaps even beautiful and life-expanding — part of the search for meaning. The journey up is the ascent to enlightenment or illumination, described by many different religious traditions and portrayed by literary artists as diverse as Shakespeare, Hawthorne and Morrison. The course will use works from various periods, traditions and genres to examine these two aspects of the spiritual journey and to reflect on the way literary texts can present, enhance and perhaps even embody such a journey.

**ENGL 329 [4 CR]**  
**LITERATURE OF SERVICE**

This course addresses concepts of American culture through the dual lenses of literary texts and community-based learning. The course explores individuals and communities in crisis or transition as a result of poor health, poverty, immigration, homelessness and gendered, sexual, racial or ethnic discrimination. Throughout the semester, paired students regularly volunteer at local community service agencies and expand their knowledge of these concepts by writing reflection journals as well as various forms of researched persuasive critical writing (literary analysis, opinion editorials, grant proposals and newsletters). Authors may include Dorothy Day, Robert Coles, Jane Addams, William Carlos Williams, Charlotte Perkins Gilman, Fae Myenne Ng or Li-Young Lee.

**ENGL 334 [4 CR]**  
**MILTON**

This course begins with a study of Milton's early poetry and prose and moves to a concentration on his greatest works — *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*. Spring semester, alternate years.

**ENGL 339 [4 CR]**  
**SHAKESPEARE'S DRAMA**

This course surveys Shakespeare's drama and usually includes representative plays from the following categories: history, comedy, tragedy and romance. In essence, it includes a dramatic sampler of Shakespeare's finest works. Fall semester.

**ENGL 350 [4 CR]**  
**MAJOR AUTHOR SEMINAR**

In-depth critical study of 1-2 authors and their contexts from a variety of literary lenses. The course culminates in a substantial seminar paper. Prerequisite: ENGL 305. Spring, annually.

**ENGL 356 [4 CR, ADV CORE: BB]**  
**POSTCOLONIAL LITERATURE**

This course covers 20<sup>th</sup>- and 21<sup>st</sup>-century literature

composed by writers grappling with colonialism or its enduring legacy. Students will read and respond to a variety of postcolonial literature and cultures, which may include poetry, short fiction, novels, film, and postcolonial theory. The course will usually cover literature written in English from India, Pakistan, Africa, and the Caribbean, but may also explore literature from other countries or continents with a history of colonialism.

**ENGL 358** [4 CR]

**NINETEENTH-CENTURY ENGLISH NOVEL**

This course studies representative novels and emphasizes the movement from romanticism to Victorian social criticism and on to the beginning of modernism. It may include works by Austen, Dickens, Thackeray, the Brontës, Trollope, Meredith, Collins, Braddon, Stevenson, Eliot and Hardy.

**ENGL 385** [4 CR, ADV CORE: WT]

**HEROES AND SAGES**

Students will consider how concepts of heroism and wisdom pervade human cultures and how they evolve. The syllabus will include readings about famous heroes and sages from several cultures from both the ancient and modern worlds. Books may include *The Odyssey*, *The Bhagavad-Gita*, *The Shah-Nameh*, *Beowulf*, *Aurora Leigh*, *Jane Eyre*, *The Tao Te Ching*, *Zen Flesh*, *Zen Bones*, and *The Rubaiyat of Omar Khayyam*, among many others, and we will also view and discuss selected films. Our interdisciplinary approach will include both Western and non-Western classics as we consider how, throughout our history, we have struggled to evaluate what we consider brave and wise.

**ENGL 425** [4 CR]

**ADVANCED CREATIVE WRITING WORKSHOP**

Students read and critique the works of contemporary poetry, fiction and creative nonfiction, and workshop their own writing in these genres. Students are expected to complete a course portfolio of selected original works. Prerequisites: ENGL 304, ENGL 307 or ENGL 308.

**ENGL 489** [4 CR]

**ADVANCED SEMINAR IN ENGLISH LITERARY STUDIES**

This seminar offers junior and senior English majors (and minors with instructor consent) the opportunity to concentrate on a special problem or theme or on an author or combination of authors. Recent examples include: James Joyce's *Ulysses*, T. S. Eliot, Authoring Arthur, Henry James, Charles Dickens, Gender and Sexuality in 19th Century U.S. Literature, Zora Neale Hurston and Toni Morrison.

The course is repeatable with advisor and instructor consent.

**ENGL 490** [2 OR 4 CR]

**INDEPENDENT STUDY**

This course allows staff and students to explore together topics of special interest.

**ENGL 491** [4 CR]

**ADVANCED TUTORIAL IN CREATIVE WRITING**

Students work with the instructor and three to five other students on the writing of poetry, fiction or creative nonfiction. Some readings of contemporary writers will be assigned. Students are expected to write and revise a substantial creative project of their own design. Prerequisite: ENGL 307 or ENGL 308. Course is repeatable with advisor and instructor consent.

**ENGL 494** [4 CR]

**INTERNSHIP**

An internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations by having a chance to work in their field of study and by gaining experience with state-of-the-art equipment and practices. Prerequisites: junior or senior standing and instructor consent.

**ENGL 499** [0 CR]

**ENGLISH PORTFOLIO**

All English majors are required to collect and submit a senior English portfolio (one essay or writing assignment from each ENGL course taken, plus a self-evaluative introductory essay) in order to fulfill the ENGL 499 graduation requirement. During their four years of coursework, English majors should electronically store their essays and writing assignments, and the final portfolio will be built from this stored written work. Senior English majors enroll in ENGL 499 during their final semester, and completed portfolios are due at the conclusion of the semester. Prerequisite: senior standing.

**ENGLISH AS A SECOND LANGUAGE PROGRAM [ESLI]**

**ESLI 042** [0 CR]

**BEGINNING READING**

Students increase their vocabulary, read faster, and understand more of what they read. They develop reading strategies such as skimming, scanning, guessing meaning from context, previewing and predicting. Students practice reading authentic material such as short reading passages, simplified

short stories and news articles, and an abridged ESL novel.

**ESLI 043 [0 CR]**  
**BEGINNING WRITING**

Students improve their ability to write in English by learning to write simple and compound sentences in English and short, well-organized simple paragraphs which include title, topic sentence, supporting sentences, and a conclusion. Students practice rules of punctuation and capitalization, as well as learn spelling rules. In addition to learning basic writing skills, students study simple verb tenses, nouns, pronouns, adverbs and adjectives.

**ESLI 044 [0 CR]**  
**BEGINNING SPEAKING**

Students learn to communicate in English in everyday situations. They learn to ask and answer questions, use the telephone, take messages, pronounce and note simple numbers, and perform functions such as initiating conversations, asking for directions, making invitations, closing conversations, etc. Class activities include performing simple role plays, participating in small groups, and presenting three-minute visual presentations. Students engage in authentic dialogue.

**ESLI 045 [0 CR]**  
**BEGINNING LISTENING**

Students practice listening to authentic taped conversations and monologues on topics of general and cultural interest. The focus in this class is on listening to discourse that is no more than five minutes in length. Students work on understanding phrases, simple sentences and questions, as well as perceiving stress and basic intonation patterns.

**ESLI 051 [0 CR]**  
**GRAMMAR TOPICS 1**

Students learn and review specific grammar topics including simple tenses, present perfect tense, correct use of nouns, adjectives, and some modals.

**ESLI 052 [0 CR]**  
**BUILDING READING VOCABULARY**

This reading skills course develops skills in reading speed and comprehension. Students are introduced to reading strategies such as skimming, scanning, guessing meaning from context, previewing, predicting, making inferences and giving opinions. Reading materials include short stories, news articles, computer passages and a simplified novel.

**ESLI 053 [0 CR]**  
**INTRODUCTION TO ESSAY WRITING**

In this course students learn to write well-organized and coherent paragraphs that include a topic sentence and detailed supporting sentences. Students practice a variety of writing styles and forms, which may include narrative, descriptive and expository paragraphs, journals, and letters. By the end of the term, students understand and write a three-paragraph essay. Grammar study includes review and practice of the simple and present perfect tenses, study and practice of noun forms, adjectives, modals, gerunds and infinitives.

**ESLI 054 [0 CR]**  
**CULTURAL IMMERSION 1**

In this course students actively practice speaking skills for a variety of situations including requesting and giving information, and practice strategies for beginning, maintaining and ending a conversation. Special attention is given to pronunciation, intonation and correct grammar usage. Activities may include making introductions, giving demonstrations and short speeches, role playing, and group discussions. Active participation in daily classroom activities is required.

**ESLI 055 [0 CR]**  
**INTERACTIVE LISTENING**

In this course students learn to listen for details and inferences as well as main ideas. Students summarize passages heard on tape or video. Students learn to discriminate between different stress and intonation patterns, recognize and identify verb tenses, possession markers and plurality.

**ESLI 065 [0 CR]**  
**AMERICAN SOCIETY**

In this content-based listening/speaking course, students are introduced to American culture and values. Class themes include education in America, ethnic and racial assimilation, women and work, American government, religion, and entertainment. Activities may include reading, discussing and analysis of video/movie segments. Classes are frequently supplemented with class trips in the community. Students develop confidence in their ability to use American English as they gain a better understanding of American society.

**ESLI 066 [0 CR]**  
**CULTURALLY SPEAKING**

This speaking course introduces students to American culture through classroom discussions and role-playing. The class focuses on improving

aural/oral skills while giving students the opportunity to communicate in authentic language situations. Students improve listening and speaking skills by comparing and contrasting cultures, including their own.

**ESLI 067 [0 CR]**  
**PUBLIC SPEAKING**

This course develops the oral communication skills of intermediate and advanced-level ESL students. Emphasis is given to speaking in academic, business and professional situations. Reading and writing are also required components of the class. Students develop analytical skills by identifying issues, evaluating options and solving problems. A wide variety of materials and methods may be used to achieve course goals.

**ESLI 071 [0 CR]**  
**GRAMMAR TOPICS 2**

Students learn and review specific grammar topics including perfect and perfect progressive tenses, general verb review, nouns and pronouns, modals, and passive.

**ESLI 072 [0 CR]**  
**SKILLS FOR READING SUCCESS**

This intermediate-level reading class emphasizes reading strategies such as skimming for ideas, scanning for specific information, separating fact from opinion, guessing meaning from context, making inferences and understanding humor. Students improve reading speed and comprehension using such materials as short stories, news articles, and abridged and unabridged novels. An important part of the course is the transition from ESL reading material to authentic first-language texts.

**ESLI 073 [0 CR]**  
**ESSAY WRITING**

This course teaches students to develop a written paper into a unified, coherent, well-supported five-paragraph college-style essay that incorporates clearly written sentences in a variety of styles and mature (complex) sentences. Writing tasks include in-class timed essays, out-of-class process essays with two to three drafts each, summaries of newspaper and magazine articles, and reactions to readings with opinions and personal reflections.

**ESLI 074 [0 CR]**  
**CULTURAL IMMERSION 2**

Students develop oral communication skills. Emphasis is given to speaking in academic, business and professional situations. Reading and writing are also required components of the class. Students

develop analytical skills by identifying issues, evaluating options and solving problems. A wide variety of materials and methods may be used to achieve course goals.

**ESLI 075 [0 CR]**  
**EFFECTIVE LISTENING COMPREHENSION**

Students listen to extended discourse on a variety of topics in formal and informal settings. They develop skills to listen for main ideas and specific content, make inferences, and summarize. Students are introduced to note taking and outlining skills while focusing on comprehension and analysis of content.

**ESLI 076**  
**INDEPENDENT STUDY**

Check with IIS Director for current offering.

**ESLI 077**  
**INTEGRATED STUDY**

Check with IIS Director for current offering.

**ESLI 078 [0 CR]**  
**U.S. FILM AND CULTURE**

This course introduces students to aspects of U.S. culture through an examination of film, with a focus on developing listening skills. Students examine cultural aspects of U.S. life, including humor, while developing skills to understand main ideas and specific content.

**ESLI 081 [0 CR]**  
**CURRENT EVENTS/NEWS**

In this course students continue to improve listening comprehension and speaking skills. They participate in discussions of current social and political issues. Students gather and organize information from sources that include television news, newspapers, magazines, personal interviews and electronic media. Students engage in a variety of activities including out-of-class research, in-class listening exercises, small and large group discussions of news reports, and oral and written presentations.

**ESLI 085 [0 CR]**  
**INTERCULTURAL BUSINESS**

This is a multi-skill course that introduces students to current business issues in American economic life. Students read, write and discuss business issues in the context of American cultural values. Students read, write, listen and discuss issues from television news reports, the Wall Street Journal and other daily or weekly business publications. Grammar is reviewed and assigned for homework as needed.

**ESLI 086 [0 CR]**  
**INTRODUCTION TO U.S. HISTORY**

Students learn about the impact of the Revolutionary War and Civil War on American society. Students will discuss the factors that led to war, the politics involved before and during the war, and the major battles fought in each war. Course materials include videos, Internet research, readings and speeches. Major assignments for this course will include presentations, tests and quizzes, written assignments, and a research paper. Spring 1 session.

**ESLI 088 [0 CR]**  
**INTRODUCTION TO U.S. LITERATURE**

This content-based course gives students an overview of various genres in American literature to introduce them to the most distinguished American authors and their works. The course focuses on aspects of American life and its reflection through literature.

**ESLI 089 [0 CR]**  
**INTRODUCTION TO INTERCULTURAL COMMUNICATION**

Students listen to, write about, and discuss the meaning of culture and how it influences communication with people from other cultures. Students identify culturally determined values and beliefs about their own culture and identify reasons for the success or failure of intercultural communication. The course combines readings and lectures with problem-solving activities using role plays, simulations, reflection papers and group discussions.

**ESLI 091 [0 CR]**  
**GRAMMAR TOPICS 3**

In this class students practice listening to extended speech and lectures, identify key ideas, supporting details and organizational patterns. Content includes guest lectures and recorded lectures. Students are required to observe and report on several college lecture classes. Students learn to take comprehensible notes using note-taking symbols and abbreviations.

**ESLI 092 [0 CR]**  
**ACADEMIC READING SKILLS**

In this class students are exposed to the kinds of reading that they can expect to find in their college courses. Course materials include college textbook material, newspaper and journal articles, essays, a full-length unabridged novel, short stories and poetry. Students continue to practice inferencing, skimming, scanning, and summarizing. Students respond to readings through writing, discussions and oral reports.

**ESLI 093 [0 CR]**  
**INTRODUCTION TO ACADEMIC WRITING**

This pre-college writing course requires students to use all writing skills to write timed and drafted essays, complete essay exam questions and complete a 6-10 page research paper. Skills taught include brainstorming, outlining, researching, drafting and redrafting, preparing and using notes, source and bibliography cards. Students research, analyze and evaluate issues. In addition, students summarize, paraphrase, quote and document sources.

**ESLI 094 [0 CR]**  
**CULTURAL IMMERSION 3**

This listening/speaking course is for high intermediate and advanced-level students. Students continue to build confidence in speaking by participating in class discussions and debates and by making individual oral presentations. Students learn conversational strategies such as agreeing and disagreeing, interrupting and asking for clarification. Students listen to both formal and informal English. Topics of discussion typically include current events and controversial issues.

**ESLI 095 [0 CR]**  
**LECTURES AND NOTE TAKING**

In this class students practice listening to extended speech and lectures, identify key ideas, supporting details and organizational patterns. Content includes guest lectures and recorded lectures. Students are required to observe and report on several college lecture classes. Students learn to take comprehensible notes using note-taking symbols and abbreviations.

**ESLI 096 [0 CR]**  
**ISSUES FOR DEBATE AND DISCUSSION**

This listening/speaking course is for high intermediate and advanced-level students. Students continue to build confidence in speaking by participating in class discussions and debates and by making individual oral presentations. Students learn conversational strategies such as agreeing and disagreeing, interrupting and asking for clarification. Students listen to both formal and informal English. Topics of discussion typically include environmental issues, gun control, abortion, AIDS, homelessness and sexual harassment.

**ENVIRONMENTAL SCIENCE [ENVS]**

**ENVS 300 [4 CR, ADV CORE: PN]**  
**ENVIRONMENTAL SCIENCE**

Environmental Science is an interdisciplinary field of

study which relies on the principles of biology, chemistry and geology as well as the social sciences to explain complex natural systems. ENVS 300 is a survey course in this field and discusses how natural systems function with an emphasis on how these systems have been affected by human activity. Recent advances in scientific research indicate that in addition to the well-known local and regional effects of human activity on the environment, humans are changing the world we live in on a global scale. The possible ramifications of the environmental issues discussed in this course make the material both relevant and controversial. An attempt is made to present information in an objective, scientific manner, allowing students to reach their own conclusions regarding the proper response to environmental threats and to develop a personal environmental ethic.

Note: Environmental Science majors may not take ENVS 300 to fulfill a requirement in the core curriculum. Students may not take both ENVS 300 and SSCI 301 for credit.

**ENVS 428 [4 CR]**  
**ENVIRONMENTAL SCIENCE RESEARCH**

In consultation with the instructor, students design and execute a research project or study in the area of environmental science or environmental chemistry. This course is generally taken by environmental science majors in their senior year.

## **F**

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### **FRENCH [FREN]**

Students majoring in French and Francophone Studies are required to take three core courses (FREN 305, 375, and 400) at St. Norbert College. Students then select five FREN electives at the 300-level or above for the remaining courses for the French and Francophone Studies major. Students taking French electives during study abroad will have these courses approved by the French faculty.

**FREN 101 [4 CR]**  
**ELEMENTARY FRENCH 1**

An intensive introduction to practical French with an emphasis placed on the four language skills: understanding, speaking, reading and writing.

**FREN 102 [4 CR, CORE: SL]**  
**ELEMENTARY FRENCH 2**

Continuation of FREN 101. Prerequisite: FREN 101 or formal placement.

**FREN 203 [4 CR, CORE: SL]**  
**INTERMEDIATE FRENCH 1: FRENCH LANGUAGE AND SOCIETY THROUGH FILM**

FREN 203 is the first part of a two-semester sequence (203-204) leading to a transcriptable certificate in French. It focuses on the development of communication and cultural competency in listening, speaking, reading, and writing. Class discussions will focus on culturally significant films and student presentations will include topics such as art, music and cinema. FREN 203 will take students to a new level of proficiency and provide them with the self-confidence necessary to study and live in a Francophone country. Prerequisite: FREN 102, formal placement, or permission of instructor. Fall semester.

**FREN 204 [4 CR, CORE: SL]**  
**INTERMEDIATE FRENCH 2: COMMUNICATION IN FRENCH AND FRANCOPHONE CONTEXTS**

Students completing FREN 204 with a B average or better in all previous French classes at the college will qualify for the certificate in French. Through the study of film, music and other media from the French and Francophone worlds, students will continue to improve their proficiency in reading, writing and speaking. This course is especially designed to develop students' communication skills in order to discuss contemporary topics of cultural and literary significance. It prepares students for advanced courses in French. Prerequisite: FREN 203, formal placement, or permission of instructor. Spring semester.

### **ADVANCED COURSES IN CIVILIZATION, LANGUAGE AND LITERATURE**

**FREN 305 [4 CR, ADV CORE: EI, WI]**  
**INTRODUCTION TO FRENCH LITERATURE AND SOCIETY: THE MIDDLE AGES, THE RENAISSANCE TO CLASSICISM**

This course is an introduction to French Literature and is designed for students who seek to improve their French as well as learn about French literature and culture. FREN 305 examines a wide variety of literary texts – drawing on poetry, prose, and drama, from the Middle Ages through the Renaissance to the Classic period. Prerequisite: FREN 204 or instructor consent. Every other fall semester.

**FREN 320 [4 CR, ADV CORE: WT]**  
**MASTERPIECES OF FRENCH LITERATURE**

An overview of representative masterpieces of French literature from the 17<sup>th</sup> to the 20<sup>th</sup> centuries.



Topics covered include the classical period, ideas of the Enlightenment, the development of the 19<sup>th</sup>-century novel and existentialism. The course will also include film excerpts as visual texts. Prerequisite: FREN 204. Spring semester.

**FREN 325** [4 CR]

**FRENCH FOR THE PROFESSIONS**

This course will take an interdisciplinary approach to professional communication in French, as a language for use in business, government and the non-governmental sector. Special focus will be given to basic professional vocabularies, oral, written and non-verbal communication, and French-American cross-cultural interaction. Prerequisite: FREN 305 or instructor consent.

**FREN 360** [4 CR]

**CONTEMPORARY FRANCOPHONE SOCIETIES THROUGH LITERATURE AND FILM**

This course provides an analysis of the relations between France and its former colonies as manifested in the literature and film of France and the Francophone world. Questions of race and gender relations, exile, nationalism, identity and place are explored in written and visual texts. Prerequisite: FREN 204 or instructor consent. Every other fall semester.

**FREN 375** [4 CR, ADV CORE: BB]

**FRENCH CIVILIZATION, LITERATURE, AND IDENTITY: THE REVOLUTION TO THE 20<sup>TH</sup> CENTURY**

This course is a continuation of FREN 305. It examines the representation of French identity through literature and the arts from the French Revolution to the end of the 20th Century. This course takes an interdisciplinary approach through the study of art, cinema and documentaries will enhance student understanding of the French intellectual tradition. Other topics will be drawn from history, human geography, the fine arts, philosophy and cultural iconography. Prerequisite: FREN 305 or instructor consent. Every other spring semester.

**FREN 389** [2 OR 4 CR]

**SPECIAL TOPICS**

Topics of special interest, dealing with Francophone literature, civilization or culture. Course may be taken more than once for credit if topic is different. Prerequisite: FREN 305 or instructor consent.

**FREN 390** [4 CR]

**ADVANCED CONVERSATION AND COMPOSITION**

Emphasis on developing facility in oral expression based on Francophone literatures and cultures.

Attention to phonetics, pronunciation and syntax. Development of more difficult and sophisticated patterns of expression. Prerequisite: FREN 305 or instructor consent.

**FREN 400** [4 CR]

**SENIOR CAPSTONE SEMINAR**

The material of this course will center on a particular topic or theme, which may change from year to year. This topic or theme will be examined through various media, including literary and non-literary texts and film. Prerequisite: FREN 375 or instructor consent. Spring semester.

**FREN 490** [2 OR 4 CR]

**INDEPENDENT STUDY**

For upper-level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers and examination required. Prerequisite: Two courses above FREN 204 or instructor consent.

## G

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### **GEOGRAPHY [GEOG]**

**GEOG 120** [4 CR, CORE: PN]

**GLOBAL PHYSICAL ENVIRONMENTS**

This course addresses the spatial dimensions of our planet, including energy transfer, air, water, weather and climate, landforms, vegetation and soils. Understanding of the interrelationships between these systems – and of human interaction with them – is key to forming an integrated understanding of the physical landscape and its significance to humankind. The course addresses issues of the environment and of natural hazards and includes a substantial laboratory component. Infrequently offered.

**GEOG 140** [4 CR, CORE: BB]

**WORLD REGIONS AND ISSUES**

This course introduces geographic themes and critical issues of relevance in our global society and will enhance awareness and appreciation of other peoples and places. Through this regional survey of lands and life, students gain a grasp of differences and commonalities among the world's physical and human landscapes and how they impact life in these regions — as well as connections to our own lives. Regional profiles include the analysis of varied issues of the physical environment, population distributions, cultural landscapes, and select historical, political and economic issues primarily via the spatial point of view. This regional approach consistently emphasizes

map work.

**GEOG 225** [4 CR, CORE: BB]

**SOCIAL GEOGRAPHY**

This course provides an introductory survey of geographic themes and concepts of social and cultural relevance in our fast-changing world, with a particular emphasis on the United States. The course offers an opportunity to raise understanding of and appreciation for geographic realities in the lives of others — as well as in our own daily existence. Topics include population dynamics, migration, ethnicity, gender, language, religion, urbanization and the political landscape. Geographic/spatial aspects of these issues are examined on a variety of scales in diverse locales. Map work is emphasized.

**GEOG 231** [2 CR]

**GIS-SOCIAL SCIENCES/HUMANITIES**

This course introduces basic tools and skills of Geographic Information Systems (GIS) in a hands-on setting with emphasis on applications for the social sciences and humanities. GIS has revolutionized the ways in which we can question, interpret, and visualize data across a wide range of disciplines. Students will be introduced to the spatial thinking upon which GIS is built and how to apply this knowledge to real-world, interdisciplinary scenarios — of value in many fields and careers, including public service, business, and education. Fall Semester.

**GEOG 238** [4 CR]

**INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS**

This lecture/lab course introduces the basic theory, tools and skills of Geographic Information Systems (GIS) in a hands-on computer lab setting. GIS integrates hardware, software and data to capture, manage, analyze and display all forms of spatially referenced information. GIS has revolutionized the ways in which we can question, interpret, and visualize data across a wide range of disciplines. Students will be introduced to the spatial thinking upon which G.I.S. is built and how to apply this knowledge to real-world, interdisciplinary scenarios. The course will build students' ability to understand, visualize, analyze and solve geographic problems.

**GEOG 355** [4 CR, ADV CORE: DD]

**ETHNIC GEOGRAPHIES OF THE U.S.**

This course provides an overview of the geographic diversity of population in the United States. Ethnic groups such as Mexican, Puerto Rican, Chinese, Asian Indian, Iranian, and others will be included in our discussions of the country's ethnic complexity.

Examples from text and outside readings, online sources, and film of several ethnic groups will be examined from various places and regions.

NOTE: This course is offered in a hybrid format (both online and face-to-face class meetings).

**GEOG 363** [4 CR, ADV CORE: BB]

**GLOBAL URBANIZATION**

This course focuses on the development of the present global urban system primarily, but not exclusively, from a geographic perspective. Topics include the origins and evolution of cities in both the developed and developing world (with special attention to U.S. urban growth); aspects and models of the internal structure of cities; and the recent growth of the “world cities” (those power centers that dominate the global economy), and of the developing world's fast-growing megacities. Both the enduring promise and persistent problems of urbanization are addressed. The functions and meanings of cities and urban change will be explored from various cultural perspectives.

**GEOG 489**

**SPECIAL TOPICS**

Examination of selected topics of interest to faculty and students, such as demographics, political geography, maps and map making, advanced Geographic Information Systems, cultural landscapes, in-depth regional analysis, or other topics.

**GEOLOGY [GEOL]**

**GEOL 105** [4 CR, CORE: PN]

**GEOLOGY**

A study of geological phenomena involved in the formation of the Earth's surface and subsurface features, the interrelationship between humans and the geological environment, and the application of the science of geology to problems resulting from the increasingly intense use of the materials of the Earth's crust. The course includes lectures, discussions, labs and field trips.

**GEOL 107** [4 CR, CORE: PN]

**ENVIRONMENTAL GEOLOGY**

This course provides an introduction to geologic processes with a special emphasis on the interaction of these processes with humankind. Topics include geologic hazards (e.g. earthquakes, volcanoes, flooding), geologic resources and human impact on the natural environment such as groundwater contamination and mining. Includes lectures,

discussion, labs and field trips.

**GEOL 109** [4 CR, CORE: PN]  
**DINOSAURS AND THEIR ENVIRONMENT**

This course explores the origin, evolution, and extinction of dinosaurs as well as the environment at the time the dinosaurs were alive. Dinosaurs are also used to learn about how science is used to evaluate the Earth, both past and present. Fundamental geological principles that affected the distribution and life history of dinosaurs are also covered. Includes lectures and labs.

**GEOL 115** [4 CR, CORE: PN]  
**GENERAL OCEANOGRAPHY**

This course provides an overview of the ocean sciences, with emphasis on the interplay between its geological, physical, chemical and biological processes. The impact of oceans on Earth's climate will be examined, as well as possible human impact on climate and global sea level changes. Other human concerns, including marine pollution problems and species extinction, will be addressed.

**GEOL 225** [4 CR]  
**HYDROGEOLOGY**

This course provides an overview of the hydrologic cycle with emphasis placed on the study of groundwater. Discussions include the fundamental characteristics of aquifers (porosity and permeability), the geologic settings of groundwater and the basic physics of groundwater flow. This course also provides an introduction to surface water in streams and its geomorphic effects. The course includes lectures, discussion, laboratory and field exercises. A basic knowledge of high school algebra and trigonometry is assumed. Prerequisite: GEOL 105. Offered every other year.

**GEOL 230** [4 CR]  
**GIS FOR GEOSCIENCES**

An introduction to Geographic Information Systems with emphasis in earth science applications such as mapping and terrain analysis. This course introduces students to the fundamental concepts, uses, and applications of Geographic Information System software. Exercises include working with a variety of data sets applicable to answering questions in earth and environmental science. Spring semester.

**GEOL 250** [4 CR]  
**GEOMORPHOLOGY**

This course provides an overview of the geologic processes responsible for shaping and modifying the Earth's surface. Emphasis is placed on the study of the following topics: physical and chemical

weathering, soils, mass wasting, streams, glaciers, wind and desert processes, karst features, coastal processes, tectonic geomorphology, and landscape evolution. Includes lectures, discussions, labs and field trips. Prerequisite: GEOL 105. Offered every other year.

**GEOL 275** [4 CR]  
**HISTORICAL GEOLOGY**

This course focuses on the major events in Earth's history. In particular, the history of life through time, changes in sea level and climate, and the evolution of Earth's lithosphere are studied, with a focus on the North American continent. Interpretation of the rock and fossil records will be a key component. Includes lectures, discussions and labs. Prerequisite: GEOL 105. Offered every other year.

**GEOL 280** [4 CR]  
**INTRODUCTION TO PALEONTOLOGY**

This course focuses on the fossil record from a geological perspective. A major component of the course will involve learning how to use the distribution of fossils to correlate rock units. Other topics will include identification of major fossil groups, the preservation of fossils, and the relationship between fossil organisms and their environments. Prerequisite: GEOL 105. Recommended: GEOL 275.

**GEOL/EDUC 287** [4 CR]  
**INTEGRATED STEM METHODS**

This course integrates research-based strategies and constructivist teaching principles with science, technology, engineering, and mathematics (STEM) frameworks to provide a foundation for teaching students in PK-8 educational settings. Students will be able to create units of instruction, engage students in STEM activities, design assessment models, and understand how to design a classroom environment suitable to meet the needs of all learners. This course will also focus on environmental education including the conservation of natural resources. Prerequisites: EDUC 125 and EDUC 130; concurrent enrollment in pre-professional block.

**GEOL 300** [4 CR]  
**MINERALOGY**

This course is an introduction to the basic concepts of mineral formation and identification. The lecture portion of the course conveys the principles and concepts of mineralogy. The laboratory portion of the course will focus on the descriptive aspects of the science emphasizing the occurrence of the common minerals and developing the ability to identify hand samples. Topics also included are crystallography, crystal chemistry and microscopic identification of

minerals. Prerequisite: GEOL 105.

**GEOL 320 [4 CR]**

**PETROLOGY**

This course provides an overview of the formation, occurrence, and recognition of the igneous and metamorphic rocks. The lecture portion of the course will cover the theoretical aspects of rock development with particular emphasis on the tectonic framework. The laboratory portion will emphasize macroscopic and microscopic identification of the various rock types and their associated textures. Prerequisite: GEOL 300.

**GEOL 322 [4 CR]**

**SEDIMENTATION AND STRATIGRAPHY**

A lecture and laboratory course that examines the origin and characteristics of sediments and sedimentary rocks, transportation mechanisms, and geologic environments in which sediments are deposited, unification and diagenesis, classification schemes for sedimentary rock nomenclature, and the arrangement and correlation of sedimentary rocks. Prerequisites: GEOL 105 and GEOL 300. Offered every other year.

**GEOL 325 [4 CR]**

**STRUCTURAL GEOLOGY**

This course explores the processes of deformation of the Earth's crust and how this deformation is recorded by rocks. Emphasis is placed on the correct observation and interpretation of features such as faults, folds and shear zones. Includes lectures, discussions, labs and field trips. Prerequisites: GEOL 300 and GEOL 320.

**GEOL 350 [4 CR]**

**GLACIAL AND QUATERNARY GEOLOGY**

An introduction to glacial process and environments. Emphasis is placed on the origin of landforms and landscapes produced by glaciations. Related topics covered in this course include Quaternary climate change, eolian (wind) processes, river and lake systems, and periglacial processes. Includes lectures, discussion, laboratory and field trips. Prerequisite: GEOL 105. Infrequently offered.

**GEOL 354 [2 OR 4 CR]**

**FIELD GEOLOGY**

This course provides an extended field experience for geology majors. Usually includes two to three weeks of travel and study of the geology and natural history of Costa Rica. The course focuses on plate tectonic processes, active volcanism and arid sedimentary environments in a modern geologically active region. Special emphasis is placed on careful observation,

description and interpretation of geologic phenomena. Prerequisites: GEOL 105 and instructor consent. Infrequently offered.

**GEOL 389 [2 OR 4 CR]**

**SPECIAL TOPICS**

A course designed for group study of a subject matter of special interest. Typically applied to an extended field trip offered during winter break or spring break with associated lectures, labs, research and/or literature review. Special topics courses that include a field trip require an additional fee to cover expenses, such as travel. Prerequisites: GEOL 105 and instructor consent.

**GEOL 403 [4 CR, ADV CORE: PN]**

**GEOLOGY OF OUR NATIONAL PARKS**

Geology is the study of the origin, composition, structure, processes, and history of the Earth incorporating related science concepts from chemistry, physics, biology, and mathematics. The U.S. National Parks are a great platform for learning these basics of geology, as well as peripheral interdisciplinary and non-scientific aspects of the parks, such as the important interplay between geologic processes (and products) and humans.

**GEOL 428 [4 CR]**

**ENVIRONMENTAL GEOLOGY RESEARCH**

Original field or laboratory study and research in the area of environmental geology. Course requirements vary depending on the research focus and must be agreed upon by the student and supervising instructor. This course is designed to satisfy the senior thesis requirement of the environmental science major. Prerequisite: instructor consent.

**GEOL 450 [6 CR]**

**GEOLOGY FIELD CAMP**

A summer field course that integrates basic geologic skills and knowledge in the construction of geologic maps. The field camp is typically six to eight weeks in duration, and students normally attend the course during the summer between their junior and senior years. This course is not offered by St. Norbert College. Students must enroll in a field camp offered by another institution. Prerequisites: geology major and approval of field course by the geology discipline.

**GEOL 490 [4 CR]**

**INDEPENDENT STUDY**

A course that allows students to pursue an area of study on an individual basis with consultation and evaluation by a Geology faculty member. Course methodology and objectives will be mutually agreed

upon by the faculty member and the student.  
Prerequisite: instructor consent.

**GEOL 492 [4 CR]**  
**DIRECTED RESEARCH**

An arranged course involving substantial laboratory and/or field research in an area of interest to the student and under the supervision of one or more geology faculty members. This course may be based on a group project. Students who wish to use a summer research experience performed at another institution for GEOL 492 credit must have the discipline's approval prior to undertaking the research. Prerequisite: instructor consent or discipline approval.

**GEOL 496 [4 CR]**  
**SENIOR THESIS**

Original field or laboratory research in geology under the supervision of a faculty member in the discipline. The student is required to write a thesis summarizing the objectives, methods, data and significant results of the research. In addition, presentation of research results at a professional meeting is encouraged. Prerequisites: geology major and instructor consent.

**GEOL 499 [0 CR]**  
**SENIOR EXAMINATION**

This course consists of an assessment examination covering the various areas of geology in the undergraduate program. The results will help the geology discipline evaluate student achievement and improve the program curriculum. Prerequisite: senior standing. Spring semester.

**GERMAN [GERM]**

**GERM 101 [4 CR]**  
**ELEMENTARY GERMAN 1**

An intensive introduction to practical German with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Required laboratory practice. Fall semester.

**GERM 102 [4 CR, CORE: SL]**  
**ELEMENTARY GERMAN 2**

Continuation of GERM 101. Prerequisite: GERM 101. Spring semester.

**GERM 203 [4 CR, CORE: SL]**  
**INTERMEDIATE GERMAN 1**

Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Required laboratory practice. Prerequisite: GERM 102.

**GERM 204 [4 CR, CORE: SL]**  
**INTERMEDIATE GERMAN 2**

A continuation of GERM 203 with emphasis on developing facility in oral and written expression as well as reading short literary texts. Prerequisite: GERM 203.

**ADVANCED COURSES IN CIVILIZATION,  
LANGUAGE AND LITERATURE**

**GERM/HUMA 302 [4 CR]**  
**GERMAN CULTURE IN TRANSLATION**

Rotating topics from the German cultural and literary tradition examined and discussed in English translation. (\*Can count towards a Minor or Major Degree in German Studies via consultation with Instructor and/or German Program Director.) Prerequisite: HUMA 100. Fall semester.

**GERM 304 [4 CR, ADV CORE: EI, WI]**  
**GERMAN COMPOSITION**

GERM 304 or GERM 305 is required of all majors and minors. The course includes a review of German grammatical structures, syntax and idioms through weekly compositions and short literary readings. Emphasis is on developing facility in diverse types of written expression. This course is comprised of composition on literary topics to prepare students for upper-level courses in German. Prerequisite: GERM 204. Fall or spring semester, as needed.

**GERM 305 [4 CR, ADV CORE: EI]**  
**INTRODUCTION TO GERMAN LITERATURE AND  
LITERARY CRITICISM**

German 304 or 305 is required of all majors. An introduction to major trends in German literature, this course includes critical terminology and concepts, through class discussion of various literary genres: fables, fairytales, short stories, poems and drama. Prerequisite: GERM 204. Fall or spring semester, as needed.

**GERM 328 [4 CR]**  
**ENLIGHTENMENT AND CLASSICISM**

A study of the changes and literary production of the German Enlightenment and Weimar classicism as seen in the works of authors such as Gottsched, Lessing, Herder, Goethe and Schiller. Emphasis will be placed on drama. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

**GERM 349 [4 CR]**  
**REALISM AND NATURALISM**

A study of the 19th century German literary movements Realism and Naturalism with emphasis on prose and drama, exploring such authors as Stifter,

Keller, Raabe, Storm, Fontane, Holz and Hauptmann. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

**GERM 350 [4 CR]**

**MODERN GERMAN LITERATURE**

A study of recent developments in German literature, including East German literature. Literary movements include Impressionism, Expressionism, Epic Theatre, Kahl Schlagliteratur, Group '47 and Neo- Subjectivism. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

**GERM 355 [4 CR]**

**ROMANTICISM**

A study of the Romantic Movement in Germany with emphasis on fairy tales, short stories, novellas and poetry. Students will analyze the works of such authors as Hölderlin, Novalis, Tieck, Fouqué, Hoffmann, Brentano, Eichendorff and the Brothers Grimm. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

**GERM 360 [4 CR]**

**GERMAN POETRY**

A study of German lyric poetry from Goethe to the present. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

**GERM 375 [4 CR, ADV CORE: BB]**

**MODERN GERMANY: 1850-1950**

This class is meant as the first non-grammar course. Through extensive German language readings, this course acquaints students with the early cultures of German-speaking nations, German history, society and political institutions. Literature and art from 800 to 1600 are explored in depth. Prerequisite: GERM 204. Fall semester.

**GERM 389**

**SPECIAL TOPICS**

Topics of special interest dealing with German literature, civilization or culture. Courses may be taken at the College or abroad (GERM 393) and more than once for credit if topics differ. Often taught as a beginning writing class with analysis of short literary texts, a course on the fairy tale genre, a film class, or as a business German class. Prerequisites: GERM 304 or GERM 305, GERM 375, instructor consent.

**GERM 390 [4 CR]**

**ADVANCED CONVERSATION, GRAMMAR AND COMPOSITION**

This course reviews German grammatical structures, syntax and idioms. Special emphasis is given to developing facility in oral expression. In addition,

written proficiency in the language is developed through drills, vocabulary exercises and compositions. Prerequisites: GERM 304, GERM 375 or instructor consent. Study abroad, or as an arranged course.

**GERM 400 [4 CR]**

**SENIOR CAPSTONE SEMINAR**

This course will examine contemporary issues in post-1945 German society through various media, including literature. Focus will vary from year to year, but will generally include the following topics: post-war Germany, the "German Question" (division of Germany), Frisch, Dürrenmatt, immigration policies, Neo-Nazism, the European Community, and women's issues. Often taught as a seminar on Max Frisch's novel, *Homo faber*, or Christa Wolf's novel, *Cassandra*. Prerequisites: GERM 304 or GERM 305; GERM 375. For German majors and minors only.

**GERM 490 [2 OR 4 CR]**

**INDEPENDENT STUDY**

For upper-level students in lieu of a regular course. Plan of work must be approved before registering. Students will be assigned reports, a paper and an examination. Prerequisite: Two courses above GERM 204. Further German courses are available at the University of Wisconsin-Green Bay when advanced students need classes not offered in a given semester.

**GREEK [GREK]**

**GREK/CLAS 111 [4 CR]**

**ELEMENTARY GREEK 1**

An introduction to Attic Greek with emphasis on the grammar, syntax and vocabulary necessary for reading Greek prose and poetry. Fall semester.

**GREK/CLAS 112 [4 CR, CORE: SL]**

**ELEMENTARY GREEK 2**

A continuation of CLAS 111, with extended reading passages in Greek prose and poetry. Prerequisite: CLAS 111. Spring semester.

**GREK/CLAS 213 [4 CR, CORE: SL]**

**INTERMEDIATE GREEK**

Continued study of grammar, syntax and vocabulary of Greek prose and poetry. Readings may include selections from Herodotus, Thucydides, Plato, or early Christian texts. Prerequisite: CLAS 112. Fall semester.

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## HEBREW [HEBR]

### HEBR 101 ELEMENTARY BIBLICAL HEBREW

This course introduces students to the language of the Hebrew Bible and the historical and theological methods that arise from studying the Hebrew Bible in its original language. No prior knowledge of Biblical Hebrew is assumed. The course begins by introducing the alphabet: students should be able to read many prose passages in the Hebrew Bible with relative ease and occasional recourse to the aid of a Hebrew-English lexicon. Fall semester, alternate years.

### HEBR 102 INTERMEDIATE BIBLICAL HEBREW

The course is a continuation of HEBR 101. Students are exposed to longer prose passages of the Hebrew Bible, further nuances of Hebrew syntax and the rudiments of Biblical poetry. Spring semester, alternate years. Prerequisite: HEBR 101 or instructor consent.

## HISTORY [HIST]

### HIST 105 [4 CR] CONQUISTADORS

Triumphant fables, untold stories, centuries-long cover ups. This class examines the sixteenth-century meetings between Spaniards and the Indigenous peoples of the Americas, peeling back generations of storytelling and silencing to try to understand what “really happened.” Through critical analysis of Spanish chronicles, Indigenous writings, and cutting-edge scholarship, we will explore the dynamics of cultural encounters that have shaped our world. Fall semester.

### HIST 106 [4 CR] AFRICAN AMERICAN HISTORY SINCE 1865

This course will trace the history of African Americans in the United States, from Reconstruction to the Twenty-First Century. We will pay particular attention to the many mechanisms through which people and institutions impacted African Americans’ lives and maintained racially-based segregation and inequality, including systems of labor, access to goods, and use of violence. We will also closely examine the ways that African Americans – both leaders and “average” people – responded to inequality and shaped their own lives. Throughout,

we will ask: what has it meant to be black in United States history? Fall semester, odd-numbered years.

### HIST 112 [4 CR, CORE: WT] HISTORY OF WESTERN CIVILIZATION 1: FROM THE BRONZE AGE TO THE RENAISSANCE

This course explores the development of Western Civilization from its origins in ancient Iraq to its flowering in Renaissance Europe. Key topics include society and belief in the ancient Near East; Greek philosophy, theater and politics; Roman imperialism and urbanism; Christian origins; Islamic contributions to the West; Medieval monarchy, universities and the papacy; and Renaissance art and humanism. This course seeks to provide students with a keen awareness of our debt to past cultures and with new perspectives on where human civilization may be headed. Fall semester.

### HIST 113 [4 CR, CORE: WT] HISTORY OF WESTERN CIVILIZATION 2: EARLY MODERN AND MODERN EUROPE

This course explores the development of Western Civilization from the rise of the national monarchies in the Renaissance Era through the conclusion of the Cold War in the late twentieth century, with particular emphasis on the sixteenth through eighteenth centuries. Key topics include relations between Catholicism and Protestantism and their effects on European society; the rise and challenges of absolutist and limited monarchies, democratic republics, and totalitarian regimes; capitalism, socialism, communism, liberalism, nationalism, and conservatism; Scientific Revolution and the Enlightenment; religious war, revolution, and total war; as well as overseas exploration, colonization, racism, anti-Semitism, and imperialism. This course seeks to provide students with a keen awareness of our debt to past societies and with perspectives on where human civilization may be headed. Spring semester.

### HIST 114 [4 CR, CORE: DD] HISTORY OF THE UNITED STATES 1

This course will trace the political, social, and cultural development of the U.S. from its pre-Columbian origins through the Civil War. From encounters between early colonists and Native Americans, to midwives tending to colonial women, to 19th-century laborers adjusting to industrial changes, and finally to the slave trade, this course will pay particular attention to the role of race, class, and gender in shaping society and politics.

**HIST 115** [4 CR, CORE: DD]  
**HISTORY OF THE UNITED STATES 2**

This course will trace the political, social, and cultural development of the U.S. from Reconstruction to the present. From Jim Crow segregation, to labor organizing during the Great Depression, to women's rights movements, to the debates over immigration, this course will pay particular attention to the role of race, class, and gender in shaping society and politics.

**HIST 117** [4 CR, CORE: BB]  
**SURVEY OF AFRICAN HISTORY 1**

This course surveys select topics in the social, economic and political history of Africa. We will explore the great medieval West African kingdoms and empires, trans-Saharan and Indian Ocean trading networks, the importance of Africa's resources, including gold, to the medieval world economy, and the involvement of Africans in Atlantic trade. Fall semester.

**HIST 119** [4 CR, CORE: BB]  
**SURVEY OF AFRICAN HISTORY 2**

This course explores topics in the social, economic and political history of Africa from 1800 on. We will explore select pre-colonial powers, European colonization and its effects, the pre-colonial economic and political roles of African women and how these changed with colonialism, and the independence movements which led to colonialism's end. Spring semester.

**HIST 120** [4 CR, CORE: BB]  
**SURVEY OF MIDDLE EASTERN HISTORY**

This course traces the major political, social, economic and intellectual developments that have shaped the Middle East over the past 1,400 years. Beginning with the career of the prophet Muhammad and the rise of Islam in the seventh century, it follows the processes of political unification and cultural integration from early Arab rule to the aftermath of World War I. Special attention is given to Islamic civilization – what it achieved and what it has meant to the people of the Middle East. Fall semester.

**HIST 122** [4 CR, CORE: BB]  
**MODERN EAST ASIA**

An introductory survey of the major developments in China, Japan, Korea and Southeast Asia from 1600 to the present. Topics include modernization, the reaction to the West, nationalism, communism and postwar trends. Fall semester.

**HIST 131** [4 CR, CORE: BB, WI]  
**COLONIAL LATIN AMERICA**

This course provides an introduction to Colonial Latin American history. The course will cover the fifteenth century through the early nineteenth century, and will examine topics including Pre-Columbian indigenous cultures, contact and conquest, colonial hierarchies and resistance, race, gender, indigeneity, the Catholic Church, and Latin American independence.

**HIST 132** [4 CR, CORE: BB, WI]  
**MODERN LATIN AMERICA**

This course provides an introduction to modern Latin American history. The course covers the early nineteenth through twenty-first centuries, and covers topics including independence struggles, nation-state formation, Latin American-U.S. relations, economic systems, political reform, dictatorship and genocide, cultural and social movements, and other questions.

**HIST 210** [4 CR]  
**MAKING HISTORY: TRUTH AND MYTH**

This course is designed to give History majors a better understanding of the many ways in which the past has been retrieved, sorted and recorded to create what we call "history." Often this process has involved a search for the truth, based upon verifiable evidence, in order to explain the present; perhaps just as often, it has also meant the distortion of facts, the invention of traditions, and the (re)making of myths in the service of some political or other agenda. We will begin by surveying several of the better known schools of historical writing, starting with the Classical Greeks and ending with the Post-Modernists and World Historians. Next, we will investigate some examples of historical writing as they apply to the history of the Middle East. Ultimately, we will hope to better understand what is meant by the expression "the use and abuse of history." Spring semester, alternate years.

**HIST 211** [4 CR]  
**DISCOVERIES IN THE ARCHIVES: ARCHIVAL RESEARCH METHODS IN HISTORY**

This course will introduce students to historical research methods and familiarize them with the tools and techniques that historians use to study the past, with a focus on United States History. Topics will include developing historical questions, conducting library and archival research, and producing historical writing. The class will also visit historical archives and talk with practitioners in the world of history: archivists, reference librarians, museum curators, academics, and public historians. By the end



of the course students will understand how and why historians conduct research on past events. Spring semester, alternate years.

**HIST 212 [4 CR]**

**DIGITAL HUMANITIES**

Digital Humanities is a course designed to introduce students to historical research methods with a particular focus on digital approaches to conducting research and sharing knowledge. In this course, students will learn about the variety of research and writing skills that historians use, and they will apply those skills to a historical research project of their own. Spring semester, odd-numbered years.

**HIST 311 [4 CR]**

**MEXICO SINCE INDEPENDENCE**

This course examines the political, economic, social and cultural development of Mexico from its attainment of independence in the early 19th century to the present. Major topics include the emergence of political strongmen and patron-client relations, Mexico's relations with the U.S. and other foreign powers, the Native Americans' loss of their land and agrarian reform, urbanization and migration, the Revolution, and the development of the one-party state. This seminar course also emphasizes students' development in the areas of critical and analytical thinking and effective oral and written expression.

**HIST 320 [4 CR]**

**GENOCIDE**

Although "Never Again" is an important post-Holocaust slogan, the reality is that genocides have been occurring with increasing frequency since 1945. This course will explore two lesser-known genocides: the Armenian Genocide of 1915 and the Rwandan Genocide of 1994. We will also explore the conditions that make a society ripe for genocide, and consider strategies for preventing genocide, and for moving forward in its profoundly traumatic wake. Fall semester, alternate years.

**HIST 321 [4 CR]**

**THE SPANISH CONQUEST OF THE AMERICAS**

This course examines the historic encounter of the Native Americans and the Spanish in the first decades after 1492. The course focuses on the political organizations, social structures, economic systems, and cultures of Spanish and indigenous civilizations; it explores Spanish and Indian perspectives; and it assesses the historical consequences of conflict and accommodation in 16th-century America.

**HIST 322 [4 CR]**

**AMERICAN IMMIGRATION AND ETHNIC HISTORY**

This course traces the history of immigration to the United States from the nineteenth century to the present. In the 19th century waves of immigrants arrived in the U.S., building communities and sparking outrage among native Americans. Today many descendants of these immigrants call for tighter border control. This course will examine immigrant characteristics and motivations, as well as legislation that has defined what it means to be American and changed patterns of migration. Throughout, we will ask, what does it mean to be an immigrant in this nation, and what does it mean to be a nation of immigrants. Alternate years.

**HIST 324 [4 CR, ADV CORE: DD]**

**POVERTY, CHARITY AND WELFARE IN AMERICAN HISTORY**

This course will examine the poor in modern America: from orphans in Chicago's Home for the Friendless, to sharecroppers in the Great Depression, to Reagan's notorious welfare queen of the 1980s. We will analyze primary and secondary sources to understand why people were poor and how they coped with the insecurity and instability of poverty, and to investigate America's various anti-poverty crusades. Finally, considering the majority of non-white men and women living below the poverty line, we will pay particular attention to race and gender, and ask how Americans have responded to, and at times perpetuated, this disparity. Spring semester, alternate years.

**HIST/CLAS 326 [4 CR]**

**THE HISTORY OF ANCIENT GREECE**

This course explores ancient Greek civilization from its dawn in the second millennium B.C. to its absorption by the Roman Empire in the third century B.C. Key themes will include tyranny and democracy; innovations in philosophy and science; competition through warfare and athletics; mythology, poetry and history; and new standards in art and architecture. This course seeks to illustrate how different the world would be without the vibrant and creative culture of ancient Greece. Fall semester, alternate years.

**HIST/WMGS 327 [4 CR]**

**WOMEN AND GENDER IN UNITED STATES HISTORY**

This course will explore women and gender in American history from colonial America to the present. Students will examine how gender norms changed throughout history and how individuals interacted with those norms. They will analyze how

women and notions about gender shaped American politics: through cultural trends like fashion; through family and daily life; and through social movements such as suffrage, temperance, and welfare rights. We will ask, when did gender constrict the choices that individuals faced, and when did individuals expand and even disassemble gender norms? Alternate years.

**HIST/CLAS 328 [4 CR]**

**THE HISTORY OF ANCIENT ROME**

This course is an exploration of Roman civilization from its origin in a tiny Italian village in the 8th century B.C. to the decline of its vast empire in the fifth century A.D. Key themes include political, administrative and legal achievements; conquest, imperialism and multiculturalism; the shift from republic to empire; daily life in town and country; the impact of Christianity; and architecture and urbanism. This course is designed to provide the student with a firm grounding in the Roman experience and a keen awareness of what we today owe the Romans of the distant past. Spring semester, alternate years.

**HIST 329 [4 CR]**

**THE HISTORY OF MEDIEVAL EUROPE**

This course examines the dynamic period of change in Europe from the fading of the Roman Empire through the flowering of the High Renaissance. Key topics include the fusion of Roman, Germanic and Christian cultures; warfare and kingship; the relative powers of church and state; creation of representative assemblies and universities; theology, philosophy and science; Europe and the Middle East; heresy and reform; and Romanesque, Gothic and Renaissance art and architecture. This course seeks to illustrate how different medieval people were from us, yet also how we are very clearly their political, cultural and spiritual descendants. Fall semester, alternate years.

**HIST 331 [4 CR]**

**HISTORY OF THE BYZANTINE EMPIRE**

This course will introduce students to the “other half” of Europe’s Middle Ages, the eastern half with a focus on the Byzantine Empire. The Byzantine Empire had tremendous theological, artistic and legal influence on western Europe in the Middle Ages and the Renaissance. It served as a model of advanced politics and diplomacy, of trade and commerce, and as a military bulwark against Islamic invaders, preventing their assault on eastern Europe for nearly 800 years. Spring semester, alternate years.

**HIST 333 [4 CR]**

**CUBA FROM COLONY TO CASTRO**

This course examines the history of Cuba from the

late 18th century to the present; this period begins with a sugar boom and the development of African slavery in the Spanish colony and ends with Cuba’s current difficulties in a post-Soviet world. Other topics of the course include the Cubans’ struggles for independence from Spain, relations with the U.S., monoculture and the export economy, political institutions and political change, race and class relations, and the Cuban Revolution (a significant portion of the course treats Cuba since 1959). This course aims to enhance the students’ knowledge and understanding of Cuba’s past and place in Latin American and world history.

**HIST/WMGS 335 [4 CR]**

**WOMEN AND WORK**

This course examines the topic of women and work historically, with attention to changes over time in the work histories of African and American women. Throughout, we will explore women’s working lives in the context of the gendered social norms within which they have lived. Within this general framework, the course will examine occupations including domestic work, prostitution, farming, market trading and professional/managerial work. The course will also explore the intersections of work with marriage and parenting and the effects of race and class upon women’s working lives. Fall semester, alternate years.

**HIST 340 [4 CR]**

**ISRAEL/PALESTINE: THE ROOTS OF THE ARAB-ISRAELI CONFLICT**

This course examines the origins and development of Jewish-Arab rivalry in the Middle East, beginning with the advent of Zionism in the 19th century and concluding with a review of current events. Social and economic dimensions of the conflict are considered alongside the political history. Students are introduced to a wide range of materials on the topic. Spring semester, alternate years.

**HIST 341 [4 CR]**

**ISLAM AND VICTORIANISM IN NINETEENTH-CENTURY AFRICA**

This course focuses on the lives and legends of two charismatic figures of the nineteenth century – Charles G. Gordon, the Victorian martyr-hero and Muhammad Ahmad al-Mahdi, the Sudanese holy man and revolutionary. After considering the ideals which each man died trying to uphold, we examine a variety of accounts of their lives in an attempt to understand the cultures that created these men and the discipline of history that explains them. Fall semester, alternate years.

**HIST 343 [4 CR]****THE MODERN MIDDLE EAST**

This course is designed to introduce students to the central issues of 19th- and 20th-century Middle Eastern history: imperialism, nationalism, secularism, modernization and Westernization and the resurgence of militant Islam. The course begins with the decline of the Ottoman Empire and then examines in detail the experiences of several countries, including Turkey, Egypt, Iran, Lebanon and Saudi Arabia. The course concludes with a survey of the present conflicts in the region, seeking to understand them in their historical dimensions. Prerequisite: HIST 120 or instructor consent. Fall semester, alternate years.

**HIST 344 [4 CR]****COLONIALISM IN AFRICA THROUGH THE NOVEL**

This course examines Africa during the years following 1900, when most of the continent came under European political control. Six novels written by Africans will be read which, in contrast to standard histories of Africa, give the reader a rich understanding of what the colonial period in Africa meant for Africans in their daily lives. Topics to be addressed include the effects of colonialism on existing African social, economic and political institutions; African responses to colonialism; anti-colonial movements; and missionary activity in Africa. The novels will be supplemented by more conventional historical materials including a brief African history text. Fall semester, alternate years.

**HIST 345 [4 CR, ADV CORE: WT]****SLAVERY IN WORLD HISTORY**

This course contrasts American slavery with forms of unfree labor in other parts of the world. Six topics are covered, the precedents – slavery in the ancient world, Islamic Middle East and pre-colonial Africa; the slave experience in the Americas, including Brazil, the Caribbean and the U.S.; the economy of slavery and its effects in Africa and the Americas; slave resistance; the abolition of slavery in Africa and the Americas; and the legacies of slavery in the Americas – miscegenation, racial identity and relations, and economic development. Spring semester, alternate years.

**HIST 350 [4 CR, ADV CORE: WT]****THE HISTORY OF MODERN EUROPE**

This course explores the political, social, economic, military and cultural aspects of modernity in the European context from the French Revolution to the collapse of the Soviet Union. Key topics include Enlightenment values; revolution and reaction; industrial society; Romanticism, socialism and

communism; nationalism, imperialism and totalitarianism; world wars and Cold War; and Europe united. This course seeks to illustrate how the ideas, movements, conflicts and personalities of modern Europe have shaped our contemporary ways of thinking, feeling and living. Spring semester.

**HIST/WMGS 351 [4 CR]****WOMEN, GENDER AND IMPERIALISM**

From the 1850s through the 1950s, Western women played significant roles in the British colonies in Africa and India in the fields of education, public health and missionary work. These women believed that they could improve the lives of non-Western women by acculturating them to the norms of their own middle-class, Western and Christian lives. The course will explore how these women tried to reshape key social institutions in Africa and India such as marriage, parenting, medical practices and religion. This course will also explore how the women and men these individuals came to “civilize” in turn shaped the cross-cultural encounter through their powerful reactions to the often-unwelcome acculturating messages they received. The course draws upon historical material and autobiographical, literary, missionary and travelers’ accounts to investigate these events. Spring semester, alternate years.

**HIST 354 [4 CR, ADV CORE: BB]****ISSUES IN THE CONTEMPORARY MIDDLE EAST**

This course allows History majors with an emphasis on the Middle East to examine the historical roots of the most pressing issues in the region today. While the course content is expected to change somewhat each time it is taught, subjects of likely interest are U.S. involvement in the region since World War I, the Shi’ite revival since the Iranian revolution, the spread of political Islam (e.g., the Muslim Brothers, al-Qa’ida, and ISIS), and the revolts of the “Arab Spring.” Students are encouraged to take HIST 343 before this course to familiarize themselves with 20th century developments. Prerequisite: HIST 120. Spring semester, alternate years.

**HIST 361 [4 CR]****MODERN CHINA**

This course examines the values and institutions of traditional China as they functioned during the last dynasty (the Qing Dynasty) and the process of Westernization/modernization which resulted in the disintegration of many of these values and institutions. The course covers the period from 1644, when the Qing Dynasty was founded, through its overthrow in the 1911 revolution, to the fall of the

Republic of China in 1949. The bulk of the course will deal with the century from the Opium War in 1840 to the victory of the Chinese Communists in 1949. Alternate years.

**HIST 362 [4 CR]**

**MODERN JAPAN**

A study of Japan from 1600 to the present, focusing primarily on the period after 1853 and the arrival of Commodore Perry. This course studies the Tokugawa period and its downfall, the initial attraction to, and later estrangement from, the West, the role of ultra-nationalism both domestically and in foreign policy leading to the Pacific War, and finally, the American occupation and post-war development. Alternate years.

**HIST 363 [4 CR]**

**CONTEMPORARY CHINA**

A seminar which examines Chinese communism from its beginnings in 1921 to the present, with an emphasis on the period after 1949 and includes the rise of Mao, ideological development, foreign policy, relations with the U.S., the Great Leap Forward, the Cultural Revolution, and the leadership of Deng Xiaoping, Jiang Zemin, Hu Jintao, and Xi Jinping. Spring semester, alternate years.

**HIST 364 [4 CR]**

**MODERN KOREA**

An examination of Korea's history, culture, society, politics and foreign relations during the 19th and 20th centuries. Topics include traditional Choson Dynasty Korea and its decline (1392-1910), the coming of the West, Japanese imperialism and big power rivalry, domestic factionalism, the colonial period and the resultant independence movement, including the role of overseas Koreans (1910-45), the American occupation, division into hostile regimes, and current issues facing both North Korea and South Korea (1945-present). Alternate years.

**HIST 368 [4 CR, ADV CORE: DD]**

**THE ASIAN AMERICAN EXPERIENCE**

An examination of the immigration of East Asians (Chinese, Japanese, and Koreans) to the United States and the formation of Chinese-American, Japanese-American, and Korean-American communities from the 19th century to the present.

**HIST 370 [4 CR, ADV CORE: WT]**

**THE END OF THE WORLD**

This course examines the many ways that beliefs about a final judgment and an end-time event (Apocalypse) have been put into action in Western and non-Western societies during periods of acute

crisis. Students will be exposed to a variety of disciplinary approaches to the study of millenarian movements, and will be expected to reflect critically in class discussions and essays on the values that these movements reflect and their change or continuity across space and time. The course concludes with an examination of contemporary American millenarian beliefs. Spring semester, alternate years.

**HIST 371 [4 CR]**

**REVOLUTIONS IN LATIN AMERICA**

This course provides an in-depth look at revolution in Latin America, including a central consideration of the idea of revolution, as well as a series of case studies that will facilitate comparative study. In this course, we will examine Latin America's independence wars, the Guatemalan Spring and its violent aftermath, the Cuban Revolution, the Chilean Socialist experiment and the repressive military dictatorship that followed, and recent revolutionary-inspired political movements and regimes.

**HIST 372 [4 CR, ADV CORE: BB]**

**BORDERLANDS IN LATIN AMERICA**

History is often understood in terms of individual nations – their distinct cultures and individual histories. Borderland histories, by contrast, examine the human spaces and practices where societies meet, blend, and clash. How did people living in the North American Southwest, for example, see themselves in relation to European empires, indigenous cultures, and nation-states? How did indigenous people in South America's southern cone respond to Chilean and Argentinean expansion into their territories? This course explores historical case studies of borderlands in the Río Grande/Bravo region and the Southern Cone, and challenges the conceptual nature of borderlands. Fall, odd-numbered years.

**HIST 373 [4 CR]**

**THE U.S. IN LATIN AMERICA**

This course explores Latin America's experiences with the United States during the twentieth century. The class addresses U.S.-Latin American relations from a variety of angles, covering topics from military intervention and government policies, to informal imperialism and cultural exchange through film and literature. We will discuss everything from filibusters to Carmen Miranda, from tourism to Cold War covert operations.

**HIST 389 [2 OR 4 CR]**

**SPECIAL TOPICS**

A course taught at intervals by a member of the

faculty, dealing with a topic in European, Latin American, Asian, African, Middle Eastern or U.S. history. The topic will be announced each time the course is offered. The course, which counts as an advanced course in the area of concentration in which the topic falls, may be taken more than once, for credit, if the topic is different.

**HIST 490 [2 OR 4 CR]  
INDEPENDENT STUDY**

A tutorial course for majors only involving either a directed reading program in an area of special interest to the student or a project based on research under the supervision of a faculty member.

## **HONORS PROGRAM COURSES [HONR]**

**HONR 101 [4 CR, CORE: WI]  
INTRODUCTION TO HONORS**

This course introduces students to the fundamentals of a Catholic, Norbertine, liberal arts education. The focus of the course is on the understanding of the creation, development, and dynamics of communities. We will examine specific communities within our larger Fox River area community (ethnic communities, religious communities, and neighborhood communities). Critical thinking skills and inquiry methods will be used to help determine a topic of interest, identify a problem, create a question, and study an issue. Required “texts” will include scholarly articles, literary works, media, interviews, and field-based explorations. Objectives of the course include an understanding of the Norbertine heritage of the College, an awareness of and appreciation for “different ways of knowing,” and increased information literacy and communication skills. Prerequisite: honors program member. Fall semester.

**HONR 111 [4 CR, CORE: CI]  
THE LIFE AND LEGACY OF NORBERT OF XANTEN**

Who was Norbert, and what did he stand for? Join the Honors Program as we undertake to discover and understand our Norbertine heritage at the places in Central and Eastern Europe where it actually unfolded. Meet the men and women who have nourished and resurrected the Norbertine Order through the historical upheavals of the Twentieth Century. Relive moments in the life of Norbert in the very spots where he stood and visit his final resting place in Prague, one of Europe’s most beautiful and culturally vibrant cities.

**HONR 289 [2 CR]  
HONORS TUTORIAL**

Honors tutorials are flexible, two credit experiences that typically take place outside regular class times and can range from small-group discussion with a professor, group learning with visiting lecturers and community partners, or off-campus experiential learning. Topics are chosen by faculty members and are based on either their academic area of expertise or a particular avocation. Recent tutorials have comprised, among other things, a week-long Chicago museum experience, a tattoo and body art exhibition, and work with the production company Theater of War, which uses performance of Greek tragedy to heal combat trauma. A student may enroll in tutorials twice (two semesters of tutorials) or once if studying abroad. Prerequisite: permission of the Honors Program Director, junior standing or greater, and minimum GPA of 3.4. Graded on an S/U basis.

**HONR 301 [2 CR]  
PREPARING FOR LIFE AFTER SNC**

This course is designed to encourage sophomore-level students to reflect on their personal and professional goals, as well as to instruct them in the steps they must take and the skills they must master if they are to successfully transition from college to graduate or professional school. The course covers such topics as: writing an excellent personal statement; evaluating co-curricular activities; letters of recommendation; choosing the program that best suits your goals, interests, and budget, and preparing for the interviews. Open to honors program students only. Prerequisite: permission of the honors program director, minimum GPA of 3.4, sophomore standing or greater. Graded on an S/U basis. Spring semester.

**HONR 302 [4 CR, ADV CORE: WT]  
COEXISTENCE IN MEDIEVAL SPAIN**

This four-credit honors travel-seminar offers students the opportunity to study the intersection and coexistence of the Jewish, Christian and Muslim cultures in early-modern Spain. During pre-departure seminars, students will reflect on the historical events and the social and religious values that permitted the coexistence. They will then spend approximately two weeks in Spain over J-Term, visiting and studying the most important sites of what was once Muslim Spain: Toledo, Córdoba and Granada. The assignments will include the development of a claim/inquiry, writing assignments, presentations, and the development of an inquiry which they will present via an infographic. Prerequisite: permission of the honors program director.

## **DIVISION OF HUMANITIES [HUMA]**

**HUMA 100** [4 CR, CORE: EI, WI]

### **INTRODUCTION TO THE HUMANITIES THROUGH THE FINE ARTS**

This course aims to help students understand ways in which literature and the fine arts can deepen their sense of what it means to be human. The course gives students practice in appreciating masterpieces of painting, music, poetry, prose narrative and theater. Required for humanities majors.

**HUMA 211** [4 CR, CORE: WT]

### **VIETNAM IN THE WESTERN IMAGINATION**

An examination of the American involvement in Vietnam through its symbolic history, the finest novels, personal memoirs, and films on the war. Primary texts — appraised as both aesthetic responses and cultural documents — will include the written works of Grahame Greene, Philip Caputo, Tim O'Brien, Bobbie Ann Mason and others. Films by directors such as Francis Coppola, Michael Cimino, Oliver Stone and Stanley Kubrick will also be examined.

**HUMA 240** [4 CR, CORE: WT]

### **CLASSIC AMERICAN NOVELS**

This course is designed for the general student to provide her or him with in-depth knowledge of some of the great novels that make up the American literary tradition. Seven or eight novels are selected each time it is offered from a list that might include such works as Hawthorne's "The Scarlet Letter," Twain's "Huckleberry Finn," Wharton's "The Age of Innocence," Cather's "A Lost Lady," Fitzgerald's "The Great Gatsby," Hemingway's "The Sun Also Rises," Hurston's "Their Eyes Were Watching God," Spiegelman's "Maus," and Alexie's "The Absolutely True Diary of a Part Time Indian." Such works help the student understand the distinctive American culture and how it developed in all its diversity.

**HUMA 244** [4 CR, CORE: DD]

### **AUTOBIOGRAPHIES AND ABOLITION**

This course traces the legacy of slavery as it played out during the mid-19th century, primarily in the United States. At this point in our nation's history, slavery had coexisted with Christianity and democracy for more than 1,000 years, yet emancipated slaves and leaders of the abolition movement crafted non-fiction testimonials and novels designed to eradicate slavery. Emancipated slaves such as Frederick Douglass, Solomon Northup and Harriet Jacobs published slave narratives graphically depicting the gross injustices that slaves suffered. They argued that this suffering affected all

Americans regardless of their residence in the free or slave states, and they invoked democratic ideals and Christian doctrines to win their readers to the abolitionist cause.

**HUMA 252** [4 CR, CORE: BB]

### **FRENCH SOCIETY AND CULTURE**

This course offers an overview of the history of French civilization – its history (specifically the French Revolution), its political institutions, and long tradition of excellence in the arts – but focuses on the relevance of France in the world today, as a leader within the European Union and also as a nation at odds with itself, as it were, struggling with its postcolonial heritage, permanent unemployment of more than 10 per cent, doubts about national identity, and the mounting threat of terrorism from within its borders.

**HUMA 280** [4 CR, CORE: BB]

### **JAPANESE CULTURE AND SOCIETY**

This interdisciplinary course provides students with a framework for understanding contemporary Japan. Students will examine a wide range of topics such as education, business, mass media, sports, family life, art, language and literature in relation to such major themes as hierarchical structure, group consciousness, emphasis on form and persistence of tradition in modern society. Lectures, discussion, audiovisual aids and readings in various disciplines will be part of the class.

**HUMA/GERM 302** [4 CR]

### **GERMAN CULTURE IN TRANSLATION**

Rotating topics from the German cultural and literary tradition examined and discussed in English translation. (\*Can count towards a Minor or Major Degree in German Studies via consultation with Instructor and/or German Program Director.) Prerequisite: HUMA 100. Fall, annually.

**HUMA 310** [4 CR, ADV CORE: DD]

### **HISTORY OF MINORITY GROUPS IN AMERICA**

This course examines the experiences and contributions of minority groups in America from the early colonial period into the 21<sup>st</sup> Century. It focuses on specific minority groups within the chronological trajectory of American history: Native Americans from the Columbian period to the Dawes Act, the Black experience in American from the colonial slave period to the Civil Rights Movement, the history of Mexican migration to the U.S. before and after the Mexican War up to immigration initiatives of the 21<sup>st</sup> Century, Japanese and Chinese history in Hawaii and California, and recent immigrant groups from Southeast Asia at the end of the 20<sup>th</sup> Century. The

focus is on the unique experiences and contributions of each group, and on experiences common to minority and immigrant groups in U.S. history. Texts from minority writers are selected to give voice to their individual and collective experiences.

**HUMA 313** [4 CR, ADV CORE: EI]

**STORIES OF WAR**

Every armed conflict generates stories. Governments tell stories about the cause, justifications, and progress of a war. Soldiers and civilians tell stories about fear, pain, death, ethical and moral struggles, and all the other elements that make up a suddenly dangerous life. Writers and filmmakers, either during a war or long after it ends, translate these accounts into works of literature and film. This course will focus on how 20th-century literature and film represents war. We'll consider the wide range of experiences depicted in these texts, the narrative conventions used to impact their audiences, and the difficult questions that are often at the heart of a narrative about war.

**HUMA 315** [4 CR, ADV CORE: WT]

**GERMAN IDENTITY THROUGH FILM**

A survey course on German films in the modern period (1945-2017). Fall semester.

**HUMA 337** [4 CR, ADV CORE: CI]

**COMMUNIO AND THE NORBERTINES ACROSS THE CENTURIES**

This course will explore the concept of *communio* as living from and in God in community. Students explore *communio* at the beginning of Creation and its expression in the common life of the early Jerusalem community in the Acts of the Apostles. The course continues by exploring St. Augustine's model of life for his religious communities set forth in this Rule which Norbert of Xanten accepted as a core element in his reform of 12th century Catholic life. Students will study Norbert's life and a summary history of his Order, especially its missionary activity, with a special focus on the establishment of the Order in the United States. They will study the retrieval of the concept of *communio* in the Second Vatican Council and then as a key concept in the Norbertine *Constitutions*. This will provide a strong base for understanding the College's Catholic, liberal arts and Norbertine mission.

**HUMA 389** [4 CR]

**SPECIAL TOPICS**

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily the focus will be placed on topics which cross disciplinary lines and involve two or more

Humanities disciplines. Topics will vary and will be announced in the course listings.

**HUMA 403** [4 CR, ADV CORE: WT]

**IDEAL SOCIETIES**

This course addresses the fundamental question: What political and social system best provides for the common welfare? Various answers (and warnings) are considered through readings from political philosophy, social commentary, and utopian and anti-utopian literature ranging from classical times to the 20th century with the intention of stimulating reflection on issues and events in contemporary society.

**HUMA 407** [4 CR]

**SCIENCE, LITERATURE AND CULTURE**

This course will introduce students to the essential interdisciplinary nature of any field of study as we consider the personal and social implications of literary books written about science (or using science) to explore issues of nature and human nature. Through our efforts here, students should aim to understand scientific and literary methods and to improve as readers, thinkers and writers.

**HUMA 424** [4 CR]

**SPORT AND SOCIETY**

Introduction to sports as a cultural phenomenon. The ethos of sport. History of sports in Western culture. Sports and the arts. Sports and nationalism. Race, gender and sports. Religion and sports. Youth and sports. The modern business of sports.

**HUMA 489** [2 OR 4 CR]

**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more specialized topic in the Humanities exists for a member of the faculty and a sufficient number of students.

**HUMA 490**

**INDEPENDENT STUDY**

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

**HUMA 494** [4 CR]

**INTERNSHIP**

An academic internship for credit involves the application of disciplinary or interdisciplinary concepts to work experience and includes a very specific academic component, which is detailed and agreed to by all parties in advance of the internship experience. The academic focus of the internship for credit should be woven through the internship experience in a meaningful way under the expert

guidance of the faculty member. Prerequisite: junior/senior standing.

## I

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### INTERDIVISIONAL STUDIES [IDIS]

#### **IDIS 100** **COLLEGE WRITING**

This course helps students develop and discipline their powers of written communication. Students will learn about the composing process – planning, shaping, writing, revising, editing and proofreading – and how to apply this process to a series of college writing assignments that include personal narratives, informational summaries, persuasive essays and documented research essays. IDIS 100 can be taken as an elective by students who feel a need for a composition course. The course is required for students who demonstrate a need for a college writing course (as determined by a timed writing sample, college admission scores and high school record).

#### **IDIS 110** [2 CR] **ACADEMIC SURVIVAL SKILLS**

This course is designed to increase students' success in college by assisting them in obtaining necessary skills to reach their educational objectives. Topics in the course include time management, study techniques, beginning career decision-making, test taking, reading for understanding and retention, note taking, college resources, decision-making and memory techniques.

#### **IDIS 115** [2 CR] **COLLEGE PREPARATION AND READING**

This course presents reading and study techniques that will enhance students' ability to read and retain college-level material. Students will learn to implement general strategies for dealing with course material and strategies to improve vocabulary acquisition, reading rate, critical thinking and comprehension. It also addresses executive function skills and goal setting strategies designed to enhance efficient and effective learning.

#### **IDIS 120** [0 CR] **SUCCESS PROGRAM PARTICIPATION**

Zero credit mandatory academic success program for students that have taken IDIS 110 already or are outside of their freshman year on academic probation. This program assists students in reaching their full academic potential by regularly monitoring

academic performance, improving study skills and providing guidance necessary to complete college-level work. The SUCCESS program is offered by the Academic Support Services department. Open only to students who are required to participate as a condition of initial or continued enrollment. Repeatable.

#### **IDIS 160** [4 CR] **COMPREHENSIVE ACADEMIC STRATEGIES**

IDIS 160 is a course designed to increase students' success in college by assisting them in obtaining necessary skills to reach their educational objectives and achieving academic self-confidence. Students will learn college level study and thinking strategies that are essential for academic achievement, as well as strategies to improve vocabulary acquisition, reading rate, and comprehension. This course is for only students that have been conditionally admitted into the Academic Enhancement Program (AEP) Cohort. Prerequisite: Conditional Admit, determined by Admissions. Fall semester.

#### **IDIS 180** [2 CR] **INTRO TO INTEGRATIVE STUDIES**

This seven-week course focuses on the nature of liberal arts education as envisioned under the College's Integrative Studies program and the ways in which such an approach leads to a satisfying career and a life well-lived. The interdisciplinary nature of learning that inspires the program provides students with a broad array of skills and knowledge that employers are seeking in college graduates. Course materials include foundational readings drawn from disciplines across the college as well as articles from contemporary journals and periodicals. Prerequisites: First-year students only. Not available for transfer students.

#### **IDIS 310** [4 CR] **LANGUAGE ANALYSIS AND APPLIED LINGUISTICS**

This course familiarizes students with different fields of applied linguistics and language analysis, including grammar, semantics, phonology, phonetics, discourse analysis, language acquisition and social linguistics. This course is a requirement for ESL certification. Prerequisite: ENGL 290 or instructor consent.

#### **IDIS 380** [4 CR] **INTEGRATIVE STUDIES: JUNIOR SEMINAR**

This course will familiarize students with the methods and strategies of interdisciplinary research and show them how to apply these for traction in addressing a specific issue or problem. Students will be assisted in identifying a specific issue for their



Integrative Studies "Signature Work" to be completed in their senior year. Prerequisites: IDIS 180; Junior Standing. Fall semester.

### **IDIS 389**

#### **SPECIAL TOPICS IN INTERDIVISIONAL STUDIES**

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily, it focuses on topics which cross division lines and involves two or more interdivisional disciplines.

### **IDIS 494 [4 CR]**

#### **INTERNSHIP**

This tuition-free internship course allows non-credit internships to be listed on students' academic transcript. Students are allowed to register for the IDIS 494 course for each term they intern, regardless of whether they are continuing to intern with the same company or with a new company. Course signup is based on a semester basis as well as an experience basis. For each IDIS 494 listing, the student must return a completed internship learning agreement to Career Services within one week of their start date, participate in a mid-term site visit upon request, and complete an end-of-term online evaluation, which will be dispersed to all student interns regarding the internship experience and to worksite supervisors regarding student performance.

Additionally, students are required to work a minimum of 60 hours at the internship site, which will be documented on the end-of-term evaluations by both the worksite supervisor and the student intern. Students must be interning during the term they are taking the course. Graded: S/U.

### **IDIS 499 [0 CR]**

#### **INTEGRATIVE STUDIES SIGNATURE WORK**

All Integrative Studies majors are required to produce a Signature Work in the senior year which demonstrates their competence across the breadth of their learning experience. Senior Integrative Studies majors enroll in IDIS 499 during their final semester, and the completed work is due at the conclusion of the semester. Prerequisite: Senior standing; completion of IDIS 380.

## **INTERNATIONAL BUSINESS AND LANGUAGE AREA STUDIES [IBLAS]**

### **IBLS 362 [0 CR]**

#### **STUDY ABROAD: HISTORY ELECTIVE**

Designation used to indicate that an appropriate course taken during study abroad fulfills the IBLAS history requirement.

## **INTERNATIONAL EDUCATION & STUDY ABROAD [INED]**

### **INED 3000 STUDY ABROAD: ENGLAND**

#### **INED 3001 FOUNDATION FOR INTL EDUCATION: LONDON INTERNSHIP**

#### **INED 3002 GOLDSMITHS COLLEGE**

#### **INED 3009 UNIVERSITY OF CHICHESTER**

#### **INED 3010 KEELE UNIVERSITY**

#### **INED 3020 STUDY ABROAD: IRELAND**

#### **INED 3021 NATL UNIV OF IRELAND - GALWAY**

#### **INED 3022 MAYNOOTH UNIVERSITY**

#### **INED 3023 UNIVERSITY OF LIMERICK**

#### **INED 3024 FOUNDATION FOR INTL EDUCATION: DUBLIN**

#### **INED 3025 UNIVERSITY COLLEGE CORK**

#### **INED 3040 STUDY ABROAD: SCOTLAND**

#### **INED 3041 UNIVERSITY OF STIRLING**

#### **INED 3060 STUDY ABROAD: WALES**

#### **INED 3061 SWANSEA UNIVERSITY**

#### **INED 3120 STUDY ABROAD: FRANCE**

#### **INED 3121 UNIVERSITY OF GRENOBLE III - GRENOBLE - AIFS**

#### **INED 3122 CATHOLIC UNIVERSITY OF LILLE**

#### **INED 3129 PAUL VALERY UNIV - MONTPELLIER - UNIV OF MINNESOTA**

#### **INED 3140 STUDY ABROAD: GERMANY**

#### **INED 3141 WESTFÄLISCHE WILHELMS UNIVERSITÄT**

#### **INED 3143 PHILIPPS UNIVERSITY - MARBURG - BCA**

#### **INED 3170 STUDY ABROAD: CZECH REPUBLIC**

#### **INED 3171 ANGLO-AMERICAN UNIVERSITY - PRAGUE - CEA**

#### **INED 3180 STUDY ABROAD: ITALY**

#### **INED 3184 JOHN CABOT UNIV - ROME - SAI**

#### **INED 3185 FLORENCE UNIVERSITY OF THE ARTS - FLORENCE - SAI**

#### **INED 3200 STUDY ABROAD: THE NETHERLANDS**

#### **INED 3201 HANZE UNIV OF APPLIED SCIENCES**

**INED 3240 STUDY ABROAD: SPAIN**  
**INED 3243 FUNDACION DE ORTEGA Y GASSET - TOLEDO - UNIV OF MINNESOTA**  
**INED 3244 HISPANIC STUDIES PROGRAM - VALENCIA - UNIV OF VIRGINIA**  
**INED 3245 UNIVERSITY OF NEBRIJA**  
**INED 3440 STUDY ABROAD: SOUTH AFRICA**  
**INED 3441 UNIVERSITY OF CAPE TOWN – CAPE TOWN - ISA**  
**INED 3445 RHODES UNIV - GRAHAMSTOWN - ISA**  
**INED 3449 UNIV OF THE WESTERN CAPE - CAPE TOWN - ISA**  
**INED 3600 STUDY ABROAD: CHILE**  
**INED 3604 LIBERAL ARTS PROGRAM - SANTIAGO - CIEE**  
**INED 3606 MIDDLEBURY SCHOOL IN LATIN AMERICA: CHILE**  
**INED 3620 STUDY ABROAD: ECUADOR**  
**INED 3622 UNIV SAN FRANCISCO DE QUITO**  
**INED 3650 STUDY ABROAD: ARGENTINA**  
**INED 3652 MIDDLEBURY SCHOOL IN LATIN AMERICA: ARGENTINA**  
**INED 3680 STUDY ABROAD: DOMINICAN REPUBLIC**  
**INED 3681 SERVICE LEARNING PROGRAM - SANTIAGO - CIEE**  
**INED 3700 STUDY ABROAD: JAPAN**  
**INED 3702 SOPHIA UNIVERSITY**  
**INED 3703 TSURU UNIVERSITY**  
**INED 3800 STUDY ABROAD: AUSTRALIA**  
**INED 3801 MACQUARIE UNIVERSITY**  
**INED 3802 BOND UNIVERSITY**  
**INED 3803 UNIVERSITY OF THE SUNSHINE COAST**  
**INED 3804-1 AUSTRALIAN CATHOLIC UNIV - BRISBANE**  
**INED 3804-2 AUSTRALIAN CATHOLIC UNIV - SYDNEY**  
**INED 3804-3 AUSTRALIAN CATHOLIC UNIV - MELBOURNE**  
**INED 3806 MURDOCH UNIVERSITY**  
**INED 3807 INTL COLLEGE OF MANAGEMENT - SYDNEY**

**INED 3808 LA TROBE UNIVERSITY**  
**INED 3820 STUDY ABROAD: NEW ZEALAND**  
**INED 3821 UNIVERSITY OF CANTERBURY**  
**INED 3822 UNIVERSITY OF OTAGO**

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**INED 3455 SCHOOL FOR INTERNATIONAL TRAINING (SIT)**

St. Norbert College partners with SIT to offer non-traditional, experiential and transformative experiences in Africa, the Middle East and Latin America. Coursework is comprised of intensive language classes, field-based research and a focus on critical global issues.

**INED 3410 STUDY ABROAD: JORDAN (SIT)**  
**INED 3440 STUDY ABROAD: SOUTH AFRICA (SIT)**  
**INED 3470 STUDY ABROAD: CAMEROON (SIT)**  
**INED 3500 STUDY ABROAD: MADAGASCAR (SIT)**  
**INED 3520 STUDY ABROAD: MOROCCO (SIT)**  
**INED 3540 STUDY ABROAD: TANZANIA (SIT)**  
**INED 3550 STUDY ABROAD: UGANDA (SIT)**  
**INED 3603 STUDY ABROAD: BOLIVIA (SIT)**

**INTERNATIONAL STUDIES [INTL]**

**INTL/POLI 150** [4 CR, CORE: BB]  
**INTRODUCTION TO INTERNATIONAL STUDIES**

The objective of this course is to promote an awareness of global interdependence, with its challenges and opportunities. The course is interdisciplinary — examining issues from several relevant and related points of view: political, ecological, cultural, economic and ethical. The content may vary from semester to semester. Examples of issues the course might examine are nationalism vs. the concept of an international community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation.

**INTL 289** [2 OR 4 CR]  
**SPECIAL TOPICS**

A study of a single topic of special interest to one or more students. Prerequisite: permission of the instructor and approval by the director of international studies is required.

**INTL/WMGS 300 [4 CR, CORE: BB]  
CONTEMPORARY LATIN AMERICAN LITERATURE  
AND CULTURE**

This course covers Latin American literature and culture of the 20th and 21st centuries across a variety of mediums, including film, music, telenovelas, pop culture, social media, news and current events, as well as comics and graphic novels, short stories, poetry, and novels, among others. The course will be structured around the following themes: Indigenous and Afro-Latinx communities; the Latin American Boom and Post-Boom; Latin American dictatorships and U.S.-Latin American relations; and Immigration and the U.S. Latinx experience. We will pay particular attention to the history of European colonialism and its legacies; U.S. socio-economic imperialism; and the intersections of race, class, gender, sexuality, and citizenship. Spring semester.

**INTL 361  
STUDY ABROAD: POLITICAL SCIENCE ELECTIVE**

Designation used to indicate an appropriate course taken during study abroad fulfills the requirement to take an international studies political science elective in the student's area of interest.

**INTL 363  
STUDY ABROAD: LANGUAGE AND AREA STUDIES  
ELECTIVE**

Designation used to indicate an appropriate course taken during study abroad fulfills the international studies language and area studies elective requirement.

**INTL 364 [4 CR]  
STUDY ABROAD: INDIGENOUS LANGUAGE**

Designation used to indicate an appropriate course taken during study abroad fulfills the international studies indigenous language requirement for areas other than Spanish, German, French and Japanese.

**INTL 375 [4 CR]  
STUDY ABROAD: CIVILIZATION STUDY**

Designation used to indicate an appropriate course taken during study abroad fulfills the international studies civilization requirement.

**INTL 385 [2 CR]  
REFLECTION AND INTEGRATION**

The purpose of this course is to help students process their study abroad experience. By means of digital storytelling, students will critically reflect on new experiences, articulate the deeper meaning of these experiences, and integrate this learning into expression of self. Students will also explore the

interconnectedness of historical, socio-cultural, political, and educational issues. Prerequisite: Completed participation in an approved study abroad program. Credit/No credit.

**INTL 400 [4 CR]  
INTERNATIONAL STUDIES CAPSTONE**

The International Studies Capstone provides International Studies majors with a culminating and integrative experience at the end of the major. This course is required for graduation. Students will explore and analyze various international events, problems, or phenomena, sharing the interdisciplinary tools they have gained throughout the course of their studies. Students will be required to participate in an undergraduate research conference and complete an international education practicum as part of their senior capstone. Prerequisite: POLI 350. Spring semester.

**INTL 489 [2 OR 4 CR]  
SPECIAL TOPICS**

A study of a single topic of special interest to one or more students. Prerequisite: permission of the instructor and approval of the director of international studies.

**INTL 490 [2 OR 4 CR]  
INDEPENDENT STUDY**

A tutorial course involving either a directed reading program in an area of special interest to the student or a project based on research conducted under the supervision of a faculty member. Prerequisite: permission of the instructor and approval of the director of international studies.

**INTL 494 [4 CR]  
INTERNSHIP IN INTERNATIONAL STUDIES**

The internship experience allows students to apply their studies in a supervised work situation. Students benefit from gaining an inside look at one or more organizations, by having the chance to work in their field of study, and by gaining experience with state-of-the-art equipment and practices. Permission of the instructor and approval by the director of international studies is required.

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## **J**

### **JAPANESE [JAPN]**

**JAPN 101 [4 CR]  
ELEMENTARY JAPANESE I**

An intensive introduction to practical Japanese with an emphasis placed on the four language skills:

understanding, speaking, reading and writing. Three class periods per week and required laboratory work. Fall semester.

**JAPN 102 [4 CR, CORE: SL]  
ELEMENTARY JAPANESE 2**

Continuation of JAPN 101. Prerequisite: JAPN 101. Spring semester.

**JAPN 203 [4 CR, CORE: SL]  
INTERMEDIATE JAPANESE 1**

Short basic readings, conversation and grammar. Three class periods per week and required laboratory practice. Prerequisite: JAPN 102. Fall semester.

**JAPN 204 [4 CR, CORE: SL]  
INTERMEDIATE JAPANESE 2**

A continuation of JAPN 203 with emphasis on developing facility in oral and written expression. Prerequisite: JAPN 203. Spring semester.

**JAPN 305 [4 CR]  
INTENSIVE COURSE: INTERMEDIATE READINGS,  
CONVERSATION AND COMPOSITION**

A continuation of JAPN 204 with emphasis on developing facility in oral and written expression. A cultural orientation prior to a study-abroad experience. Prerequisite: JAPN 204.

**JAPN 306 [4 CR]  
INTENSIVE INTERMEDIATE COMPOSITION AND  
GRAMMAR**

A continuation of JAPN 204 with emphasis on developing facility in oral and written expression. Prerequisite: JAPN 204.

**JAPN 320 [4 CR]  
ADVANCED INTERMEDIATE CONVERSATION**

A continuation of JAPN 305 with emphasis on developing facility in oral and written expression. Transfer credit from Sophia or Tsuru University for JAPN 320 must be evaluated and approved by the coordinator for Japanese language studies at St. Norbert College. Generally taken abroad.

**JAPN 375 [4 CR, ADV CORE: BB]  
JAPANESE CIVILIZATION**

Emphasis on developing facility in oral expression based on literatures and cultures. A background of history, art and institutions as an aid to the understanding of Japanese thought in literature as well as culture and to appreciate the Japanese people.

**JAPN 389  
SPECIAL TOPICS**

Topics of special interest, dealing with Japanese literature, civilization or culture.

**JAPN 390 [4 CR]  
ADVANCED CONVERSATION, GRAMMAR AND  
COMPOSITION**

Emphasis on developing facility in oral expression based on literature and cultures. Attention to phonetics, pronunciation and syntax. Development of more difficult and sophisticated patterns of expression.

**JAPN 490  
INDEPENDENT STUDY**

For upper-level students in lieu of a regular course. Plan of work must be approved before registering. Course includes reports, papers and examination. Transfer credit from Sophia or Tsuru University for JAPN 490 must be evaluated and approved by the coordinator for Japanese language studies at St. Norbert College.

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## L

### LATIN [LATN]

**LATN/CLAS 101 [4 CR]  
ELEMENTARY LATIN**

An introduction to classical Latin with emphasis on the grammar, syntax and vocabulary necessary for reading Latin prose and poetry. The course also stresses the influence of Latin on English vocabulary. Fall semester.

**LATN/CLAS 102 [4 CR, CORE: SL]  
INTERMEDIATE LATIN**

A continuation of CLAS 101, with extended reading passages in Latin prose and poetry. Prerequisite: CLAS 101. Spring semester.

**LATN 103 [4 CR, CORE: SL]  
ACCELERATED ELEMENTARY LATIN**

This course consolidates Latin 101 and Latin 102 into a one-semester accelerated course of study and is designed for students with prior study at the beginning level. Prerequisite: two to four years of high school Latin or one semester of Latin at the post-secondary level. Summer semester.

**LATN/CLAS 203 [4 CR, CORE: SL]  
READINGS IN LATIN**

After learning more about Latin grammar, students will translate a variety of texts that will bring them in touch with the rich humanity of thoughtful human beings who lived 2000 years ago. Authors considered will include Catullus, Cicero, Horace and Pliny.

Prerequisite: CLAS 102. Fall semester.

**LATN/CLAS 204** [4 CR, CORE: SL]  
**ADVANCED READING IN LATIN**

This course will continue to develop proficiency in Latin vocabulary and grammar through readings of Latin literature selected by the students. The course will assist students incorporating the Latin language and the skills developed in previous Latin courses into their daily lives and chosen career paths.

Prerequisite: CLAS 203.

## **LEADERSHIP STUDIES [LEAD]**

**LEAD 100** [4 CR]  
**LEADERSHIP THEORY AND PRACTICE**

Introduces and acquaints students with the history of leadership studies, past and current leadership theories and styles, and their practical implementation in the daily operational activities in the fields of health studies, engineering / manufacturing, international business or education. The course focuses on definitional issues (What is leadership?) and explanations (How does it work?). At the end of the course students are expected to demonstrate basic knowledge in various approaches, frameworks and activities of leadership theory, particularly within their chosen field of study and be able to give practical examples of leadership within those fields.

### **Learning Objectives**

- Understand that leadership is a process, a skill, a commitment, and an action.
- Develop comfort in considering the theoretical underpinnings when observing leadership in action.
- Assess the credibility of leadership studies scholarship and key scholars in the field.
- Be exposed to different local leaders and their concepts and philosophies of leadership.

**LEAD 200** [4 CR, CORE: IS]  
**INTRODUCTION TO LEADERSHIP STUDIES**

This course focuses on definitional issues (What is leadership?) and explanation (How does it work?). The course also acquaints students with theories and styles of leadership.

**LEAD 205** [2 CR]  
**ETHICAL LEADERSHIP**

This course extends the learning of Business Ethics (BUAD 210) by exploring theory, core moral values, and conscientious reasoning through the lens of ethical leadership. Use of materials from the tradition

of Catholic Social Teaching will enhance students being a steward of communities and organizations.

**LEAD 250** [4 CR]  
**EXPERIENTIAL LEADERSHIP THROUGH WILDERNESS EXPEDITION**

This course is available to students enrolled in the SNC Gap Program and is taught in cooperation with the Voyageur Outward Bound School. The course will focus on identifying and learning leadership skills within a small group setting. Students will increase their self-awareness as a member of a team, discover their leadership talents and skills within a group, develop and build interpersonal communication skills, learn to adjust leadership styles within the context of small group dynamics, and understand the values that guide their leadership style.

**LEAD 336** [4 CR]  
**EXECUTIVE LEADERSHIP**

An examination of executive leadership at the national, state and local levels in the United States. Focuses on leadership development, leadership styles and the impact of leadership in governing. Prerequisite: POLI 130 or LEAD 200. Spring semester, alternate years.

**LEAD 360** [4 CR]  
**GENDER AND LEADERSHIP**

Gender and Leadership examines a number of questions regarding the relationship of gender and leadership in different contexts: business, the political arena and social movements. The course will address several questions, e.g., the role of gender in the emergence of leaders, the role of gender in the evaluation of leaders, the role of gender in explaining different leadership styles, and the role that gender plays in the success or failure of leaders. The course will examine the theoretical literature on gender and its relationship to leadership from a number of disciplinary perspectives – communications, political science, psychology and sociology. In addition, the course will also use case studies in order to determine the importance of gender and leadership in specific circumstances. Prerequisite: LEAD 200 or sophomore standing.

**LEAD 361** [4 CR]  
**PEER LEADERSHIP**

Leadership can be properly understood in the context of well-run organizational activities, the appropriate exercise of vision and authority, and the intentional application of skills and abilities. But leadership can be especially challenging in interpersonal work, team, or social relationships that revolve around peer

behavior. Peer Leadership aims to provide students an opportunity to explore contemporary student development theory, to understand the needs and leadership gifts of a variety of special populations, and to learn about and practice a variety of skills in order to create change. Students in this course will be asked to apply this knowledge to the St. Norbert College residential campus in a way that leads to a changed campus culture and improved quality of life for the campus community.

**LEAD 363 [4 CR]**

**LEADERSHIP AND CIVIC ENGAGEMENT**

This course explores the connection of leadership as social change to leadership as service. It will help students build a strong theoretical foundation in socially engaged leadership and then apply those theories in community engagement projects. The course demands that students work in small groups with community partners in education, business and non-profit organizations. Prerequisite: LEAD 200.

**LEAD 389 [2 OR 4 CR]**

**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more specialized topic in Leadership Studies exists for a faculty member and a sufficient number of students.

**LEAD 400 [4 CR]**

**LEADERSHIP STUDIES CAPSTONE**

This course combines skills development and practical applications with the synthesis and integration of theories and concepts of leadership. The course provides students with the opportunity to observe, demonstrate and apply socially responsible leadership on campus and in the community. Prerequisite: LEAD 200, senior standing or instructor consent.

**LIBERAL STUDIES [LIST]**

**LIST 501 [3 CR]**

**INTRODUCTION TO LIBERAL STUDIES**

Courses in this area are intended to serve as an introduction to liberal studies and fine arts through the study of significant works from a broad spectrum of areas and disciplines within the liberal arts tradition. Primary sources are selected from a variety of disciplines and time periods; secondary sources related to these primary sources are also considered. Courses in this area emphasize both the interdisciplinary nature of liberal studies and the fact that the most significant questions confronting humankind can be addressed from a variety of

intellectual perspectives.

This course is divided into three major sections. The first section examines key themes and ideas of the Western intellectual tradition. The second unit surveys the history of the liberal arts and discusses its significance for today's world. The final unit examines the different methodologies used to address fundamental questions of existence with particular attention to interdisciplinary research.

**LIST 502 [3 CR]**

**INTELLECTUAL HISTORY**

Courses in this area reflect the fact that throughout history people have employed many and varied means to understand themselves and the universe around them and that over time ideas and concepts change, merge, disappear and then sometimes re-appear. Courses are designed to help students appreciate both the diversity and continuity of human thought. Proceeding chronologically, each course in this area follows some of the ways that ideas evolve, exploring the development of faith, reason, imagination or science in the works of authors who have made a mark on civilization. Both primary and secondary sources are examined.

**LIST 503 [3 CR]**

**IDEAS AND ISSUES IN THE HUMANITIES**

Courses in this area examine some of the most important ideas and intellectual movements in the history of the humanities, including the fine arts. Readings will come from a variety of subject areas (from literature, philosophy, and history to religious studies and the fine arts) and may include selections from writers and thinkers as diverse as Plato, Dante, Shakespeare, Sartre and Rahner.

**LIST 504 [3 CR]**

**IDEAS AND ISSUES IN THE NATURAL SCIENCES AND MATHEMATICS**

Courses in this area will provide an introduction to some of the important current and historical issues in science and mathematics. Possible topics include: evolution; cosmology, quantum mechanics and string theory; genetics (genomics); environmental issues; artificial intelligence; medicine and medical ethics; decidability and incompleteness theorems.

**LIST 505 [3 CR]**

**IDEAS AND ISSUES IN THE SOCIAL SCIENCES**

Courses in this area address some of the relations between individuals and social organizations (society, culture, economy, law or government). Through readings selected from economics, sociology, psychology, political science, anthropology, education or business, courses may

investigate such important social issues as individualism vs. collectivism, freedom vs. coercion, civil society vs. politics, private vs. public, church vs. state, national vs. international, and the associated issues of individual autonomy, social cohesion, democracy, property rights, education, ethnic and cultural identity, international organization, free trade and globalization.

**LIST 540 [3 CR]**

**AMERICAN PERSPECTIVES**

Courses in this area will address diverse and definitive elements of American culture and influence. Specific classes may deal, for instance, with American history, politics, economy, literature or art, but they will always aim to broaden and deepen students' appreciation of American heritage and America's place in the contemporary world by focusing on the works and ideas that have helped shape American traditions.

**LIST 545 [3 CR]**

**CLASSICAL PERSPECTIVES**

Courses in this area invite students to think about the historical importance and continuing impact of the cultures (philosophy, literature, art, history and archeology) of ancient Greece and Rome. They may include topics up to the Renaissance, but will focus largely on the ancient period, showing the essential classical contribution to the development of the Western world. Featured authors may include Homer, Aristotle, Sophocles, Vergil, Lucretius or Ovid.

**LIST 550 [3 CR]**

**DIVERSE PERSPECTIVES**

In order to introduce students to an increasingly diverse society and intellectual tradition, courses in this area will address the identities and perspectives of diverse populations, based on race, ethnicity, class and/or gender. Occasionally courses may address other underrepresented populations on which there are significant bodies of knowledge.

**LIST 555 [3 CR]**

**ETHICS AND LIBERAL STUDIES**

Courses in this area will present the main positions in ethical thought, their development, and their application to contemporary social and political issues. The value of liberal studies for thinking and deciding about ethical issues will be emphasized.

**LIST 560 [3 CR]**

**INTERNATIONAL PERSPECTIVES**

Focusing on cultures and traditions outside the United States, courses in this area will expand students' understanding and appreciation of the

diversity of human experience worldwide. Although approaches may engage disciplines from anthropology and art to economics, politics, science and religion, the learning experience should help students acquire an integrative world view, as well as methods for studying diverse and evolving cultures.

**LIST 588 [2 CR]**

**CAPSTONE**

This seminar prepares students to research and write their master's thesis. The first part of the course discusses the similarities and differences in approaching a topic from various scientific and humanistic perspectives; the second part of the course requires students to begin researching their topics, with class time devoted to sharing their initial findings with the rest of the class. At the end of the course, students will be well on their way toward completing their research projects.

**LIST 589 [1 CR]**

**SPECIAL TOPICS ONE-CREDIT COURSES**

Special topic one credit mini-courses will be offered on a per semester schedule. Students will be required to take one mini course. Topics of these courses will vary each semester.

**LIST 596 [1 CR]**

**THESIS PROJECT 1**

The student develops and, under the supervision of the thesis director, writes a master's thesis. The director of MLS must approve thesis directors. Enrollment and registration in this course is available in the fall semester of each academic year. The purpose of the thesis project is to demonstrate the student's ability to study a problem and utilize the resources available within the liberal studies program to develop a practical approach based on a sound methodology. This approach must be informed by a critical, focused and coherent analysis based on the liberal arts tradition.

**LIST 597 [1 CR]**

**MASTER'S THESIS PROJECT 2**

This course is a continuation of LIST 596, leading to the submission of the master's thesis. Prior to final approval, a discussion of the project proposed will take place between the student and a panel of three persons (i.e., the thesis project director and two readers), at which time the thesis project is either approved, rejected or conditionally approved with recommendations for improvement. This course will be offered in the spring semester of each year.

**LIST 600 [0 CR, \$100 FEE]**

**CONTINUING MASTER'S THESIS**

If a student does not complete the thesis project while

enrolled in LIST 597, students are required to register for this course every semester thereafter until the project is completed. Those students who wish to graduate in May of any year must have the final, completed thesis project turned in no later than March 1 of that year.

## M

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### MATHEMATICS [MATH]

#### **MATH 102** [2 CR]

##### **BASIC ALGEBRA**

Topics include numbers and their properties, operations with rational numbers, fundamental operations in algebra, linear equations in one variable, special products and factoring, algebraic fractions, systems of linear equations, exponents and radicals, quadratic equations. Required of students whose placement test indicates inadequate preparation in mathematics. A student who has received credit for MATH 115, MATH 123, or MATH 131 may not take MATH 102 for credit without the registrar's consent.

#### **MATH 115** [4 CR]

##### **PRE-CALCULUS MATHEMATICS**

Primarily for students intending to take MATH 131 but who need more preparation. Topics include basic concepts of set theory, algebraic operations, functions, systems of equations, exponents, logarithms, trigonometry and an introduction to graphing software. Prerequisite: MATH 102 or placement. A student who has received credit for MATH 131 may not take MATH 115 for credit without the registrar's consent. Spring semester.

#### **MATH 120** [4 CR]

##### **NUMBERS AND OPERATIONS**

Intended for elementary education majors, this course examines the mathematical content knowledge underlying the numbers and operations taught in elementary school. Students will explore content in the Common Core State Standards, such as place value; algorithms for addition, subtraction, multiplication, and division; and arithmetic properties of counting numbers, integers, fractions, and decimals. This course focuses on mathematical content, not teaching methods. Prerequisite: MATH 102 or placement.

#### **MATH 123** [4 CR, CORE: QR]

##### **APPLICATIONS OF CONTEMPORARY MATHEMATICS**

This course is designed to help students recognize the

place of mathematics and mathematical reasoning in society. Students will be given the opportunity to enhance their ability to see the relevance of mathematics behind many current topics and to use mathematical techniques to address those topics. Topics include: mathematics of finance, logic, probability, statistics and counting techniques, graph theory, and additional topics at the instructor's discretion. Prerequisite: MATH 102 or placement.

#### **MATH 128** [4 CR, CORE: QR]

##### **INTRODUCTORY STATISTICS FOR BUSINESS**

Intended for Business Administration majors, this course offers a background in combinatorics, probability, descriptive statistics, inferential statistics, and basic calculus to prepare students to succeed in their business courses and especially BUAD 228. Students will apply quantitative thinking to practical problems in business and economics. Prerequisite: MATH 102 or placement.

#### **MATH 131** [4 CR, CORE: QR]

##### **CALCULUS AND ANALYTIC GEOMETRY 1**

Pre-calculus mathematics will be presumed but reviewed as needed. Topics include limits and continuity of functions; the derivative, its meaning, computation and applications; the definite integral, its meaning, computation and applications; differentiation and integration of logarithmic, exponential and trigonometric functions; and the fundamental theorem of calculus. Prerequisite: four years of college preparatory math in high school or MATH 115.

#### **MATH 132** [4 CR, CORE: QR]

##### **CALCULUS AND ANALYTIC GEOMETRY 2**

Topics include applications of integration, methods of integration, indeterminate forms and improper integrals, elementary differential equations, and series. Prerequisite: MATH 131.

#### **MATH 203** [4 CR, CORE: QR]

##### **LINEAR ALGEBRA**

The course will cover systems of linear of linear equations and their solutions, matrix algebra, determinants, vector spaces and linear transformations, eigenvalues and eigenvectors, and inner product spaces. While linear algebra can be studied at a more theoretical level (e.g. MATH 303), this course will focus on the problem-solving capabilities and applications of linear algebra. Prerequisites: MATH 131 or placement in MATH 132.



**MATH 212** [4 CR, CORE: QR]  
**PRINCIPLES OF ALGEBRA AND DATA**

Intended for elementary education majors, this course examines the mathematical content knowledge underlying the algebra, number theory, statistics and probability taught in elementary and middle school mathematics. Students will explore ratio and proportion, number theory, algebra, statistics, and probability. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of "C" or better in MATH 120 or Math 250. Spring semester.

**MATH 220** [4 CR, CORE: QR]  
**PRINCIPLES OF GEOMETRY**

Intended for elementary education majors, this course examines the mathematical content knowledge underlying the geometry taught in elementary and middle school mathematics. Students will explore measurement including length, area and volume; polygons; constructions; similar and congruent figures; and symmetry. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of "C" or better in MATH 120 or MATH 250. Fall semester.

**MATH 221** [4 CR, CORE: QR]  
**STATISTICS IN THE SCIENCES**

The course will cover both descriptive and inferential statistics and how they are used in science and engineering. Major topics include discrete and continuous random variables, probability and density functions, statistical inference and sample statistics, confidence intervals, hypothesis testing, analysis of variance (ANOVA), and regression analysis. Students will learn to implement these topics in the R programming language for statistical computing. Prerequisite: MATH 131 or placement in MATH 132.

**MATH 233** [4 CR]  
**CALCULUS AND ANALYTIC GEOMETRY 3**

Topics include parametric equations, polar coordinates, matrices and determinants, vectors and curves in two- and three-dimensional space, partial derivatives, multiple integrals, further applications of differentiation and integration, and line integrals. Prerequisite: MATH 132. Every semester.

**MATH 250** [4 CR]  
**ADVANCED FOUNDATIONS OF MATHEMATICS**

This course is intended to be a transition to abstract mathematics. Topics include logic, the axiomatic method and the nature of proof, sets, relations, functions and 1-1 correspondences, countability, and selected topics in discrete mathematics. Prerequisites:

CSCI 110 (or instructor consent), MATH 132 and MATH 203.

**MATH 289** [4 CR]  
**SPECIAL TOPICS**

The course topic and title will be announced at the time the course is offered. This course is intended for students at the first-year/sophomore level.

**MATH 303** [4 CR]  
**ADVANCED LINEAR ALGEBRA**

Topics include vector spaces and inner product spaces, linear transformations, matrices and determinants, and eigenvalue problems. Although linear algebra can be studied with an emphasis on computational techniques and column vectors (e.g., MATH 203), this course will focus on proof-writing and the theory of abstract vector spaces. Prerequisite: MATH 250. Spring semester, alternate years.

**MATH 306** [4 CR]  
**ABSTRACT ALGEBRA**

Topics include groups, cyclic groups, permutation groups, quotient groups, Lagrange's theorem, homomorphism theorems, rings, ideals, polynomial rings, elementary number theory, integral domains and fields. Prerequisite: MATH 250. Fall semester.

**MATH 310** [4 CR]  
**ORDINARY DIFFERENTIAL EQUATIONS**

Topics include solutions of first order linear and nonlinear ordinary differential equations including separable variables, exact, homogeneous, and autonomous. Includes higher order linear differential equations, systems of ordinary differential equations, variation of parameters, Laplace transforms, power series, numerical solutions, and applications of differential equations. Prerequisite: MATH 203 and MATH 233. Spring semester, alternate years.

**MATH 313** [4 CR]  
**MATHEMATICAL MODELING**

This course introduces the construction and investigation of mathematical models for real-world problems. Techniques explored involve dimensional analysis; difference, ordinary differential and partial differential equations; fixed point, stability, and phase plane analysis; deterministic and stochastic processes; and computer packages as needed. Applications may include, but are not limited to, mechanical vibrations, population dynamics, traffic flow, chemical kinetics, cell biology and geophysical fluid dynamics. Prerequisite: MATH 203 and MATH 233. Fall semester, alternate years.

**MATH 315 [4 CR]**  
**NUMERICAL ANALYSIS**

This course introduces algorithms for numerical solutions to mathematical problems, error analysis and computer packages. Topics include power series, roots of equations, linear and nonlinear systems, numerical differentiation and integration, differential equations, interpolation and difference equations, and curve fitting. Prerequisites: CSCI 110, MATH 132, and MATH 233 or instructor consent. Spring semester, alternate years.

**MATH 317 [4 CR]**  
**OPERATIONS RESEARCH**

Topics include linear programming, duality, sensitivity analysis, transportation and assignment problems. The course also deals with computer implementation of selected algorithms. Selected topics from the following: game theory, network analysis, integer programming and decision theory. Prerequisite: MATH 233 and MATH 250.

**MATH 318 [4 CR]**  
**METHODS OF APPLIED MATHEMATICS**

This course offers an introduction to the methodologies and classical techniques in applied mathematics. Topics include scalar and vector field theory (line integrals, Stoke's theorem, Green's theorem, irrotational fields); Fourier methods (series, integral, transform); partial differential equations (characteristics, Laplace equation, the wave equation, potential theory); and complex variable theory (conformal mapping, Taylor series, Laurent series, residues). Prerequisite: MATH 203 and MATH 233. Fall semester, alternate years.

**MATH 319 [4 CR]**  
**FINANCIAL MATHEMATICS**

This course introduces students to principles of financial mathematics. Specific topics include time value of money, annuities, loans, bonds, general cash flows and portfolios, immunization, interest rate swaps, and determinants of interest rates. Offered Fall semester, every other year. Prerequisite: MATH 250.

**MATH 321 [4 CR]**  
**PROBABILITY AND STATISTICS**

Topics include probability, discrete and continuous random variables, discrete and continuous distributions, statistical inference and sample statistics, hypothesis testing and selection of procedures, and correlation and regression. Prerequisite: MATH 233 and MATH 250. Fall semester, alternate years.

**MATH 350 [4 CR]**  
**MODERN GEOMETRY**

Topics include postulational systems, Euclidean and non-Euclidean geometries, and the role of geometry in the history of mathematics. Prerequisite: MATH 250. Spring semester, alternate years.

**MATH 355 [4 CR]**  
**TOPOLOGY**

Topics include metric spaces and general topological spaces, separation properties, compactness, connectedness, convergence, completeness, continuous functions, and homeomorphisms. Prerequisite: MATH 250. Offered by special arrangement with a member of the mathematics faculty.

**MATH 373 [4 CR]**  
**REAL ANALYSIS**

Topics include introduction to the theory of functions of a real variable, topology, limits, continuity, differentiability, the Riemann integral, sequences and series. Prerequisite: MATH 250. Spring semester, alternate years.

**MATH 376 [4 CR]**  
**COMPLEX ANALYSIS**

Topics include elementary functions of a complex variable, differentiation, topology, integration, calculus of residues and series. Prerequisite: MATH 250. Spring semester, alternate years.

**MATH 489 [4 CR]**  
**SPECIAL TOPICS**

A course designed for the study of subject material of special interest. The organization, methodology and objectives of the course will be determined by the instructor. Prerequisites: instructor consent and junior or senior standing.

**MATH 490 [4 CR]**  
**INDEPENDENT STUDY**

A course which allows a talented student to pursue an area of study on an individual basis, with consultation and evaluation. The objectives, organization, methodology and means of evaluation will be mutually agreed upon by a faculty member and the student. Prerequisites: instructor consent and junior or senior standing.

**MATH 499 [0 CR]**  
**SENIOR EXAMINATION**

This course consists of two, two-hour exams covering the various areas of mathematics in the undergraduate curriculum. One exam is a

standardized national test, while the second exam is designed by the College's Mathematics discipline. The purpose of these exams is to assess whether graduates of the program are achieving the outcomes of the major program. The results of these exams will help the mathematics discipline monitor and improve the program. Prerequisite: senior standing. Spring semester.

## **MILITARY SCIENCE [MILS]**

### **MILS 101 [2 CR]**

#### **LEADERSHIP & MILITARY SCIENCE 1**

An introductory course designed to orient students to the ROTC program and to familiarize students with the fundamentals of various military skills including tactical movement, weapon familiarization, land navigation, facing personal challenges, and understanding the competencies that are critical for effective leadership and communication. The curriculum emphasizes the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Leadership students have an option to participate in combat water survival training, rappelling from a 60-foot tower, land navigation and field survival skills. Leadership laboratory required. Physical fitness session optional.

### **MILS 102 [2 CR]**

#### **LEADERSHIP & MILITARY SCIENCE 2**

Further development of leadership attributes required in accordance with the Army's leadership requirements model and the orientation of the ROTC program. Curriculum focuses primarily on the competencies needed for effective execution of the profession of arms, communication skills, leadership traits and behaviors, and basic combat tactics. Students learn how Army ethics and values shape the Army and the specific ways that these ethics are inculcated into Army culture. Additionally, advanced land navigation skills and basic rifle marksmanship skills are taught. Leadership students have an option to participate in combat water survival training, rappelling from a 60-foot tower, land navigation, a leadership development exercise and field survival skills. Leadership laboratory required. Physical fitness session optional.

### **MILS 201 [4 CR]**

#### **BASIC LEADERSHIP & MANAGEMENT 1**

A leadership and management course where the student is required to practice and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. Students are required to demonstrate writing skills and present information briefings as preparation for development in becoming a successful future officer. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures. Comprehension of the officer's role in Leading Change by applying Innovative Solutions to Problems in concert with the Principles of Mission Command. The Army Profession is also stressed through a leadership forum and a leadership self-assessment. Leadership students have the option to participate in Cadet Initial Entry Training at Fort Knox, KY, combat water survival training, rappelling from a 60-foot tower, land navigation and field survival skills. Leadership laboratory required. Physical fitness session optional.

### **MILS 202 [4 CR]**

#### **BASIC LEADERSHIP & MANAGEMENT 2**

The objective of this course is to present instruction in and practical applications of the principles and techniques of leadership, personal development, officer skills, Army Values, ethics and management by identifying and illustrating effective leadership traits. Course provides an insight into the factors affecting behavior and an opportunity for application of leadership and management techniques through tactical leadership exercises at the small unit level. Students are required to demonstrate writing skills and present information briefings, operational orders and plans as preparation for development to become a successful future officer. Physical fitness session optional.

### **MILS 301 [4 CR]**

#### **ADVANCED LEADERSHIP & MANAGEMENT 1**

The objectives of this course are to stress the leadership role in directing and coordinating individual and military team efforts in the execution of unified land operations in concert with the principles and war fighting functions of mission command; to familiarize students with the roles of the various branches in the overall mission of the Army and their functions in support of forces; and to teach the principles of command and control, leadership techniques and communications systems used in the tactical employment of squads and platoons. Leadership laboratory required and includes a weekend leader development exercise. Prerequisite:

MILS 101, MILS 102, MILS, 201 and MILS 202, or prior military service.

**MILS 302** [4 CR]

**ADVANCED LEADERSHIP & MANAGEMENT 2**

The objective of this course is to present instruction in and practical applications of the principles and techniques of Army Leadership, Officership, Army Values and Ethics, Personal Development and small unit tactics at the platoon level. Course provides capability for student to plan, coordinate, navigate, motivate and lead a squad and platoon in the execution of offensive, defensive and stability missions during a classroom practical exercise, a leadership laboratory, and a leader development exercise. Completion of this course prepares the student for the ROTC Cadet Leader Course, which the student attends in the summer at Fort Knox, KY. Prerequisite: MILS 301.

**MILS 401** [4 CR]

**APPLIED LEADERSHIP & MANAGEMENT 1**

The objectives of this course are to give an overview of Army organizational structure, to give an introduction to training management, application of mission command and the importance of comprehensive Soldier fitness. Course examines the process of officer evaluation reports, cultural awareness and property protection, rules of engagement, and the Army as a Profession of Arms. Leadership laboratory required and includes a weekend leader development exercise.

**MILS 402** [4 CR]

**APPLIED LEADERSHIP & MANAGEMENT 2**

The objectives of the course are to introduce students to the Army Operating Concept, enhance professional competence through the practical application of mission command, the execution of unified land operations, and the understanding of the operational environment to conduct a battle analysis. Course examines facets of platoon leadership to include sphere of influence, expectation management and toxic leadership to prepare the student to successfully lead a platoon in garrison and combat. Leadership laboratory required and includes a weekend leader development exercise.

**MUSIC [MUSI]**

**MUSI 012** [1 CR]

**WIND ENSEMBLE**

Wind ensemble is St. Norbert's top instrumental ensemble, open to majors and non-majors alike. The wind ensemble is dedicated to excellence in the

performance of both traditional and contemporary wind and percussion literature. The group represents St. Norbert College through performances in a variety of venues each year. Principal ensemble. Prerequisite: audition. Every semester, repeatable.

**MUSI 014** [1 CR]

**CONCERT BAND**

Concert Band is open to all students, regardless of major, with no audition required. Typically consisting of non-music majors and music majors on secondary instruments, the atmosphere is designed for enjoyment while preparing both traditional and contemporary band literature. Principal ensemble. Every semester, repeatable.

**MUSI 015** [1 CR]

**CHAMBER SINGERS**

Chamber Singers is a select ensemble of mixed voices, chosen each year by audition. The group is open to all students, regardless of major. Performing a wide variety of literature, from madrigals to major choral works, the chamber singers focus on technical precision with sensitive musical interpretation. Principal ensemble. Prerequisite: audition. Every semester, repeatable.

**MUSI 016** [1 CR]

**OPERA WORKSHOP**

Participants in Opera Workshop study various genres of musical drama and vocal performance styles through staged presentations. Opera Workshop productions present scenes from, or full productions of, significant operatic works. During rehearsal, students are expected to be involved in all aspects of production, from the technical and directorial to the actual performance. Prerequisite: instructor consent. Fall semester, repeatable.

**MUSI 017** [1 CR]

**CONCERT CHOIR**

The Concert Choir consists of two ensembles: the Men's Chorus and the Women's Chorus. These groups perform both as separate ensembles and combined as a large ensemble of mixed voices. Open to all students on campus with no audition required, these groups maintain a consistently high level of musicality and performance expertise. Participants in Concert Choir perform music of all styles and genres in a minimum of two on-campus concerts each semester. Principal ensemble. Every semester, repeatable.

**MUSI 018 [1 CR]**  
**BRASS ENSEMBLE**

Brass Ensembles are open to all students with the approval of the instructor. Ensembles range from trios, quartets, and quintets to larger groups, and students often perform a wide variety of music ranging from the Renaissance era to modern works. Performing in a chamber music setting gives brass players the opportunity to work on skills that are rarely used in larger ensembles and become better musicians. Every semester, repeatable.

**MUSI 019 [1 CR]**  
**ACCOMPANYING**

This course is designed for the advanced pianist to experience collaboration with vocalists and instrumentalists. Requirements include accompanying vocal lessons and wind class performances. Every semester, repeatable.

**MUSI 020 [1 CR]**  
**VOCAL JAZZ WORKSHOP**

Vocal jazz participants rehearse and perform vocal jazz literature from a variety of styles and eras. Emphasis is given to solo jazz singing technique and stylistic aspects of ensemble singing. Prerequisite: instructor consent. Spring semester, repeatable.

**MUSI 021 [1 CR]**  
**JAZZ ENSEMBLE**

The goal of jazz ensemble is the study and performance of jazz ensemble literature from a variety of styles and eras. Smaller ensemble work is also offered through the jazz combo program and is organized based on instrumentation and student interest. All participants will work on the development of improvisational skills, effective musical style and teamwork. Prerequisite: audition. Every semester, repeatable.

**MUSI 022 [1 CR]**  
**SAXOPHONE ENSEMBLE**

The St. Norbert saxophone ensemble is open to all students by audition. The ensemble provides students with the opportunity to work in a small chamber music setting. The repertoire the ensemble performs is wide-ranging, including works from the Renaissance to contemporary saxophone literature. Ensemble members have the opportunity help select literature and contribute to the interpretation of the music. Those more advanced members can arrange and or compose for the ensemble. Every semester, repeatable.

**MUSI 023 [1 CR]**  
**FLUTE CHOIR**

Flute Choir meets once each week and performs one concert per semester. We are also one of the guests for St. Norbert's annual Brass and Organ Concert and perform for campus events as needed. Our members are comprised of music majors, minors, and flutists from the St. Norbert community. The group size varies, depending on the availability of our players. We perform both traditional and contemporary music, always with the goal of making beautiful music and having fun while doing so. Every semester, repeatable.

**MUSI 024 [1 CR]**  
**CLARINET CHOIR**

The SNC Clarinet Choir is open to any student having played any member of the clarinet family as a high school student. We will cover music from the standard and original clarinet choir and chamber music repertory as well as transcriptions from all styles and periods. Students will learn how to blend within an ensemble while focusing on intonation, rhythm, tone, technique, historical context and performance practice. Every semester, repeatable.

**MUSI 025 [1 CR]**  
**STRING ENSEMBLE**

String Ensemble is a course open to all students, regardless of major. Participants will be expected to have experience playing a string instrument and music reading ability. Course goals include the improvement of individual playing technique, and the study and performance of chamber and orchestral music written for strings. Prerequisite: instructor consent. Spring semester, repeatable.

**MUSI 027 [1 CR]**  
**BELL CHOIR**

This chamber music course is open to music majors, music minors, and any other college student with note reading ability. It is available for audit or credit. The goal of the handbell choir is to perform a wide variety of handbell music on campus and/or other arranged events with a high musical standard of excellence. Participants will perform a variety of literature for handbell choir, learn, and practice handbell performance techniques. Every semester, repeatable.

**MUSI 028 [1 CR]**  
**PIANO ENSEMBLE**

This course is designed for those that are enrolled in piano lessons for credit at the intermediate or advanced level. It will emphasize the vast repertoire of literature available for duet, trio and quartet

ensemble piano pieces. The capstone for this course will be a performance at the bi-annual Chamber Concert. Every semester, repeatable.

**MUSI 029 [1 CR]**  
**GUITAR ENSEMBLE**

The MUSI 029 Guitar Ensemble course includes the practice of music for guitar in groups that can go from duets, trios, and quartets, to larger ensembles of guitars. This is a 1 credit course. The groups will meet once a week. Students will actively participate in the rehearsal, coaching, and performance of small chamber music ensembles. To develop musical leadership and chamber music skills, each group will be encouraged to work independently on a regular basis. The rehearsal and practice will be supervised and regular coaching will guide the work and development of the ensemble. The repertoire consists mainly of original works written for any combination in the number of guitars included.

**MUSI 030 [1 CR]**  
**COMPOSER ENSEMBLE**

The Composers Ensemble is a modular group of musicians meeting for the purpose of creating and performing their own music. Students will create musical works to be performed at an end of the semester concert. You may perform your own works or write for other members of the ensemble. Class meetings will involve critique of student work and suggestions to develop both compositional craft and artistic ideas. Students will also study and analyze music to inspire their creativity. Participation in composition studio class is encouraged. Every semester. Repeatable. Prerequisite: Co-enrollment in or completion of MUSI 170, or instructor's permission. Fall semester.

**MUSI 051/061 [1 OR 2 CR]**  
**VOICE LESSONS - LOWER/UPPER DIVISION**

The study of vocal production, literature and performance techniques consisting of one lesson per week and participation in a voice studio class. MUSI 061 culminates in a recital performance. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 052/062 [1 OR 2 CR]**  
**PIANO LESSONS - LOWER/UPPER DIVISION**

Lower division lessons emphasize the development of technical facility and knowledge of various styles of keyboard literature. Upper division lessons will concentrate on the preparation of specific selections for performance. For keyboard and piano pedagogy majors, MUSI 062 will culminate in a recital performance. Prerequisite: instructor consent. Co-

requisite: ensemble participation. Every semester, repeatable.

**MUSI 053/063 [1 OR 2 CR]**  
**BRASS LESSONS - LOWER/UPPER DIVISION**

One lesson per week on a brass instrument and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 063 culminates in a recital. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 054/064 [1 OR 2 CR]**  
**WOODWIND LESSONS - LOWER/UPPER DIVISION**

One lesson per week on a woodwind instrument and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 064 culminates in a recital. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 055/065 [1 OR 2 CR]**  
**ORGAN LESSONS - LOWER/UPPER DIVISION**

One lesson per week on the organ. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 065 culminates in a recital performance. Ensemble participation required. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 057/067 [1 OR 2 CR]**  
**COMPOSITION LESSONS - LOWER/UPPER DIVISION**

One lesson per week of private composition and participation in a composition studio class. MUSIC 067 culminates in a recital performance of original works. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 058/068 [1 OR 2 CR]**  
**PERCUSSION LESSONS - LOWER/UPPER DIVISION**

One lesson per week on percussion instruments and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 068 culminates in a recital performance. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 059/069 [1 OR 2 CR]**  
**GUITAR OR STRING BASS LESSONS - LOWER/UPPER DIVISION**

One lesson per week on guitar or string bass and

participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 069 culminates in a recital performance. Prerequisite: instructor consent. Co-requisite: ensemble participation. Every semester, repeatable.

**MUSI 100** [2 CR, NO AUDIT]

**GROUP GUITAR**

This course introduces students to fundamental guitar techniques and musicianship concepts through the study of music theory, music notation, right and left hand techniques, accompaniment skills, ensemble playing and more. This course meets twice per week and it is open to all students with no prerequisite or ensemble participation required. This course is offered every semester when enrollment meets expectation. Requirement: Each student is required to own (or rent) an acoustic guitar for class instruction and practice.

**MUSI 101** [2 CR, NO AUDIT]

**GROUP PIANO**

This course emphasizes basic sight-reading skills, scales, chords and repertoire of elementary pieces for the piano. Included in the course are basic concepts of music theory. The course is open to all students with no prerequisite or ensemble participation required.

**MUSI 102** [2 CR, NO AUDIT]

**GROUP VOICE**

This class is designed for students who are interested in learning the basics of vocal technique in a small-group setting. Students will sing as a group and also prepare solo songs to perform for the class. Repertoire encompasses a wide range of genres from classical to musical theatre. Each student will receive individual feedback in the group setting and also private lesson time with the instructor. Subjects covered include: breath management for singing, producing a pleasant tone, how to practice, maintaining vocal health, and basic vocal anatomy and performance technique. The course is open to all students. No prerequisite or ensemble participation required.

**MUSI 145** [2 CR, NO AUDIT]

**INTRODUCTION TO COMPOSITION**

This course is intended to foster and develop the individual's unique musical vocabulary across a variety of genres while exposing students to basic techniques used in music composition including notation, engraving, instrumentation, arranging, improvisation and composition. Through practical

guidance in the composition of original music and the exploration of a variety of compositional paradigms across multiple centuries, students will use current technology to arrange and create original works. Spring semester, even-numbered years.

**MUSI 150** [4 CR, CORE: BB, WI]

**SURVEY OF WORLD MUSICS**

This course provides a basic introduction of world music methods and problems, and surveys several non-Western musical cultures including the cultures of Africa, the Middle East, Japan, Southeastern Europe, Latin America, India and Native American. Students will listen to and analyze representative works, and do independent research on a pertinent topic. Fall semester.

**MUSI 167** [4 CR]

**COMPREHENSIVE MUSICIANSHIP 1**

This is the first of a sequence of courses in which students will learn the elements of music and standard notation, aural and score analysis of compositions, and style characteristics within their musical and historical contexts, and the development of composition, appreciation and interpretive skills. Basic music theory skills emphasized. Ear training, sight singing, computer skills and keyboard labs are included. Fall semester.

**MUSI 168** [4 CR]

**COMPREHENSIVE MUSICIANSHIP 2**

This course emphasizes part writing, and harmonic and formal analysis of Western music from ancient times through the Renaissance. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 167 or instructor consent. Spring semester.

**MUSI 170** [4 CR]

**MUSIC THEORY 1**

This is the first of a sequence of courses in which students learn the elements of music and standard notation, aural and score analysis of compositions, and the development of composition, appreciation and interpretive skills. Music theory fundamentals are emphasized. Aural skills and keyboard labs are included. Fall semester.

**MUSI 171** [4 CR]

**MUSIC THEORY 2**

This course emphasizes intermediate-level analytical techniques appropriate to common practice tonal music. Skills emphasized include harmonic analysis and model composition. Aural skills and keyboard labs are included. Prerequisite: MUSI 170 or instructor consent. Spring semester.

**MUSI 176 [4 CR, CORE: EI]**  
**MUSIC APPRECIATION**

Designed for minors and non-majors, this course is concerned with the art of intelligent and perceptive music listening for those interested in increasing their knowledge and enjoyment of music. The course traces the development of music up to the present day. Various media are employed. Spring semester.

Note: Course not open to Music majors.

**MUSI 184 [4 CR, CORE: WT]**  
**HISTORY OF AMERICAN POPULAR MUSIC**

The course covers the history of popular music in the United States from the late 19th-century to the present day. Genres discussed include modern styles such as rock, R & B, hip-hop, folk, country, jazz, ragtime, blues, and early musical theater. A chronological study of popular styles will expose students to important songwriters and performers and show how their music was influenced by elements like racial prejudice, political events and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored. Fall semester.

**MUSI 246 [2 CR]**  
**VOCAL DICTION**

This course introduces students to the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French song texts. Students will recite and sing songs in foreign languages with attention to translation, pronunciation, accent and inflection. Prerequisite: freshman or sophomore standing or instructor consent. Fall semester.

**MUSI 267 [4 CR]**  
**COMPREHENSIVE MUSICIANSHIP 3**

The study of Western music of the Baroque era, including theoretical and formal analysis, stylistic development of compositional genres, and significant works examined in historical context. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 168 or instructor consent. Fall semester.

**MUSI 268 [4 CR]**  
**COMPREHENSIVE MUSICIANSHIP 4**

The study of Western music of the Classic Era, including theoretical and formal analysis, stylistic characteristics and significant works examined in their historical context. Ear training, sight singing, computer skills and keyboard skills are included. Prerequisite: MUSI 267 or instructor consent. Spring semester.

**MUSI 270 [4 CR]**  
**MUSIC THEORY 3**

This course explores advanced analytical techniques appropriate to common practice tonal music. Skills emphasized include harmonic and formal analysis, model composition, and writing about music. Aural skills and keyboard labs are included. Prerequisite: MUSI 171 or instructor consent. Spring semester.

**MUSI 271 [2 CR]**  
**MUSIC THEORY 4**

This course explores advanced analytical techniques, especially those useful for the post-tonal repertoire of the 20th and 21st centuries. Significant works from impressionism through the musical experiments of the 20th and 21st centuries will be covered. Skills emphasized include harmonic analysis, model composition, and writing about music. Aural skills and keyboard labs are included. Prerequisite: MUSI 270 or instructor's consent. Spring semester.

**MUSI 272 [4 CR]**  
**MUSIC THEORY AND PERFORMANCE**

In this course, students will apply music theory principles from Music Theory I–IV to music that they are currently performing. The study of music from the students' applied lessons or large ensembles will prove to be a challenging and rewarding exploration. Students will be tasked with figuring out what combination of analytical techniques are appropriate for a given piece. At the end of the course, students will present a short lecture recital as their final project. Prerequisite: MUSI 271. Spring semester.

**MUSI 289 [2 CR]**  
**SPECIAL TOPICS**

This course offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor consent.

**MUSI 290 [2 CR]**  
**INDEPENDENT STUDY**

Individual study of an approved topic in music under the supervision of a music faculty member. This course permits faculty and students to explore together a subject of special or personal interest. Prerequisite: instructor consent.

**MUSI 310 [4 CR]**  
**WOMEN IN MUSIC**

This course will examine the role of women as performers, creators, and consumers of music in a variety of contexts within the Western Art Music tradition. In addition to surveying influential figures



and their unique musical roles, a primary goal will be to interpret representations of women, gender, and sexuality in a variety of musical and social contexts. Ultimately, students will be challenged to consider their own perspectives, musical experiences, and interpretation of gender representations in the world today.

**MUSI 315** [4 CR, ADV CORE: WT]

**INTRODUCTION TO OPERA**

This course is designed to meet the needs and interests of the general student rather than the music major. The course will view selected operas on videotape and study the development of opera from Monteverdi to the present, exploring the opera as a social and cultural phenomenon and as an expression of national musical styles. The course attempts to make the student aware not only of the history of opera in its many forms, but also to appreciate the extent to which modern music, including popular musical drama, is indebted to the success and popularity of opera.

**MUSI 318** [4 CR, ADV CORE: DD]

**EVOLUTION OF JAZZ**

The study of jazz from its origins in New Orleans to the present day. The course focuses on important performers and songwriters, types of literature, an appreciation of jazz improvisation, as well as the interaction of social, political, and economic elements that strongly influenced the genre. Audio and video presentations will be used extensively. Spring semester.

**MUSI 321** [2 CR]

**PIANO PEDAGOGY 1**

Piano pedagogy explores the various theories of teaching the piano and technical analysis of the playing mechanism. Teaching methods and procedures are developed for establishing efficient practice and working with individual learning styles. Students will survey and evaluate teaching materials and learn to analyze the technical requirements of keyboard music. Prerequisite: instructor consent. Fall semester.

**MUSI 322** [2 CR]

**PIANO PEDAGOGY 2**

This course is designed to give students experience in the practical application of piano-teaching skills and concepts of the mechanism. Prerequisites: MUSI 321 and instructor consent. Spring semester.

**MUSI 329** [2 CR]

**PIANO LITERATURE**

This course is designed to provide the piano major

with an understanding of significant forms in the history of piano music, the important compositions within these genres, and a functional and practical literature library of compositions for use in a variety of settings. Spring semester.

**MUSI 345** [2 CR]

**VOCAL LITERATURE**

This course is designed to provide the vocal major with an understanding of significant forms in the history of vocal music, the important compositions within these genres, and a functional and practical literature library of compositions for use in a variety of settings. Fall semester, odd-numbered years.

**MUSI 347** [2 CR]

**CHORAL REPERTOIRE**

This course is designed to provide the emerging choral conductor with an understanding of significant forms in the history of choral music, the compositions that hold preeminence within those genres, and a functional and practical repertoire library of compositions for use in a variety of settings. Prerequisite: junior standing.

**MUSI 349** [2 CR]

**VOCAL PEDAGOGY**

This course is designed to provide singers with an understanding of the anatomy, physiology, and physics of singing and song production. As part of this course, students will teach voice lessons under the supervision of the instructor. Prerequisite: junior or senior standing and instructor consent. Spring semester, even-numbered years.

**MUSI 362** [2 CR]

**WOODWIND METHODS**

Basic principles of teaching and performing on woodwind instruments. Fall semester, odd-numbered years.

**MUSI 363** [2 CR]

**STRING METHODS**

Basic principles of teaching and performing on string instruments. Fall semester, even-numbered years.

**MUSI 365** [2 CR]

**BRASS METHODS**

Basic principles of teaching and performing on brass instruments. Spring semester, alternate years.

**MUSI 366** [2 CR]

**PERCUSSION METHODS**

Basic principles of teaching and performing on percussion instruments. Spring semester, even-numbered years.

**MUSI 367 [4 CR]**  
**COMPREHENSIVE MUSICIANSHIP 5**

Romantic and Nationalistic music will be examined through the study of significant composers and their compositions. Emphasis is given to chromaticism, advanced harmonic analysis and extended forms within the historical context of the era. Keyboard labs are included. Prerequisite: MUSI 268 or instructor consent. Fall semester.

**MUSI 368 [4 CR]**  
**COMPREHENSIVE MUSICIANSHIP 6**

The concluding course of the sequence, Comprehensive Musicianship 6 examines significant works from Impressionism through the musical experiments of the 20th and 21st centuries. Students will compose, write about music and learn advanced analytical techniques. Prerequisite: MUSI 367. Spring semester.

**MUSI 370 [2 CR]**  
**INTRODUCTION TO JAZZ IMPROVISATION**

This course will introduce students to jazz improvisation, or the spontaneous composition through the study of great soloists and their transcriptions. Emphasis is placed on common scales, modes and harmonic progressions. Mastering this skill requires intense practice and a deep knowledge of style, form and jazz harmony. Students will be expected to perform in the classroom setting.

**MUSI 371 [4 CR]**  
**SURVEY OF WESTERN MUSIC 1**

This course surveys the history of Western art music from antiquity to 1750 with emphasis on musical style characteristics, the development of compositional forms and genres, and the work of significant performers and composers. The study of music history familiarizes students with repertoires, musical elements, genres and notable musicians of the Western art music tradition within their social and historical contexts. This course may be an important part of a music professional's career preparations or an important contribution to any student's musical understanding. Prerequisite: MUSI 170. Fall semester.

**MUSI 372 [4 CR]**  
**SURVEY OF WESTERN MUSIC 2**

This course surveys the history of Western art music from 18th to 21st centuries C.E., with emphasis on musical style characteristics, the development of compositional forms and genres, and the work of significant performers and composers. The study of music history familiarizes students with repertoires,

musical elements, genres and notable musicians of the Western art music tradition within their social and historical contexts. It is an important part of a music professional's career preparations, contributing to one's musical understanding and development as a producer and consumer of music, and providing a common language with which musicians can communicate effectively with one another. Prerequisite: MUSI 371. Spring semester.

**MUSI 381 [2 CR]**  
**INTRODUCTION TO CONDUCTING**

Baton techniques and conducting problems utilizing a cross section of instrumental and choral music from all periods. Students practice with live performers and are videotaped. Required of all music majors and minors. Prerequisite: sophomore standing or instructor consent. Spring semester.

**MUSI 382 [2 CR]**  
**ADVANCED CHORAL CONDUCTING**

A continuation of Introduction to Conducting, with advanced study in choral conducting, technique, score reading and rehearsal techniques. Prerequisite: MUSI 381. Fall semester.

**MUSI 383 [2 CR]**  
**ADVANCED INSTRUMENTAL CONDUCTING**

A continuation of Introduction to Conducting, with advanced study in instrumental conducting technique, score reading and rehearsal techniques. Members of the class will form a small ensemble to provide laboratory rehearsal experience. Prerequisite: MUSI 381. Fall semester.

**MUSI 384 [2 CR]**  
**ORCHESTRATION**

A study of the instruments of the concert band and orchestra, their tonal characteristics and transpositions. Assignments involve scoring for orchestra, concert band and various small ensembles. Coursework includes score analysis, listening and computer generation of assignments. Prerequisite: junior standing or instructor consent. Spring semester, odd-numbered years.

**MUSI 389 [2 OR 4 CR]**  
**SPECIAL TOPICS**

This course offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor consent.

**MUSI 420 [4 CR]****MERIT RECITAL**

A full recital with research paper for exceptional students in performance. Contingent upon completion of junior and senior recitals. Results in an automatic waiver of applied lessons in the eighth semester.

Prerequisite: instructor consent.

**MUSI 450 [2 CR]****PRE-STUDENT TEACHING SEMINAR**

Students in this course will engage in a variety of activities and discussions pertaining to student teaching in a K-12 music classroom, as well as explore current trends in music education. This course is required for all music education majors. 2 credits. Graded S/U. Prerequisite: music education major, senior standing. Fall semester.

**MUSI 489 [2 OR 4 CR]****SPECIAL TOPICS**

A course offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students.

Prerequisite: instructor consent.

**MUSI 490 [4 CR]****INDEPENDENT STUDY**

Individual study of an approved topic in music under the supervision of a Music faculty member. This course permits faculty and students to explore together a subject of special or personal interest.

Prerequisite: instructor consent and approval of the associate dean of visual and performing arts.

## N

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### NATURAL SCIENCES DIVISION

#### [NSCI]

**NSCI 104 [4 CR]****GREAT PEOPLE OF SCIENCE**

The development of scientific thought from the early Greek period to modern times will be covered. The primary emphasis will be on scientists as people, analysis of their contributions, and the significance of these in the development of scientific theories. Scientists such as Galileo, Newton, Einstein and Darwin will be discussed. Infrequently offered.

**NSCI 108 [4 CR]****MINORITIES & WOMEN IN SCIENCE**

For the lay public, the image which first comes to mind when they hear the word 'scientist' is almost always a white middle-aged male in a lab coat, with

thick eyeglasses, wild hair, and a slightly ruffled look. While the scientific workforce is more diverse now than in the 1950's when this stereotype was first documented, and while noted minority and women scientists are among the ranks of contemporary public intellectuals, this stereotype is alive and well in the 21st century. This course will try to get at the source of this stereotype and determine how and why science as an enterprise has often seemed so remote and inaccessible, especially for minorities and women.

Specifically, students will focus on the discouragements and obstacles facing those traditionally underrepresented in scientific careers, while highlighting the accomplishments and achievements of pioneers/trailblazers (minorities and women) in science. Students will delve into their lives exploring the personal, professional and psychological dimensions of attainment and achievement. Such understanding will provide a context for discussing the variety of contemporary programs designed to attract minorities and women to careers in science. The course will conclude by exploring the relationship between self and community for minority and women scientists who have "made it".

Minority and women students in science must learn to formulate a career/life path that addresses these issues, while meeting such practical needs as earning a living, having time for a personal life, and maintaining a sense of self-confidence and esteem. Hopefully, this course will help them do so. Fall semester.

**NSCI 115 [4 CR, CORE: PN]****INTRODUCTION TO CLIMATE CHANGE**

In this class, we will explore how science and the scientific process informs the development of our understanding of our climate and climate change. We'll investigate the long-term patterns and variation in climates over Earth's history and discuss what we can say about its future. At the end of the course, students will be able to evaluate and explain major climate drivers in the past, how past and future human activities are altering climate at local and global scales, the measurable impacts on our lives, and the pros and cons of actions we can take in response to climate change.

**NSCI 300 [4 CR, ADV CORE: PN]****ASTRONOMY OF THE SOUTHERN SKY**

This global seminar course is designed to combine a survey of astronomy and its underlying physical principles with an exploration of the differences observed in the southern hemisphere. Students learn

about the scientific method and developments that have enabled our current understanding of the dynamic universe. Main topics include the cycles of the sky, the history of astronomy, the stars, the Milky Way galaxy and the solar system. While abroad, students will examine differences in the astronomy of the southern hemisphere, as well as understand the way that astronomy has shaped culture, in particular navigation techniques. Laboratories with hands-on activities are an important component of the course, including astronomical observation on some evenings. No mathematical background beyond basic high school algebra is assumed. J-term, even-numbered years.

**NSCI 310** [4 CR, ADV CORE: BB]

#### **GLOBAL VIRAL PANDEMICS**

Our understanding of viral diseases extends beyond the physical effects they have on an individual. For example, viruses may influence governmental policies and create social stigmas that have long-term consequences. This discussion-based course will explore through literature and first-hand accounts how social, political, cultural, gender, and scientific views influence global healthcare and a global understanding of viral pathogens. The AIDS pandemic and Ebola epidemic will be the focus of this offering.

**NSCI 315** [4 CR, ADV CORE: PN]

#### **CLIMATE CHANGE**

This course introduces students to the debate surrounding the topic of “climate change” and will focus on three primary questions: 1) Is the climate changing? 2) Do human activities influence climate change in measurable ways? 3) Can and should action be taken to mitigate or ameliorate the perceived climate changes? This course will examine, via discussion, analyses of primary and secondary sources, modelling exercises, student writing and occasional guest lectures, the scientific, political, economic and psychological factors that influence the modern discourse involving climate change. The competing interests in this debate as well as the complexity of issues relevant to the discussion make the material for this course timely, relevant and controversial. Students in the course will be encouraged to put aside their preconceived notions and view the topics discussed through a critical and objective lens.

**NSCI 348** [4 CR, ADV CORE: BB]

#### **BIOTERRORISM**

This course will investigate the methods of development of biological weapons and the mechanisms of their use against military or civilian

populations. Biological weapons are defined as those viral and bacterial pathogens of humans that induce illness in the affected individual and also those biological agents that can damage or destroy the food and water supply of a population. Protection against such attacks will be discussed. The effects on society as a whole and the responses of society to the threat of bioterrorist attacks will be emphasized. This course has a laboratory component in addition to a lecture format. In the laboratory, the principles of epidemiological spread of disease agents will be investigated by the use of simulations and the mechanisms of disease prevention will be addressed experimentally.

**NSCI 354** [4 CR]

#### **NATURAL HISTORY FIELD STUDIES**

This course involves an extended inter-semester field trip to study the natural history and culture of an area (generally the neotropics). Students are required to attend regular classes before and after the trip. A research project and field book constitute the major course requirements.

**NSCI 358** [4 CR, ADV CORE: PN]

#### **SOCIAL IMPACTS OF INFECTIOUS DISEASE**

This course focuses on the social and historical importance of infectious disease. The course will center around three main ideas: a summary of significant diseases in human history, a detailed analysis of the particular outbreak in history, and a detailed account of an emerging outbreak of infectious disease. Basic information regarding microorganisms and the human immune system will be included. A laboratory component will allow students to observe and handle non-pathogenic bacteria and fungi and conduct basic experiments in disease transmission.

## **P**

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### **PEACE AND JUSTICE STUDIES [PEAC]**

**PEAC 200** [4 CR]

#### **INTRODUCTION TO PEACE AND JUSTICE**

Violent conflict remains one of the most serious problems in the world today. Hundreds of thousands of people die every year as a result of war, and millions of refugees are displaced and suffering. The interdisciplinary academic field of peace studies attempts to understand the causes of such conflict and contribute to sustainable strategies that will lead not just to the absence of war, but to genuine human

flourishing. This course will introduce that field of study with a particular emphasis on conflict transformation, peace building, and the rights of marginalized persons. These emphases reflect our Norbertine heritage and the ordering themes of the Peace and Justice minor at St. Norbert College.

**PEAC 266** [4 CR, CORE: WT]

**HUMAN RIGHTS AND RESPONSIBILITIES**

This course will articulate an interdisciplinary (philosophical, historical, and religious) rationale for universal human rights and human dignity while highlighting the history of the human rights tradition and the contribution of Catholic social teaching. Conversely, it will examine the rhetoric and dynamic of genocide and apartheid, exploring the way forward with realistic strategies that emphasize human connectedness and responsibility.

**PEAC 301** [2 CR]

**MIGRATION, REFUGEES, AND CITIZENSHIP:  
ETHICAL FOUNDATION**

This is a 2-credit course on migration, refugees, and citizenship. We will study these issues through a critical examination of recent literature, as well as through working directly with the affected populations. SNC students will engage in meaningful service by providing mentorship and tutoring for refugees and immigrants as they prepare to take their citizenship exam. This learning environment will encourage SNC students to recognize their personal and social responsibilities by raising their awareness of the experience of immigrants and refugees, as well as their own capacity to address these needs in an impactful way.

Note: This is part one of a two-part course (301 & 302). Students can take either or both parts (and in any order). Part one focuses on foundational ethical questions regarding immigration, refugees, and citizenship. Part two will focus on important contemporary discussions of these topics that arise in philosophy, political science, law, sociology, history, and literature. Spring, annually.

**PEAC 302** [2 cr]

**MIGRATION, REFUGEES, AND CITIZENSHIP:  
CONTEMPORARY DISCUSSIONS**

This is a 2-credit course on migration, refugees, and citizenship. We will study these issues through a critical examination of recent literature, as well as through working directly with the affected populations. SNC students will engage in meaningful service by providing mentorship and tutoring for refugees and immigrants as they prepare to take their citizenship exam. This learning environment will

encourage SNC students to recognize their personal and social responsibilities by raising their awareness of the experience of immigrants and refugees, as well as their own capacity to address these needs in an impactful way.

Note: This is part two of a two-part course (301 & 302). Students can take either or both parts (and in any order). Part one focuses on foundational ethical questions regarding immigration, refugees, and citizenship. Part two will focus on important contemporary discussions of these topics that arise in philosophy, political science, law, sociology, history, and literature. Fall, annually.

**PEAC 400/THRS 460** [4 CR]

**CAPSTONE IN PEACE AND JUSTICE**

PEAC 400 is the capstone course for the Peace and Justice minor at St. Norbert College. In this seminar, students will deepen their knowledge of peace and justice through reading, active discussion, and in-depth research. In discussion and written work, students will be challenged to integrate knowledge accumulated throughout the minor (i.e., from coursework, service, and community engagement).

## **PHILOSOPHY [PHIL]**

**PHIL 120** [4 CR, CORE: PF]

**PHILOSOPHICAL FOUNDATIONS IN THE STUDY OF  
HUMAN NATURE**

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

**PHIL 200** [4 CR, CORE: DD]

**PHILOSOPHY OF SEX AND LOVE**

In this course, we'll engage both historical and contemporary philosophical work to interrogate a variety of questions concerning the nature of love and sex, including: What is love? What is sex? What makes it the case that X loves Y? Is there, or should

there be, an ethics of love and sex? What is moral, what is normal, and who gets to decide? How do our understandings of masculinity and femininity inform what we believe about love and sex? The course will be divided into five units: (1) Reasons for Love; (2) Historical Perspectives on Sex and Love; (3) Sexual Preferences; (4) Sex and Gender; and (5) Consent, Coercion, & Violence. Fall semester, even-numbered years.

**PHIL 205 [4 CR, CORE: WT]**  
**EXISTENTIALISM AND FILM**

An introduction to the central themes of existentialism through a study of philosophical writing, literature, and film. We will examine the meaningfulness of human life and the way that it is threatened by nihilism and suffering; we will consider the existentialist account of human nature that is characterized by freedom, creativity, and responsibility; and we will critically examine the possibility of living an authentic life with others in modern society.

**PHIL/CLAS 207 [4 CR]**  
**GREEK PHILOSOPHY**

A study of the ancient Greek thinkers who initiated Western philosophy. The course begins with the pre-Socratic philosophers and then focuses on Plato and Aristotle. Fall semester.

**PHIL 210 [4 CR]**  
**LOGIC**

A study of the principles of correct reasoning. The course covers informal fallacies and the fundamentals of symbolic logic, including quantification theory. Spring semester.

**PHIL 211 [4 CR]**  
**FOOD ETHICS**

Eating is among the most primal of human activities. Yet the question of what we should eat becomes increasingly complicated as we learn more about the effects of our choices on animals, the environment, our communities and ourselves. When, if ever, is it ethical to eat animals? Should we eat locally or should we take a more cosmopolitan approach? Can mindful eating contribute to a more just world? What is a healthy body? The course will culminate with a final project that analyzes our food practices from several ethical frameworks, informed by scientific, humanistic, and economic perspectives. Designed for non-philosophy majors. Prerequisite: PHIL 120.

**PHIL 213 [4 CR]**  
**MEDIEVAL PHILOSOPHY**

A study of the philosophers of the medieval period

(approximately 350 C.E. to 1350), with emphasis on Augustine, Anselm and Thomas Aquinas. Themes covered include the relation of faith and reason, existence of God, the problem of evil, the nature of the soul, and ethics. Spring semester.

**PHIL 218 [4 CR]**  
**SCIENCE AND PHILOSOPHY**

An examination of philosophical issues related to modern science. The course covers such topics as the Scientific Revolution; the distinction between science and non-science; methods of scientific thinking; the evaluation of truth claims in science; science as a social construction; ethical issues arising from scientific practice; and the aims of science in a democratic society.

**PHIL 235 [4 CR, CORE: WT]**  
**SKEPTICISM, KNOWLEDGE AND FAITH**

A historical survey of texts by prominent authors in the Western Tradition concerning the nature, conditions and types of human knowledge. Topics may include arguments for the existence of God; foundations of empirical science; psychological belief states as distinct from religious faith; skepticism in both epistemic and religious contexts; and the nature of reason and rational inquiry. Prerequisite: PHIL 120. Alternate years.

**PHIL 250/THRS 255 [4 CR, CORE; WT]**  
**PHILOSOPHY OF RELIGION**

A study providing a rational assessment of religious beliefs and concepts and of arguments used in their support. The course considers contemporary challenges to the belief in God and the responses to these challenges. Fall semester, alternate years.

**PHIL/THRS 265 [4 CR, CORE: BB]**  
**ASIAN PHILOSOPHY AND RELIGION**

A study of the major philosophical and religious traditions of South and East Asia. The course emphasizes the Hindu and Buddhist traditions. The ethical, metaphysical, and epistemological aspects of each major tradition are covered. Fall semester.

**PHIL 275 [4 CR]**  
**BIOETHICS**

A study of ethical issues associated with health and medicine. The course will begin with an overview of major positions in ethical theory and of fundamental concepts and principles in medical ethics. Issues may include, but are not limited to, the relation between health care providers and patients, human reproduction, conflicting definitions of mental illness, the use of biotechnology for human enhancement, balancing individual liberty with public health, withholding and withdrawing of life-sustaining

treatment, research ethics, and social justice and health policy. Catholic teachings on some of these issues will be considered. Spring semester.

**PHIL 282** [4 CR]

**LAW, MORALITY AND PUNISHMENT**

Do we have a moral obligation to obey the law? Are unjust laws still laws? Does self-defense make any sense as a legal excuse? Students will investigate the validity and authority of legal systems with special attention to the historical evolution of key concepts within the Western philosophical tradition. Topics include the relation of law to morality, the conditions of responsibility and the justification of punishment. Prerequisite: PHIL 120.

**PHIL 300** [4 CR]

**MODERN PHILOSOPHY**

A study of the major movements and figures in European philosophy from the 16th to the 19th century. The focus of the course is the rise of skepticism in relation to developments in science and religion, the study of the nature of the mind, and the knowing process and claims about the nature and existence of the self, of the external world and of God. A number of thinkers and philosophers will be surveyed with principal emphasis on Descartes, Locke, Hume and Kant. Prerequisite: PHIL 207 or PHIL 210 or PHIL 213. Fall semester.

**PHIL 302** [4 CR]

**MINDS, BRAINS, AND COMPUTERS**

An investigation of the nature of minds and mentality, surveying both historical and contemporary accounts. Topics covered may include the relationship between the mental and the physical, theories of mental content and mental representation, the nature of consciousness, the capabilities of artificial intelligence, and the existence of free will.

**PHIL 303** [4 CR]

**KANT & 19TH CENTURY PHILOSOPHY**

This course examines Kant's writing and the remarkable and challenging century of philosophy that followed in its wake. Our central themes will include: the power and limits of human reason; our ethical and political obligations and the source(s) of their authority; the significance of human culture and historical transformation in shaping the values that we presently hold; philosophy's relationship to art, science, and religion; and the threat of ideology and nihilism to our self-understanding and sense of meaning. In addition to Kant, featured authors may include Hegel, Marx, Mill, Kierkegaard, and Nietzsche. Prerequisite: PHIL 120. Spring, odd-numbered years.

**PHIL 305** [4 CR, ADV CORE: WT]

**AMERICAN PHILOSOPHY**

A study of the major movements and figures in American philosophy and intellectual history. The course will examine the diverse philosophical themes in the American tradition, including idealism, 18th century political theory, transcendentalism and pragmatism. Figures studied include Edwards, Adams, Jefferson, Emerson, Thoreau, James and Dewey. Spring semester.

**PHIL 315** [4 CR]

**ETHICS**

How ought we live? This course will help students develop their ability to answer this question by introducing them to three major ethical traditions: consequentialism, deontology, and virtue theory. We will use these theories to examine pressing issues about the path of our own lives, as well as the path of our society. Past topics have included: Are some careers more ethical than others? Is it ever wrong to bring children into the world? Are national borders unjust or are they a moral necessity?

**PHIL/POLI 316** [4 CR]

**MODERN POLITICAL THOUGHT**

A critical examination of the political theories of major thinkers of the modern period and the development of these ideas in contemporary political thought. We will investigate such issues as the origin and purpose of political societies, the nature of political power, and the concepts of authority and sovereignty, law, liberty, civil disobedience and revolution. We will consider the writings of Hobbes, Locke, Rousseau, Mill, Marx, Martin Luther King Jr. and Rawls, among others. Fall semester, alternate years.

**PHIL 322** [4 CR, ADV CORE: CI]

**AQUINAS' PHILOSOPHY AND THEOLOGY**

A critical study of the philosophical theology of St. Thomas Aquinas. Topics covered may include the existence and nature of God; the efficacy of religious language; the origin, order, and purpose of created beings; the interplay between intellect and will in human actions; the relationship between virtue and the good life for human beings; the species of vice and their causes; and the metaphysical accounts of Christian doctrines such as the Trinity, Incarnation, and Eucharist. Fall semester, alternate years.

**PHIL 330** [4 CR, ADV CORE: WT]

**THE EUROPEAN ENLIGHTENMENT**

An overview of the history of ideas in the Western tradition, covering the period from 1688 to 1789, principally in France and Britain, with consideration

given to the influence of the Enlightenment on the founding of America. The central theme of the course is the emergence and rapid development of natural science, its growing influence on all departments of human knowledge and its confrontation with the religious traditions of the time. Representative writers include Montesquieu, Voltaire, Diderot, Helvetius, Mandeville and Adam Smith. Fall semester.

**PHIL/CLAS 334** [4 CR, ADV CORE: EI]  
**TRAGEDY AND PHILOSOPHY**

A study of tragedy as a dramatic and literary form and the different Western philosophical theories of tragedy inspired by that art form. One half of the course will concentrate on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato and Aristotle) and modern. The second half will examine both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Spring semester, alternate years.

**PHIL 340** [4 CR]  
**20TH CENTURY CONTINENTAL**

A survey of the main philosophical movements of 20th-century European philosophy. We will critically examine Heidegger's approach to phenomenology, Sartre's development of existentialism, the Frankfurt School's neo-Marxist critiques of fascism and consumerism, and the revisionary account of power that Foucault develops in his studies of punishment and sexuality. We will also consider recent philosophical work that draws on these traditions.

**PHIL/WMGS 344** [4 CR, ADV CORE: DD]  
**FEMINIST PHILOSOPHY**

This course provides a survey of topics in contemporary feminist philosophy, and it will be divided into four units: (1) Oppression, Gender, & Misogyny; (2) Objectification & Self-Objectification; (3) Consent & Sexual Violence; and (4) Feminist Epistemologies. In our first unit, we'll discuss concepts that are fundamental to feminist theory, including oppression, gender, and misogyny; and then we'll consider how sexist and racist oppression relate to and augment each other. In our second unit, we'll ask questions like: what does it mean to be objectified? Who/what can be objectified and who/what can objectify? Then, in our third unit we'll turn our attention to the nature of consent and sexual violence. We'll ask: what is consent? What role does consent play in an ethical sex life? What is rape? How does rape relate to other sexual wrongs? And, finally, we'll survey some of the recent literature in feminist epistemology, focusing largely on the phenomenon of hermeneutical injustice. Prerequisite:

PHIL 120. Fall semester, odd-numbered years.

**PHIL 352** [4 CR, ADV CORE: BB]  
**LABYRINTHS OF TIME**

The course will examine different ideations and representations of time throughout history and through the framework of different cultures with special attention to the collision of these ideations in the work of Latin American fiction writers. Students will study and discuss representations of time in literature, art and film. The course will culminate in a final creative project through which students will present their new understanding of time. Fall semester.

**PHIL 365** [4 CR]  
**TWENTIETH-CENTURY PHILOSOPHY**

A survey of the main philosophical movements of the 20th century, the course will cover leading figures in pragmatism, phenomenology, analytic philosophy and the Continental tradition. Representative authors may include James, Dewey, Husserl, Wittgenstein, Quine, Heidegger, Rorty and Foucault. Prerequisite: PHIL 210 or PHIL 300. Spring semester, alternate years.

**PHIL 370** [4 CR]  
**THE ANALYTIC TRADITION**

An historical survey of the main developments and leading figures in the Anglo-American analytic tradition. The primary focus is on the application of new methods of logic and linguistic analysis to the perennial problems of metaphysics and epistemology. Figures studied include Frege, Russell, Wittgenstein, Ayer, Carnap, Ryle, Quine and Kripke. Prerequisite: PHIL 210 or PHIL 300. Spring semester, alternate years.

**PHIL 389**  
**SPECIAL TOPICS**

A study of a single philosophical topic of special interest to students. When the course is offered, the topic will be listed in the timetable of courses.

**PHIL 490**  
**INDEPENDENT STUDY**

A course allowing staff and students to explore together philosophical topics of special interest. Prerequisite: instructor consent and approval by dean of Humanities.

**PHIL 495** [2 CR]  
**THESIS RESEARCH**

In this course, the student will work together with a faculty advisor from the Philosophy discipline to produce a proposal for the student's senior thesis



project (which will be written in PHIL 496), along with an annotated bibliography of research sources for the project. This course may be taken prior to or concurrently with PHIL 496. In ordinary cases, the student will have the same advisor for PHIL 495 and PHIL 496.

**PHIL 496 [2 CR]**  
**THESIS WRITING**

Students will work with a member of the Philosophy faculty to produce a senior thesis on a philosopher, topic, or theme of their choosing, and to revise the thesis based on instructor feedback. Pre / co-requisites: instructor approval and PHIL 495.

## **PHYSICAL EDUCATION [PHED]**

**All PHED courses are offered with a Satisfactory/Unsatisfactory grading format, and may not be taken on an independent study basis.**

**PHED 036 [2 CR]**  
**JUMP STRETCH FLEXIBILITY/CONDITIONING**

This course will cover a different type of training regimen to develop an increased level of flexibility as well as improved power and explosion. Each student will perform at a level relative to their ability and gain an appreciation for lifelong fitness.

**PHED 037 [2 CR]**  
**CURLING**

This course will give students the basic skills and knowledge of curling. Content will include history, terminology, equipment, team composition and learning of the fundamentals.

**PHED 039 [2 CR]**  
**CONDITIONING AND TRAINING FOR ROAD RACES**

Learning the fundamental principles required to successfully train for a 3K, 5K, 10K, half-marathon and marathon are the fundamental topics in this course. Aerobic and anaerobic training will be conducted through track workouts and longer road runs. The goal of this course is to gain an understanding of different training programs, why they are used, and how to develop and personalize an individual plan for different road races.

**PHED 042 [2 CR]**  
**KICKBOXING**

Kickboxing is a form of stand-up combat derived from a mixture of karate and boxing. Cardio kickboxing takes elements of both traditional styles (including specific usages of hits and kicks) and adds music and choreography for a high intensity workout.

Kicks, strikes & defensive maneuvers will be covered. Mechanics & refinement will be emphasized. Spring semester.

**PHED 043 [2 CR, \$30 FEE]**  
**BOWLING**

This course will give students the basic skills and knowledge of bowling. Content will include history, terminology, equipment, approaches, releases, aiming and starting positions.

**PHED 044 [2 CR, \$35 FEE]**  
**RECREATIONAL ICE SKATING**

This course is designed for students interested in learning the proper techniques and methods involved with ice skating. The class will emphasize both forward and backwards skating and will cover all other aspects involved with ice skating. This class is open to all levels of ice skaters.

**PHED 045 [2 CR]**  
**TEAM SPORTS**

This course will give students an opportunity to participate in and enjoy the recreational play of team sports. Emphasis will be on basic skills, knowledge of rules and strategies necessary for participation in the activities.

**PHED 048 [2 CR, \$25 FEE]**  
**GOLF**

This course will provide students with the basic knowledge, skills and attitudes of golf. It will include fundamental skills such as grip, stance, swing, putting, and rules and etiquette.

**PHED 057 [2 CR]**  
**VOLLEYBALL**

This course teaches students the basic skills and knowledge of volleyball. Content will include warm-ups, rules, terminology, serve/ receive information, basic offenses and defenses, spiking coverage and basic skills — serving, forearm pass, setting, blocking, spiking, dives and digs.

**PHED 060 [2 CR]**  
**BEGINNING WEIGHT TRAINING FOR MEN**

An introduction to the fundamentals, techniques, safety concerns, and surveys of programs and concepts of weight training.

**PHED 061 [2 CR]**  
**BEGINNING WEIGHT TRAINING FOR WOMEN**

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

**PHED 075 [2 CR]**  
**ORGANIZATION AND ADMINISTRATION OF ATHLETIC PROGRAMS**

This course is designed to provide students with administrative techniques and procedures in the administration of athletic programs with a concentration on the collegiate field. Emphasis on theories and philosophies of administration, policies and practices, leadership, management, budgeting, planning, facilities and legal liabilities.

**PHED 100 [2 CR]**  
**RECREATIONAL/FITNESS SWIM**

This class provides the opportunity for students to become safe and comfortable in the water. Students will develop swimming skills on their front and back. Instruction will emphasize freestyle and backstroke as well as water safety. Each student will progress toward becoming an endurance swimmer for enhanced fitness.

## **PHYSICS [PHYS]**

**PHYS 100 [4 CR, CORE: PN]**  
**PHYSICS IN THE ARTS**

This course will examine the underlying physics involved in photography and music. Main topics will include waves, reflection and refraction, lenses, the eye, oscillations and resonance, the ear, and musical instruments. Lectures and one laboratory period per week. Basic algebra and geometry knowledge will be assumed.

**PHYS 101 [4 CR]**  
**CONCEPTS OF PHYSICS**

An introduction to selected concepts and theories of physics, presenting their origin in connection with specific persons and events and their development into their present forms. Topics include the Copernican revolution, Newtonian dynamics, electromagnetic theory, the theory of relativity, and the quantum theory of microscopic matter. Emphasis will be given to concepts that have broad applications to phenomena of common experience. Presentation is by lectures, demonstrations, and laboratory experiments. No mathematical background beyond high school algebra will be assumed. Student who have received credit for PHYS 111 or PHYS 121 may not take PHYS 101 for credit without the registrar's consent. Infrequently offered.

**PHYS 111 [4 CR, CORE: PN]**  
**FUNDAMENTALS OF PHYSICS 1**

An introductory course that presents students with the

fundamental concepts of physics. This algebra-based course assumes no previous physics experience and will include the study of kinematics (including vectors), Newton's laws, mechanical energy, rotational motion and waves. Consists of lectures and one laboratory period per week. Working knowledge of basic trigonometry and advanced high school algebra will be assumed. Fall semester.

**PHYS 112 [4 CR]**  
**FUNDAMENTALS OF PHYSICS 2**

Continuation of PHYS 111, completing a full-year introductory sequence on the fundamental concepts of physics. Topics include thermodynamics, electricity and magnetism, optics, and introduction to modern physics, including quantum concepts and radioactivity. Lectures and one laboratory period per week. Prerequisite: PHYS 111. Spring semester.

**PHYS 121 [4 CR, CORE: PN]**  
**GENERAL PHYSICS 1**

Intended mainly for Physical Science majors, this introductory course presents a unified view of the fundamental principles of physics. Conceptual development and problem-solving skills are emphasized. Topics include vectors, kinematics, Newtonian dynamics, the conservation laws, oscillatory motion and waves. Lectures and one laboratory period per week. A working knowledge of trigonometry and completion of advanced high school algebra will be assumed. Co-requisite: MATH 131 or equivalent. Fall semester.

**PHYS 122 [4 CR]**  
**GENERAL PHYSICS 2**

Continuation of PHYS 121, completing a full-year introductory sequence. Topics include thermodynamics, electric and magnetic fields and their interaction with matter, electro-magnetic waves, physical and geometrical optics, and radioactivity. Lectures and one laboratory period per week. Prerequisite: PHYS 121 and MATH 131. Spring semester.

**PHYS 141 [4 CR, CORE: PN]**  
**ASTRONOMY**

This course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. Students will learn about the scientific method and developments that have enabled our current understanding of the dynamic universe. Main topics include the cycles of the sky, the history of astronomy, the stars, the Milky Way galaxy and the solar system. Group projects will cover additional topics such as galaxies, cosmology and details of the solar system planets. Laboratories with hands-on

activities will be an important component of the course. Some lab periods will meet in the evening for astronomical observations. No mathematical background beyond basic high school algebra will be assumed.

**PHYS 211 [4 CR]**  
**CLASSICAL MECHANICS**

An intermediate treatment of Newtonian mechanics. Topics include equations of motion and their solutions, conservation laws, systems of particles, central force motion, and an introduction to Lagrangian and Hamiltonian mechanics. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

**PHYS 225 [4 CR]**  
**ELECTRONICS**

An introductory course in circuit analysis, including DC and AC circuits, semiconductor devices, and digital logic circuits. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

**PHYS 241 [4 CR]**  
**MODERN PHYSICS**

A survey of the essential experimental and theoretical development of 20th-century physics. Topics include special relativity, wave-particle duality, Bohr atom, basic quantum mechanics, radioactivity, nuclear reactions and particle physics. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

**PHYS 250 [4 CR]**  
**ADVANCED LABORATORY**

An advanced course in experimental design and analysis intended to replicate the activities of a professional research project through the precision measurement of several of the fundamental physical constants of the universe. Additional topics will include the calculation of statistical and systematic uncertainties, computer-based modeling and analysis, written and oral presentation of results, and research ethics. Prerequisites: PHYS 121 and PHYS 122. Spring semester, alternate years.

**PHYS 311 [4 CR]**  
**THERMAL PHYSICS**

An intermediate treatment of thermodynamics and statistical mechanics from a modern point of view. Topics include temperature, heat, entropy, irreversible processes, the general laws of thermodynamics, canonical distribution, equipartition theorem, the ideal gas law and an introduction to

quantum statistics. Co-requisite: PHYS 241. Fall semester, alternate years.

**PHYS 321 [4 CR]**  
**ELECTRICITY AND MAGNETISM**

A study of the classical electromagnetic theory. Topics include electrostatics, magnetostatics and an introduction to electrodynamics. Vector calculus will be introduced and extensively used. Prerequisites: PHYS 122 and MATH 233. Spring semester, alternate years.

**PHYS 352 [4 CR]**  
**OPTICAL AND ATOMIC PHYSICS**

An introduction to the current fields of Optical and Atomic Physics. The foundations of modern optics will be laid, including the electromagnetic and quantum mechanical theory of light, geometric and wave optics, instrumentation, polarization, lasers, and modern optical components. The interaction of light with atoms will be introduced, including the fundamentals of atomic structure and numerous applications. Prerequisite: PHYS 241. Co-requisite: MATH 310. Spring semester, alternate years.

**PHYS 411 [4 CR]**  
**QUANTUM MECHANICS**

An advanced treatment of the principles and methods of quantum mechanics. Topics include the Schrodinger equation, the harmonic oscillator, the hydrogen atom, quantum statistics, and applications to atomic and nuclear physics. The operator method will be introduced and used. Prerequisite: PHYS 241. Co-requisite: MATH 310. Spring semester, alternate years.

**PHYS 489 [4 CR]**  
**SPECIAL TOPICS**

Designed for the study of subject material of special interest. The organization, methodology and objectives of the course will be determined by the instructor. Prerequisite: junior or senior standing and instructor consent.

**PHYS 490 [2 OR 4 CR]**  
**INDEPENDENT STUDY**

This course is designed to allow students to pursue, on an individual basis, an area of study such as solid state physics or astrophysics. The methodology and objectives will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing, prior consultation with and consent of the instructor and approval of the associate dean of natural sciences.

**PHYS 492** [2 OR 4 CR]  
**INDEPENDENT RESEARCH**

An independent study course involving laboratory research carried out under the direction of a faculty member in physics or astrophysics. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing, prior consultation with and consent of the instructor and approval of the associate dean of natural sciences.

**PHYS 499** [0 CR]  
**SENIOR EXAMINATION**

This course consists of a comprehensive examination covering the various areas of physics in the undergraduate curriculum. The results of this examination will help the physics discipline assess achievement and improve the program. Prerequisite: senior standing. Spring semester.

## **POLITICAL SCIENCE [POLI]**

**POLI 130** [4 CR, CORE: IS]  
**UNITED STATES POLITICS AND GOVERNMENT**

This course is a survey of the United States political system at the national, state and local levels; including examination of constitutions, social and political ideology, mass political behavior, parties and interest groups, the Congress, the presidency, the courts, and the development of national public policy. It focuses on the problems of policy-making in a pluralistic democratic system.

**POLI 131** [4 CR, CORE: DD]  
**AMERICAN MULTICULTURAL POLITICS**

There is much talk about how the US Census Bureau's estimate that by 2020, white children will make up less than half of the nation's minors and by 2044, all whites will make up less than half of the nation's population might impact us as a country. From the drafting of the American Constitution through contemporary politics, race and ethnicity and the struggle for emancipation, inclusion, and equality by different groups within society have shaped the debates over how we should govern ourselves. This course will help students understand the structure, function, and impact that political institutions have on American life and politics through the analysis of race and ethnicity.

**POLI/INTL 150** [4 CR, CORE: BB]  
**INTRODUCTION TO INTERNATIONAL STUDIES**

The objective of this course is to promote an awareness of global interdependence, with its challenges and opportunities. The course is

interdisciplinary, examining issues from several relevant and related points of view – political, ecological, cultural, economic and ethical. The content may vary from semester to semester. Examples of issues the course might examine are nationalism vs. the concept of an international community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation.

**POLI 200** [4 CR]  
**RESEARCH METHODOLOGY AND TECHNIQUES**

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. Prerequisites: POLI 130 or POLI 131 or POLI 150.

**POLI 231** [4 CR]  
**STATE AND LOCAL POLITICS**

Students will be able to examine state and local politics focusing on the legal and theoretical bases of state and local government. Discussions will also include intergovernmental relations, government institutions and comparative public policy. Emphasis is placed on understanding state and local politics within a framework of competition among state and local governments. Prerequisite: POLI 130. Fall semester, alternate years.

**POLI 232** [4 CR, CORE: DD]  
**RED STATE BLUE STATE: AMERICAN POLITICAL POLARIZATION**

The media is full of Chicken Littles saying, “the sky is falling, the sky is falling,” about how bad American politics is these days. Every day the news covers congressional gridlock and fighting. Some even question whether American democracy will survive. But, how bad is it really? The answer to that is actually quite complex and is the cornerstone of this course. We will first define and measure the current era of political polarization by examining how various societal groups and regions differ from one another on a multitude of political and social issues. While this will give us a sense of “how bad” things are currently, we cannot fully appreciate the severity of current polarization without putting it in the larger context of comparing it with historical U.S. examples and examples from other countries. Finally, we will learn about the origins of this current era of polarization: “how did we get here?” in order to discuss potential solutions and forecast the future health of American democracy. This course is based on the assumption of no prior knowledge about American politics. Political polarization is used as a

frame to enter into learning about current events and the structure and culture of American politics and government. Prerequisites: POLI 130 or POLI 131.

**POLI 237 [4 CR]**

**COURTS AND JUSTICE IN THE U.S.**

This course provides an introduction to the system of courts in the United States and the actors and institutions that attempt to provide justice under criminal and civil law. The politics and the policy produced by the American legal system will help structure the review of primary and secondary source material. Prerequisite: POLI 130, POLI 131 or permission of the instructor. Fall semester, alternate years.

**POLI 248 [2 CR]**

**TRIAL ADVOCACY**

This course provides an introduction to civil and criminal litigation in the context of the American judicial system with a focus on courtroom procedures, evidence, witness preparation and examination, and the art of advocacy. Although intended for the training of students who hope to compete with the St. Norbert mock trial team, the course is open to any student interested in learning more about the courts and the legal process. Prerequisites: POLI 130, POLI 131 or instructor consent, sophomore standing. Fall semester.

**POLI 249 [0 OR 2 CR]**

**MOCK TRIAL**

This course exposes students to the process of presenting a criminal or civil case in the context of an intercollegiate competition. Students will adopt roles as attorneys and witnesses for both the prosecution plaintiff and defense. Prerequisites: POLI 248 or instructor consent, sophomore standing. Spring semester.

**POLI 310 [4 CR, ADV CORE: IS]**

**FASCISM AND SOCIALISM**

This course examines the political ideologies which have influenced the Western world and been extended to the Non-Western world as well. Ideology means a body of political thought or belief which motivates groups to take political action. The course begins with an overview of the philosophical roots of political ideology in Western political thought and focuses on the development of political ideas and movements in the 19th and 20th centuries. The course includes studies of nationalism, liberal democracy, democratic socialism, Marxism, Soviet and Chinese communism, fascism, national socialism, anarchism and various radical and traditionalist movements.

**POLI/PHIL 316 [4 CR]**

**MODERN POLITICAL THOUGHT**

A critical examination of the political theories of major thinkers of the modern period and the development of these ideas in contemporary political thought. We will investigate such issues as the origin and purpose of political societies, the nature of political power, and the concepts of authority and sovereignty, law, liberty, civil disobedience and revolution. We will consider the writings of Hobbes, Locke, Rousseau, Mill, Marx, Martin Luther King Jr. and Rawls, among others. Fall semester, alternate years.

**POLI 317 [4 CR]**

**AMERICAN POLITICAL THOUGHT**

This course provides students with an introduction to the writings of the American founding, including the Federalist Papers and the thinkers who helped develop the American political tradition. In addition, students will explore the transformation of American thought during the course of the nation's history, reviewing authors who wrote at the time of the Civil War, the Industrial Revolution and the transformative periods of the 20th century. Spring semester, alternate years.

**POLI/COME 329 [4 CR, ADV CORE: WT]**

**POLITICAL COMMUNICATION**

This course uses rhetorical theory and criticism as well as empirical evidence concerning the content and effects of political messages to aid citizens in becoming better consumers and critics of political communication. Political speeches, political advertisements, political debates and political media will be explored in the context of both primary and general election campaigns. Fall semester.

**POLI 332 [4 CR]**

**POLITICAL PARTIES AND ELECTIONS**

Students will examine the role of political parties and elections at the state and national level in the U.S. The course will focus on elections as a linkage mechanism between the citizens and the institutions of government in a democracy. There will also be an emphasis on important issues such as nomination processes, the role of the media, campaign advertising, campaign strategy, citizen participation and voting behavior. Prerequisite: POLI 130. Fall semester, alternate years.

**POLI 333 [4 CR, ADV CORE: IS]**

**AMERICAN CONSPIRACY THEORIES**

This course will examine the content, causes, and effects of conspiracy theories in the US from the

colonial times to the present. Primary questions to be addressed in this course are: why do people believe conspiracy theories? Are some more prone to belief than others? Does belief in conspiracies lead to violence? What have been some of the major conspiracy theories in US history and how have they affected social movements, elections, and public policies? How are conspiracy theories affecting current political discourse? Has our belief in conspiracies grown over time? Assignments for the course will include reading reviews of the textbook chapters, internet searches and mini presentations on US conspiracies from which students will select a few for fact-checking and analysis. Summer sessions.

**POLI 338 [4 CR]**

**INTRODUCTION TO PUBLIC ADMINISTRATION**

An examination of the growth of the public sector in the U.S. and the consequences and challenges resulting from that growth. Emphasis is placed on the politics of bureaucracy, the relative roles of the public and private sectors in providing goods and services, and past and present controversies over the appropriate method of organizing the public sector. Prerequisite: POLI 130 or POLI 131. Spring semester, alternate years.

**POLI 341 [4 CR]**

**CONSTITUTIONAL LAW: INSTITUTIONAL POWERS**

This course examines how the United States Constitution both empowers and limits the state and federal governments. Legal doctrines that define federalism, the separation of powers, the regulation of commerce and economic rights will be examined through the decisions of the U.S. Supreme Court. These writings will be used to understand the impact of the Court on the nation's social, economic, and political systems. Prerequisites: POLI 130, POLI 131, or permission of the instructor, sophomore standing. Fall semester, alternate years.

**POLI 342 [4 CR]**

**CONSTITUTIONAL LAW: CIVIL RIGHTS/LIBERTIES**

This course examines the manner in which the United States Supreme Court has defined rights and liberties that are protected by the Bill of Rights and the Constitution. Students will learn the extent of their speech, religious, and privacy rights as well as protections afforded the criminally accused. Decisions of the United States Supreme Court will be examined and the impact those decisions have on the politics and culture of the nation. Prerequisite: POLI 130 or permission of the instructor, sophomore standing. Spring semester, alternate years.

**POLI 343 [4 CR]**

**ADMINISTRATIVE LAW & POLITICS**

This course investigates the relationship of government agencies to legislative and legal institutions and the manner in which government regulates through the bureaucracy. The course also makes students aware of the impact agencies have on citizens, businesses, industry and interest groups through the development and enforcement of legal rules. The course evaluates the political, social and economic impact of bureaucracies on the operation of various institutions that regulate and influence American life. Prerequisites: POLI 130, POLI 131, or instructor consent.

**POLI 345 [4 CR]**

**CONGRESS AND THE PRESIDENCY**

In this course the structures and politics of Congress and the Presidency will be analyzed. Students will be exposed to the foundations and institutional arrangements of each branch and will review congressional and presidential procedures in lawmaking and policy-making. The course will also assess congressional and presidential power over time and the manner in which both branches interact institutionally as well as how they interact with the American public and society in electoral processes.

**POLI 346 [4 CR]**

**POLICY ANALYSIS**

This course consists of two parts. The first part examines the policy process in American government, the content of contemporary policy and the impact of policy on society. Case studies will illustrate the nature of policy-making and problems of implementing public policy. The second part of the course will introduce various tools and methods which will enable students to analyze public policy. Prerequisites: POLI 130 or POLI 131, SSCI 224 and POLI 200, sophomore standing. Spring semester, alternate years.

**POLI 348 [4 CR]**

**ENVIRONMENTAL POLITICS**

Students will examine the social and political trends that have contributed to the environmental hazards we now face. Various theoretical approaches that discuss human relations with the environment will be examined in the context of critical issues such as global warming, setting of toxic waste facilities and the pollution of the Fox River. Prerequisite: POLI 130. Fall semester, alternate years.

**POLI 349 [4 CR, ADV CORE: BB]**  
**GLOBAL ENVIRONMENTAL POLITICS**

Global Environmental Politics will focus on the environmental ethics that undergird international environmental treaties, the international policy making process and international environmental legal structures, the content of the treaties themselves, the enforcement mechanisms, and the outcomes. Emphasis will be on global issues such as endangered species, climate change, the ozone layer, fishing and the regulation of the seas, as well as on transboundary conflicts such as air pollution, and water supply and quality.

**POLI 350 [4 CR, ADV CORE: BB]**  
**INTERNATIONAL RELATIONS**

This course examines the main theories of international relations, including realism, neo-realism, liberalism, the English School, economic structuralism, IR feminist theories, critical theory, constructivist theories and normative theories. Students will acquire the intellectual tools necessary to understand, criticize and apply these theories and others of international relations. Prerequisite: POLI/INTL 150.

**POLI 352 [4 CR, ADV CORE: BB]**  
**INTERNATIONAL LAW AND HUMAN RIGHTS**

This course critically reviews and analyzes the meaning, definitions, history and development of human rights in world politics. It approaches the subject matter both from a political science and law perspective, which see human rights as ascribed rights that come from birth, and from a sociological perspective which takes into account the power relationships that are built into the understandings and differential usage of the concept of human rights. While the legal and political theory has a lot of explanatory power in terms of tracing the evolutionary trajectory of international human rights law after World War II, sociology accounts for the cultural, societal and historical context in which the discussion of human rights arises. In this framework, the course looks at alternative views regarding the definitions, history and development of human rights in the Western and non-Western contexts.

**POLI 353 [4 CR]**  
**UNITED STATES FOREIGN POLICY**

This course examines the formulation, conduct and content of contemporary U.S. foreign policies during the 20th century and at the onset of the 21st century. Students will examine the role and impact of various governmental actors in the formulation of U.S. foreign policy. They will also examine theories of

foreign policy decision-making and key aspects of U.S. regional foreign policies. Prerequisite: POLI/INTL 150.

**POLI 355 [4 CR]**  
**INTERNATIONAL ORGANIZATIONS**

This course examines the role of international organizations in world politics. It focuses on the historical development of international organizations and their increasing impact on a wide range of global issues, including peacekeeping, human rights, the world economy and the environment. The course provides students with the theoretical tools and concepts they need to understand the dynamics of the institutional structures and political processes of international organizations in an increasingly interdependent world. Prerequisite: POLI/INTL 150.

**POLI 362 [4 CR, ADV CORE: BB]**  
**THE GLOBAL SOUTH IN THE 21ST CENTURY**

This course explores the impact of globalization on the political institutions of developing nations. It addresses the complex political, economic and social challenges and opportunities that the Global South faces in an increasingly interdependent world. Students will focus on the political histories of developing nations, the makeup of their political structures and institutions, the proliferation of domestic and international political actors and the emergence of diverse forms of democratic regimes. Students will be encouraged to explore the legitimacy and efficacy of national, subnational and supranational forms of governance in the 21st century.

**POLI 367 [4 CR, ADV CORE: DD]**  
**SUMMERS OF STRUGGLE FOR RIGHTS**

This course uses the summers of 2020 and 1968 to present a view of the politics of race, equality, and political action. Drawing on the literature that highlights the central role of race in American politics this course will explore the historical construction of race in America and the forces that have shaped our modern understandings of this concept. The focus is on marginalized groups and the struggle for equal rights, representation, voice, and citizenship; the choices and challenges they face as they become a part of the American society. This course will look at intergroup relations, histories of exclusion and incorporation, political attitudes, voting, political participation, protests, representation, and the historical Black and Chicano movements in order to provide students with a historical and empirical grasp of minority politics from which they can develop research projects regarding the new ethnic landscape of the US.

**POLI 368** [4 CR, ADV CORE: BB]  
**LATIN AMERICAN POLITICS THROUGH FILM, ART,  
POETRY AND MUSIC**

This course provides an overview of the governments and politics of Latin American countries from a comparative perspective. The course examines the structure, functioning and interaction of political institutions in Latin American countries. Students will be exposed to various topics including political and economic development, globalization and social movements and competing political ideologies.

**POLI 389** [2 CR]  
**SPECIAL TOPICS**

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in political science exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor consent.

**POLI 405** [4 CR]  
**POLITICAL PSYCHOLOGY**

Human beings are political animals by nature, we seek to gain influence in an effort to become successful in life. The motivations behind those drives are central to the study of human behavior. The Study of Political Psychology involves using scientific understandings of human behavior and cognition to explain and explore political phenomena. It requires us to think about the many factors that impact political behaviors: from the biological and neurological all the way up to the societal and institutional. In this course we will consider questions regarding how well-equipped humans are to engage in rational and political behaviors, why cooperation and selfishness emerge, why some people are persuaded while others dig their heels in, and how humans have learned to live with each other and negotiate differences. Prerequisite: POLI 130, POLI 131, or PSYC 100. Spring semester, odd-numbered years.

**POLI 410** [4 CR, ADV CORE: BB]  
**GLOBAL POLITICAL EXTREMISM**

This course will focus on political extremism around the world. Different countries will be compared, allowing students to examine commonalities in the origins of political extremism between vastly different cultures. While the emphasis of the course will be on current manifestations of extremism, historical examples will also be used for comparison. Primary questions to be addressed in the course will be: what are the causes of extremism; what commonalities can be seen across different cultures and historical eras; what are the unique cultural and historical features that manifest in different forms of

political extremism; how does political extremism affect different societies; how does political extremism affect current global political discourse and policy; and what can be done to try to prevent violence caused by political extremism.

**POLI 450** [4 CR]  
**THE UNITED NATIONS SEMINAR**

Students learn about world politics from scholars and practitioners during two weeks at UN headquarters in New York City, Geneva, and The Hague. Topics include peacekeeping, gendered development and human rights. Students see international relations in the making, visiting UN missions and meeting diplomats to discuss current world developments. Summer session.

**POLI 489** [4 CR]  
**SPECIAL TOPICS**

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in political science exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor consent.

**POLI 490**  
**INDEPENDENT STUDY**

Individual study of an approved topic in political science under the direction of a political science faculty member, permitting faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: instructor consent and approval of associate dean of social sciences.

**POLI 492**  
**DIRECTED RESEARCH**

Qualified students may perform political science research projects under the supervision of a political science faculty member. Prerequisites: instructor consent and approval of associate dean of social sciences.

**POLI 494** [4 CR]  
**INTERNSHIP**

Appropriate work or active political experience with government agencies or partisan political groups may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**POLI 499** [0 CR]  
**POLITICAL SCIENCE SENIOR ASSESSMENT**

This course consists of a single three-hour session during which students complete a standardized test of



knowledge of the major field and/or other measures of the intended learning outcomes of the political science program. The data gathered during the session assists members of the political science faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final semester of coursework at the College.

## **PSYCHOLOGY [PSYC]**

### **PSYC 100 [4 CR, CORE: IS]**

#### **GENERAL PSYCHOLOGY**

This course provides a survey of the many aspects of behavior which are of interest to psychologists. This includes a survey of the nervous system and biological bases of behavior, mental processes, human development, learning theory, personality, mental health and abnormality, interaction and group dynamics, and other aspects of social behavior. The course introduces the scientific methods used in all the basic fields of modern psychology and covers alternative ways of understanding the human experience. The focus of the course is on the complex interplay between external and internal stimuli and the environmental, individual, social and cultural factors affecting human behavior and relationships.

Note: Some sections of this course are writing intensive (Core: WI). These sections may be particularly helpful for students majoring/minoring in psychology and/or the other social or natural sciences.

### **PSYC 210 [4 CR]**

#### **SOCIAL PSYCHOLOGY**

The influence of others on the thoughts, feelings and actions of the individual is examined. Major topics in social cognition (person perception, attribution), social evaluation (attitudes, prejudice), social influence (obedience, conformity) and social interaction (altruism, aggression) are surveyed. Differing theoretical perspectives and research methodologies are analyzed. Prerequisite: PSYC 100.

### **PSYC 212 [4 CR]**

#### **ABNORMAL PSYCHOLOGY**

Examines the diagnostic criteria for a range of mental disorders, encouraging students to consider the similarities and differences across forms of psychopathology. Although emphasis is placed on the symptoms and features of disorders, the prevalence, causes, and treatments for disorders are also discussed. A priority is also placed on developing and practicing critical awareness skills in relation to mental health and illness. Prerequisite: PSYC 100.

### **PSYC 215 [4 CR]**

#### **HUMAN SEXUALITY**

This course will examine human sexuality through both a theoretical and practical lens. Students will learn about the biological components of human sexuality and learn a common vocabulary for engaging in informed, mature conversations about human sexuality. Then students will explore the current literature on sexual identity and behavior, and consider the social implications of human sexuality and its role in healthy development. Finally, students will examine where the gaps are in the literature and which questions are still being answered regarding healthy sexual development in humans. Prerequisite: PSYC 100. Fall semester, even-numbered years.

### **PSYC 220 [4 CR]**

#### **LIFESPAN HUMAN DEVELOPMENT**

The course provides an examination of the physical and psychosocial factors which influence human development from birth until death. The work of various scholars, both historical and contemporary, is considered in an attempt to provide several perspectives on the process of development throughout the human lifespan. Emphasis will be on the normative social, cognitive, emotional, and physical development of people across the lifespan, while acknowledging the important role of biological and cultural factors.

### **PSYC 240 [4 CR]**

#### **STEREOTYPES, PREJUDICE, AND DISCRIMINATION**

This course provides an overview of social psychological research on stereotypes (beliefs about members of social groups), prejudice (attitudes and evaluative responses toward members of social groups), and discrimination (behaviors directed toward individuals based on their group membership). We will explore both classic and contemporary work on the causes and consequences of stereotypes, prejudice, and discrimination, and focus on how these processes shape the experiences of group members, especially those from underrepresented and/or marginalized groups. Prerequisite: PSYC 100. Spring semester.

### **PSYC 281 [4 CR]**

#### **ENVIRONMENTAL PSYCHOLOGY**

Students in this course will examine how we affect the built and natural environments and how they affect us. Topics include cognitive mapping, personal space, territoriality and environmental design (e.g. residential, learning, work and leisure environments). The course concludes with a discussion on how we might promote more harmonious and environmentally constructive interactions with our

planet. Prerequisite: PSYC 100 or instructor consent.

**PSYC 289 [2 OR 4 CR]**

**SPECIAL TOPICS**

A course on a special topic in psychology designed primarily for first- and second- year students. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students.

Prerequisite: PSYC 100.

**PSYC 301 [4 CR]**

**BASIC PRINCIPLES AND METHODS OF PSYCHOLOGICAL RESEARCH**

This course provides an introduction to many of the basic principles involved in research, including hypothesis formulation and testing, experimental control, measurement issues and research ethics. The course also addresses a variety of basic research methods and issues in data collection and analysis. Laboratory experiences will provide students with an opportunity to practice relevant skills. Prerequisites: PSYC 100 and SSCI 224.

**PSYC 302 [4 CR]**

**ADOLESCENT DEVELOPMENT**

Adolescence is a time of great potential and vulnerability, beginning at puberty and ending at 25 years old. In this class students will be provided with a perspective that links one's own teenage years to the main themes found in adolescent development. From a biological perspective, students will focus on pubertal and brain changes. From a social perspective, students will explore the role of the family, early experiences, and gender roles as they influence adolescent development. Students will also learn about the main theories of cognitive development and the main contributors to adolescent decision making. This is also a service-learning course, and we will be working with a community partner throughout the semester. Student are expected to complete 30 hours of service. Prerequisite: PSYC 220.

**PSYC 305 [4 CR]**

**INTERPERSONAL AND INTERGROUP RELATIONS**

This course provides an overview of social psychological research on select interpersonal (e.g., close relationships) and intergroup (e.g., group conflict) phenomena, with the aim of uncovering the factors that hinder and facilitate supportive interactions with others. We will explore both classic and contemporary work on topics including interpersonal attraction, social support, social categorization and stereotypes, and intergroup peace and conflict. Prerequisite: PSYC 301. Fall semester, odd-numbered years.

**PSYC 310 [4 CR]**

**CHEMICAL SUBSTANCES AND BEHAVIOR**

This course is designed to provide a broad, general introduction to behavioral pharmacology by examining the neurological, physiological and psychological mechanisms of drug action. Topics covered include tolerance, side effects, drug interactions, and abuse potential of both recreational and therapeutic drugs. In addition, societal issues associated with drug use and abuse will be examined (for example, decriminalization and public costs of drug dependence). Prerequisites: PSYC 100 or BIOL 121 and sophomore standing.

**PSYC 312 [4 CR]**

**PERSONALITY PSYCHOLOGY**

Provides an introduction to the theories, research methods, and assessment approaches in personality psychology, addressing questions such as: What is personality? How does personality develop? Can personality change? What does personality "do" in people's everyday lives? Historical and contemporary perspectives are described and critiqued. Active student participation during frequent in-class discussions and in partner/group work is essential. Prerequisite: SSCI 224. Prior completion of PSYC 301 is recommended.

**PSYC 315 [4 CR]**

**CHILDHOOD ADVERSITY AND RESILIENCE**

This course is designed to give a multilevel perspective on the social, biological, and neurological consequences of childhood adversity, such as poverty, maltreatment, and institutionalization. Students will learn about the importance of timing and duration of adversity as well as type of adversity. Emphasis will be placed on understanding how the biological realities of early adversity contribute to emotional and behavioral problems later in life. Students will also consider how some children appear resilient in the face of these challenges while other children face lifelong obstacles due to their experiences. In addition to learning about forms of adversity, we will be serving children at risk for these experiences during the semester, working with a pre-selected community partner. Students are expected to complete 30 hours of service during the course of the semester. Prerequisites: PSYC 100, PSYC 301.

**PSYC 331 [4 CR]**

**SENSATION AND PERCEPTION WITH LABORATORY**

Students in this laboratory course will explore how humans sense and perceive the world via visual, auditory, chemical and skin senses. Physiological, psychophysical and cognitive approaches will be used to help explain how perceptions arise from the

conversion of physical energy in the environment to electrochemical signals and how the brain then processes these signals. Topics include perceptual development, clinical aspects of vision and audition, music, speech, and pain perception as well as applications with respect to art, education and health. Prerequisite: PSYC 301 or instructor consent.

**PSYC 337 [4 CR]**

**MEMORY AND COGNITION WITH LABORATORY**

Examines historical and contemporary research in the study of human cognitive processes, with particular emphasis on the area of memory. Topics covered include attention, perception of symbolic material, mental imagery, problem-solving and language. The course includes labs which provide in-depth applications of course concepts. Prerequisite: PSYC 301 or instructor consent.

**PSYC 345 [4 CR]**

**PSYCHOLOGICAL INTERVENTIONS WITH LABORATORY**

Focuses on intervention (i.e. psychotherapeutic treatment and psychological assessment) as an ongoing scientific process, often focused on single or small groups of individuals. Prominent theoretical orientations used in clinical psychology today are described, and principles of testing are discussed in relation to these orientations. Students will “try on” each orientation’s goals, techniques, and assessments via weekly skills practice activities; effective collaboration with partners and willingness to engage in critical self-reflection is essential. Prerequisite: PSYC 301.

**PSYC 370 [4 CR]**

**PHYSIOLOGICAL PSYCHOLOGY WITH LABORATORY**

The purpose of this laboratory course is to relate behavior to bodily processes, especially the working of the brain. Topics covered include functional neuroanatomy, neurophysiology, brain evolution, motor control and neural plasticity, regulation of internal states, sexual behavior, emotions, memory and cognition, and neurological disorders. Different research methodologies employed to investigate the biological underpinnings of behavior are also analyzed. Prerequisite: PSYC 301.

**PSYC 395 [4 CR]**

**PROFESSIONAL ISSUES**

This course is offered concurrently with PSYC 495 (Internship & Professional Issues). Whereas students in PSYC 495 must secure and complete an internship, this course only requires participation in the class meetings; students who plan to complete an internship when taking this course should instead

enroll in PSYC 495. Class meetings focus on professional development (e.g., professional networking, ethical conduct), evidence-based practices, and topics relevant to the practice of psychology in real-world settings. There are limited spots available in PSYC 495/395 each year; priority will be given to students enrolling in PSYC 495. Prerequisites: junior or senior standing and instructor consent.

**PSYC 400 [4 CR]**

**MOTIVATION**

This course explores the many ways that psychologists use the concept of “motivation” in the study of human behavior. Students will learn theories and measures of motivation, and understand the implications of using different motivational approaches. We will also apply our understanding of motivation to various facets of students’ lives, such as school, work, and leisure. Prerequisite: senior standing. Fall semester.

**PSYC 410 [4 CR]**

**CROSS-CULTURAL PSYCHOLOGY**

This course situates psychology within a larger cultural context. Students will examine how Western culture has shaped the field by influencing psychologists’ theories and research. Approaches in cross-cultural psychology, as in the study of people across ecological settings and sociocultural contexts, will be introduced as a means of assessing the universality of psychological theories, i.e., whether such theories can be generalized to all human beings. Students will also be exposed to cross-cultural research so that they may better appreciate the effects of culture on psychological processes. Prerequisite: senior standing.

**PSYC 489 [2 OR 4 CR]**

**SPECIAL TOPICS**

An advanced-level course for junior and senior students on a special topic in psychology. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students. Prerequisite: PSYC 301.

**PSYC 490 [2 OR 4 CR]**

**INDEPENDENT STUDY**

Individual study of an approved topic in psychology under the direction of a psychology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**PSYC 492** [2 OR 4 CR]  
**DIRECTED RESEARCH**

Qualified students may perform psychology research projects under the supervision of a psychology faculty member. Prerequisite: instructor consent and approval of the associate dean of social sciences.

**PSYC 494** [4 CR]  
**INTERNSHIP**

Appropriate work or volunteer experience may be undertaken for course credit when it is directly related to psychology and to the educational goals of the student. Student interns must have junior or senior standing, have a minimum 2.50 cumulative GPA, complete a Special Course Registration Form, and also complete an Internship Course Learning Agreement Form (see Academic Internships on the College website). Students may seek out any Psychology faculty member to serve as their instructor. Prerequisites: instructor consent and approval of the Associate Dean of Social Sciences.

**PSYC 495** [4 CR]  
**INTERNSHIP & PROFESSIONAL ISSUES**

Course requires both class meetings and work activities at local internship sites. Class meetings focus on professional development (e.g., professional networking, ethical conduct), evidence-based practices, and topics relevant to the practice of psychology in real-world settings. The internship should offer an opportunity to practice some or all of the following skills: evaluation/assessment of group and individual psychosocial functioning, plan/policy development and implementation, intervention, referral, advocacy, collaboration, cultural competence and application of professional ethics. Students are responsible for obtaining placement at an internship site (approved by instructor), with the student onsite within the first two weeks of the course. Students are expected to work 10 to 12 hours per week at the internship site throughout the semester. Note: internship sites will likely be “off-campus” and thus require that students have a means of transportation. Prerequisites: junior or senior standing, cumulative GPA of at least 2.50, and instructor consent.

**PSYC 499** [0 CR]  
**SENIOR ASSESSMENT**

This course consists of a single three-hour session during which students complete standardized tests of knowledge of the major field and/or other measures of the intended learning outcomes of the psychology program. The data gathered during the session assists members of the psychology faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final

semester of coursework at the College.

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### **SOCIAL SCIENCES DIVISION [SSCI]**

**SSCI 103** [4 CR, CORE: DD]  
**DIFFERENCE, DIVERSITY, AND POWER**

This course provides foundational knowledge about difference and diversity across the various social identities in current U.S. society with specific focus on race, class, gender, sexual orientation, and (dis)abilities. It will also focus on the ways in which these identities intersect in people’s lives. A combination of readings, media, experiential exercises, dialogue and writing assignments will familiarize students with the main concepts, theories and empirical research related to social science understandings of diversity and social identity in the United States context.

**SSCI 205** [4 CR, CORE: DD]  
**DISABILITY AND AMERICAN SOCIETY**

This course provides an overview of several essential issues related to disability and its status, standing and treatment in American society – past and present. Topics covered include definitions of disability; an historical overview of social beliefs and practices related to disability in the United States; the impact of disability on schools and other educational institutions; the role of eugenics in social efforts to address disability; the disability rights movement; federal legislation pertaining to disability; and extensive exploration of the voices of persons with disabilities and their views on the treatment of the disabled in American society.

**SSCI 224** [4 CR, CORE: QR]  
**BASIC STATISTICS**

Introduction to the basic statistical concepts and techniques (including computer-based software programs) for data analysis in the non-business Social Sciences. Includes descriptive statistics, random sampling and probability, correlation, regression, hypothesis testing and parametric / nonparametric inferential statistics. Intended for students in education, political science, psychology and sociology; also appropriate for students in the natural sciences. Prerequisite: Advanced high school algebra or MATH 102. Recommended sophomore standing or above.

**SSCI 301** [4 CR, ADV CORE: PN]  
**ENVIRONMENT AND SOCIETY**

This course familiarizes students with an array of environmental issues concerning human interaction with the natural world. Environmental problems are present at all scales ranging from local to global — and in our everyday lives. The course will examine, via lecture and discussion/lab sessions, varied examples of environmental issues — their causes, dimensions, and distributions. The course will explore proven or possible solutions, and “trade-offs” associated with these solutions. Topics include basic ecological principles, the value of biodiversity, human population issues, food production, air and water pollution, and energy resources and use. Offered each semester. Students may not take both SSCI 301 and ENVS 300 for credit.

**SSCI 333** [4 CR]  
**ISSUES IN AFRICAN DEVELOPMENT**

SSCI 333 will focus on major current issues in Africa’s economic development. The course will highlight and explore the perspectives of what Cramer, et al (2020) call possibilism, a balance between pessimism and naïve optimistic perspectives. This approach professes a bias for hope rooted in a pragmatic appreciation of the state of African development trajectory. In this course, students will interrogate the effects of western interventional mechanisms in countries in the African continent— from colonialism to modern day foreign policies, aid, the role of “African experts”, democratization, and more. Finally, we shall highlight the often neglected African and Africanist voices in African economic development scholarship. Fall semester.

**SSCI 389** [2 OR 4 CR]  
**SPECIAL TOPICS**

An interdisciplinary course which deals with topics involving two or more social sciences. May be team-taught by faculty from the academic areas from which the topic has emerged. Enrollment will normally be limited to upper-division students. This course may be repeated since the topics will vary.

**SSCI 408** [4 CR, ADV CORE: DD]  
**SOCIAL INEQUALITIES: RACE AND MINORITY RELATIONS**

The exploration of social inequality will move beyond the place of individuals in society and try to understand how social inequality is a feature of society. Students will see themselves in some of what they are studying and they will find much of the subject matter familiar. At the same time, the course is intended to encourage students to think in different

ways about some of what is “known” and taken for granted in large sections of society. Students will read materials that may present perspectives far different from what they have heard before. It is expected that students will be surprised, perplexed, challenged and perhaps angered by some of the material. Moreover, because the course examines issues that affect us daily, this course will elicit more than intellectual growth. Since each person is a part of the world and occupies positions in systems of social inequality, students will find themselves dealing with emotional and spiritual questions about who they are and where they fit into the world.

## **SOCIOLOGY [SOCI]**

**SOCI 100** [4 CR, CORE: IS]  
**INTRODUCTION TO SOCIOLOGY**

This course examines the basic nature of human relationships, customs, institutions, social structure and culture. It emphasizes how they affect our beliefs and behavior and how they express our fundamental concerns and values. The course teaches the basic concepts, methods and perspectives of sociology as a social science and it uses them to consider such topics as family life, groups and organizations, racial/ethnic, gender and class inequality, religious and political movements, and social problems.

**SOCI 112** [4 CR]  
**GIRLS, GIRLS, GIRLS: SOCIOLOGY OF GIRLS AND GIRLHOOD**

What does it mean to be a girl? Who counts as a girl? What are girls supposed to be like? When does girlhood end? This course explores the cultural, structural, and individual forces shaping girls and girlhood. We will examine girlhood as a developmental period, a source of identity, and a social performance. We will discuss the stereotypes and realities related to girl’s identities (e.g., mean girls, girly girls, tomboys, good girls, bad girls, cool girls, ugly ducklings, nerdy girls, at risk girls, strong girls, rebel girls, boy-crazy girls, California girls, Indigo Girls, Spice Girls). Where do these stereotypes come from? How do they impact girls’ lives? How do girls embody, resist, or transform these identities? Throughout our discussions, we will pay attention to how race, class, and sexuality affect the experience of girlhood. Fall semester.

**SOCI 122** [4 CR]  
**CRIMINOLOGY**

Criminology is the scientific study of crime and criminal behavior. This class will survey classic and contemporary theoretical and empirical scholarship

dedicated to understanding the nature and extent of criminal actions, the social organization of efforts to control criminal behavior, and the effectiveness of such efforts.

**SOCI 201 [4 CR]**

**SOCIOLOGY OF THE FAMILY**

This course provides an overview of the family from a sociological perspective. We will work together to challenge and expand our own personal understandings of family. We will explore different stages of family life, including family formation (such as marriage and cohabitation), transition to parenthood, childhood, intergenerational relationships, divorce and remarriage, and inequality within families. As we proceed, we will interrogate diversity in family forms, considering how race, class, gender, and sexuality shape our experiences of family.

**SOCI 228 [4 CR]**

**CORRECTIONS IN AMERICAN SOCIETY**

This course focuses on society's organized response to individuals accused or convicted of criminal offenses. Students in the course will study the philosophy, theory, and practice of corrections systems and strategies for adults and juveniles; empirical research on the effectiveness of various corrections strategies; and contemporary challenges and debates about corrections practices in the U.S.

**SOCI 233 [4 CR]**

**SOCIOLOGY OF EDUCATION**

Do schools matter? This course will seriously examine this question by investigating the complex ways in which schools and society interact. To do this, we will examine the historical development of schools in America, but our primary focus will be a close investigation of the ways in which schools are embedded in racial, economic, social, and geographic contexts. We will also turn our attention to how teachers, parents, and students interact within the classroom. In the end, our primary goal is to understand when and how schools contribute to inequality and stratification, and how public policy and culture influences when and how schools matter.

**SOCI 236 [4 CR, CORE: IS]**

**INTRODUCTION TO PUBLIC HEALTH**

This course provides an introduction to and overview of the field of public health. In addition to investigating how the field of public health has evolved over time, topics will cover the design and evaluation of public health programs; analytical methods; key components of morbidity and mortality; contemporary challenges in the field;

environmental health factors; the role of biological and social determinants in public health outcomes; how ideas about health reflect broader cultural attitudes and values. The course will serve as a broad foundation for students interested in pursuing a career in public health. Spring semester.

**SOCI 237 [4 CR]**

**CHILDREN AND CHILDHOOD IN AMERICAN SOCIETY**

This course explores two interrelated topics: the social construction of childhood and the everyday lives of children. Taking a new sociology of childhood approach, the course pays attention to culture, structure, and agency in understanding children's lives and the diversity of experiences among children living in the United States. Students in this course will study: continuity and change in ideas about children and childhood over the course of U.S. history; classic and current sociological theory about childhood and children; research methods for studying children; and empirical studies of children's lives, past and present.

**SOCI 238 [4 CR]**

**HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

This course examines theories and knowledge of human biological, sociological, cultural, psychological, and spiritual development across the lifespan. Individual, family, group, organizational, and community social systems are explored to assess the ways these social systems promote or deter people in maintaining or achieving health and well-being.

**SOCI 239 [4 CR]**

**SOCIAL WELFARE POLICY AND SERVICES**

The history and current state of social welfare policy and services is the major focus of this course. Various frameworks and methods used by policy scholars to analyze social welfare policy will be introduced and applied. Past and present examples of social welfare policy at federal, state, county, city and agency levels will be studied in terms of the historical and contemporary factors that shaped them; the political and organizational process that influenced them; their impact on social welfare services, practices and practitioners; and the extent to which they help or hinder the general health and well-being of people. This course will also study the history, mission and philosophy of the social work profession.

**SOCI 240 [4 CR]**  
**SOCIAL WORK PRACTICE: INDIVIDUALS AND FAMILIES**

This course presents the generalist model of social work practice, which uses the strengths perspective and empowerment approach. Students will understand the knowledge and values and demonstrate the skills necessary for bachelor's level social work competencies. Individual practice assessment is focused on the examination of client's strengths and problems in the interaction among individuals and between people and their environments. Students will also learn to develop a contract and how to plan and carry out intervention and evaluation techniques. The course is also designed to provide instruction and practice in interaction skills necessary for interviewing social work clients and ethical dilemmas that may arise in social work practice. Working with clients in a culturally sensitive way is emphasized. Information is provided in the development of professional relationships that are characterized by mutuality, collaboration, and respect for the client system.

**SOCI 241 [4 CR]**  
**SOCIAL WORK PRACTICE: ORGANIZATIONS, COMMUNITIES, AND INSTITUTIONS**

This course focuses on generalist social work practice with groups, organizations and communities and developing cultural competence in social work practice. Students will learn about organizational culture, agency policy, developing and managing agency resources and implementing agency change. The course will also cover approaches to community change, evaluating macro practice, advocacy and social action. Content will emphasize professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporate use of social work supervision within macro practice. The course will also cover the knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely. Emphasis is placed on practice skills by working with clients of differing social, racial, religious, spiritual and class backgrounds and with systems of all sizes, including an understanding of differential assessments and intervention skills to serve diverse at-risk populations.

**SOCI 242 [4 CR]**  
**SOCIAL WORK PRACTICE: GROUPS AND FAMILIES**

This course presents the generalist practice approach in social work focusing on groups and families. An introduction to family systems theory, family social

work, group dynamics, and group work practice will be explored, along with techniques in assessment, intervention, and evaluation in the family and group context. Information will include the development of professional relationships that are characterized by mutuality, collaboration and respect for the client system. Content on social work values and ethics and cultural competence will be discussed.

**SOCI 243 [4 CR]**  
**SOCIAL WORK PRACTICE: INDIVIDUALS**

This course presents the generalist practice approach in social work focusing on individual practice methods. Students will learn the evidenced-based approach, generalist intervention model, and develop skills to engage with, assess, intervene with, and evaluate individuals, with particular emphasis on client strengths and problems in the interaction among individuals and between people and their environments. Content will include social work values and ethics, including the application of the standards of the National Association of Social Workers code of ethics, and cultural competence in social work practice.

**SOCI 250 [4 CR]**  
**IMMIGRATION AND MIGRATION IN THE UNITED STATES**

In this course we will use the insights of sociology to understand migration and, more specifically, immigration. Recognizing that migration is a global phenomenon, students will focus mainly on migration and immigration in the context of the United States, while also attending to how patterns observed in the U.S. context are part of wider, global patterns with local manifestations. They will study key population movements to and within the U.S., past and present. They will explore the multiple factors that influence the migration/immigration experience for migrants and their families and that shape the short and long-term outcomes of the experience. The impact of migration on sending and receiving communities, and the history and current state of immigration policy will also be addressed.

**SOCI 289**  
**SPECIAL TOPICS**

A seminar course primarily designed for freshmen, sophomores and juniors on a special topic in sociology. It may be proposed by either students or an interested faculty member. Prerequisite: instructor consent.

**SOCI 300 [4 CR]**  
**SOCIAL RESEARCH METHODS**

In this class, students learn how social scientists

conduct research to test their assumptions and develop scientific accounts of patterns of human action, attitudes, and social life. This course provides a general overview of scientific methods of analysis—both quantitative and qualitative—and gives students opportunities to try them out. They will develop and implement a research project and learn how to be conscientious consumers of research. The core concepts of sociological research are powerful tools even for those who never do social science professionally. The skills learned in this class—asking good questions, finding relevant data sources and literature, understanding ethical issues associated with research—will last long after the semester ends. Prerequisite: SSCI 224.

**SOCI 303 [4 CR]**

**JUVENILE DELINQUENCY**

The focus of this course is juvenile delinquency and the juvenile justice system. In this class we will (1) explore the history of juvenile delinquency and the juvenile justice system in the United States; (2) read and discuss current scholarship on how youth become involved in deviant/delinquent behavior; (3) identify and evaluate policy and practice efforts at preventing and addressing juvenile delinquency; and (4) engage with debates about the current state of the juvenile justice system. Spring semester.

**SOCI 320 [4 CR, ADV CORE: DD]**

**CULTURE AND CONSUMPTION**

This course uses a sociological perspective to explore cultural production and consumption in the United States. It examines the relationship between culture and society with a focus on how cultural consumption is linked to status, boundaries, inclusion, exclusion, and inequality. In what ways are cultural norms, values and objects associated with status, class, race, gender, sexuality, and/or other intersecting identities? How is American culture impacted by global changes? Course readings and assignments will encourage students to question their cultural environments. We will treat culture as a serious and measurable topic of academic inquiry, not something merely associated with entertainment and leisure or an abstract concept that cannot be scientifically analyzed. Summer sessions.

**SOCI 344 [4 CR]**

**SOCIAL MOVEMENTS**

This course investigates the people who have mobilized to change the shape of their society, often at great personal risk. We will consider what has motivated these activists and what has sustained them through hard times and difficult odds. We will look at their successes as well as their mistakes made along

the way. We will examine how the contours of society today are different as a result of their activism. The course traces the development of major movements of the 20th and 21st centuries, including labor, civil rights/Black Power, student, feminist, gay/queer activism, and environmental/human rights struggles by indigenous peoples. We will look at what set these movements into motion, structured their form, and affected what they have achieved. We will investigate the role of resources, strategy, culture and biography in protest.

**SOCI/WMGS 346 [4 CR, ADV CORE: DD]**

**INTERSECTIONS OF PRIVILEGE**

This course engages in an interdisciplinary and multi-media examination of social inequality, focusing on the complex and intersecting ways that social groups gain advantage over and marginalize others. Students will examine topics including race (whiteness), sexuality (heterosexuality), gender (masculinity), class (economic and cultural capital), and nationality (global privilege associated with first-world status). This course will integrate perspectives on how privilege is reinforced in day-to-day interactions as well as in larger social structures.

**SOCI 348 [4 CR]**

**SOCIALIZATION AND THE LIFE COURSE**

This course will draw on the psychological, sociological, and biological theories and evidence to develop a clear understanding of how social institutions and elements of the social environment—especially race, ethnicity, gender, and social relationships—influence development and social inclusion and exclusion. This course will pay special attention to the nature/nurture debate, families and schools as agents of socialization, and death as a life course stage.

**SOCI 352 [4 CR, ADV CORE: WT]**

**FOUNDATIONS OF SOCIAL THEORY**

This course traces the development of social theory from the Enlightenment to the 21st century. Topics examined include: the nature of science and other forms of knowledge; the relationship between self and society; how social order is maintained; how power is exercised; how meanings emerge; and how change occurs. Running through the course is the question of what social theory offers to us individually and collectively in understanding and acting in a world that is complex and multi-layered.

**SOCI/WMGS 361 [4 CR]**

**GENDER, SEXUALITY AND SOCIETY**

While gender and sexuality often appear natural, this course investigates their social roots. Throughout the



semester students will explore the diverse ways in which gender and sexuality have been conceptualized, embodied, shaped, policed, and transformed. Additionally, we will examine the relationship between gender, sexuality, inequality, and major social institutions including education, media, work, and family. Finally, we explore the intersections of gender, sexuality, race, and class as they relate to a variety of contemporary issues and controversies, including “hooking up,” marriage laws, gender reassignment surgery, and sex education.

**SOCI 380 [4 CR]**  
**SOCIOLOGY OF THE GANG**

In 1928, sociologist Frederick Thrasher published *The Gang*, a study of 1,313 gangs in Chicago. Today, more than 80 years later, gangs are still part of the American scene and sociologists are still trying to understand the young people who form and join them and the “elemental social processes” that are part of gang phenomena. In this course, we will survey the general theories and findings of sociologists and criminologists who have studied gangs in the U.S., read monographs and articles reporting findings from contemporary studies of gangs and gang behavior, and learn about various approaches to gang prevention and intervention. Prerequisite: SOCI 100 or SOCI 122. Alternate years.

**SOCI 403 [4 CR]**  
**MASS INCARCERATION IN THE UNITED STATES**

The United States imprisons more people per capita than any other nation. What are the causes and consequences of incarceration on such a large scale? Renowned scholar and activist Angela Y. Davis argues that a prison industrial complex has emerged to surveil, police, brutalize, and imprison people deemed “criminals.” In this course, we will interrogate mass incarceration in the United States from a sociological perspective, paying special attention to complex and intersecting inequalities. Prerequisite: SOCI 100 or 122. Spring, odd-numbered years.

**SOCI 444 [4 CR]**  
**HEALTH, ILLNESS AND SOCIETY**

Health, just like wealth, is stratified across society. In country, state, city or neighborhood some people or groups are healthy while others are disproportionately sick. In an effort to answer “why,” this course focuses on the socio-behavioral determinants and population distribution of health disparities of the United States. In this class students will examine articles, narratives, charts and graphs, to not only understand disparities in mental and physical

health, but to critique them, forming opinions along the way. This course intends to provide answers to three central questions: How do health disparities emerge and propagate? How do social institutions and elements of the social environment – especially race/ethnicity, class, gender, and social relationships – influence health? How does health influence education, income and occupational status? Fall semester, alternate years.

**SOCI 481/SOCI 482**  
**HUMAN SERVICE INTERNSHIP**

The seminar format of Human Service Internship is organized around the student working in the human service field and the supervision received in the field. The combination of the internship, field supervision and reflection in seminar is focused on developing student application of knowledge of major social competencies and values necessary for generalist social work practice. An internship should offer the student an opportunity to practice these skills: evaluation and assessment of group and individual psychosocial functioning, plan/policy development and implementation, intervention, referral, advocacy, collaboration, cultural competence and application of professional ethics. Students are expected to locate the internship, with the assistance and approval of the instructor, before the beginning of the semester and should be on site within the first two weeks of school. Internships should meet the state of Wisconsin regulation and licensing requirements which can be obtained from the instructor. Often placements will require the student have their own transportation with a clear driving record (in order to transport clients or drive to see clients in their homes), pass drug and background tests, and have some flexibility in their schedule. Students are expected to work 10 to 12 hours per week for the academic year, with a break between semesters. Prerequisite: instructor consent. Year long course.

**SOCI 489**  
**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more-specialized topic in Sociology exists for a member of the faculty and a sufficient number of students. Prerequisite: instructor consent.

**SOCI 490**  
**INDEPENDENT STUDY**

Individual study of an approved topic in Sociology under the direction of a Sociology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: instructor consent and

approval of the associate dean of social sciences.

**SOCI 492**  
**DIRECTED RESEARCH**

Qualified students may perform sociology research projects under the direction of a Sociology faculty member. Prerequisites: instructor consent and approval of associate dean of Social Sciences.

**SPANISH [SPAN]**

**SPAN 101 [4 CR]**  
**ELEMENTARY SPANISH 1**

An introduction to the Spanish language and the diverse cultures of the Spanish-speaking world. Emphasis on the four language skills: listening, speaking, reading and writing.

**SPAN 102 [4 CR, CORE: SL]**  
**ELEMENTARY SPANISH 2**

Continuation of SPAN 101. Prerequisite: SPAN 101 or formal placement.

**SPAN 103 [4 CR, CORE: SL]**  
**ACCELERATED ELEMENTARY SPANISH**

This course consolidates SPAN 101 and SPAN 102 into a one-semester accelerated course of study and is designed for students with prior study at the beginning level. Prerequisite: two to four years of high school Spanish and placement below 102.

**SPAN 203 [4 CR, CORE: SL]**  
**INTERMEDIATE SPANISH 1**

Study of intermediate language through grammar, vocabulary, conversation, cultural and literary readings, and written composition. Prerequisite: SPAN 102 or formal placement.

**SPAN 204 [4 CR, CORE: SL]**  
**INTERMEDIATE SPANISH 2**

A continuation of SPAN 203 with emphasis on continued development in oral and written expression. Prerequisite: SPAN 203 or formal placement.

**ADVANCED COURSES IN CIVILIZATION,  
LANGUAGE AND LITERATURE**

All SPAN 300- and 400-level courses emphasize correct and fluent oral expression through conversation as well as presentation and discussion of assigned topics. In addition, literature courses require written literary analysis of the assigned readings.

**SPAN 300 [4 CR]**  
**MAKING CONNECTIONS: CONVERSATION,  
COMPOSITION AND CULTURE**

This course builds on the language skills and cultural knowledge acquired at the elementary and intermediate levels and guides students toward a higher level of creative expression, reading comprehension, textual analysis, and grammatical and cultural understanding. Through such relevant themes as love and relationships, society and the individual, drugs and violence, and media and politics, students will explore the dynamic intersections of language, society and artistic expression. Prerequisite: SPAN 204 or formal placement.

**SPAN 301 [4 CR, ADV CORE: EI]**  
**INTRODUCTION TO HISPANIC FILM AND MEDIA**

An introduction to Spanish and Spanish American literature before 1800, including critical terminology and concepts, through class discussion and analysis of major works of poetry, prose and drama. Works and authors may include the *Cantar de Mío Cid*, *Gonzalo de Berceo*, the *Libro de Buen Amor*, *Bartolomé de Las Casas*, *el Inca Garcilaso de la Vega*, *Santa Teresa*, *Lazarillo de Tormes*, *Don Quijote de la Mancha*, *María de Zayas* and *Tirso de Molina's El burlador de Sevilla*. Prerequisite: SPAN 300. Fall semester.

**SPAN 302 [4 CR, ADV CORE: EI]**  
**INTRODUCTION TO HISPANIC LITERARY TEXTS AND  
MEDIA**

An introduction to Spanish and Spanish American literature since 1800, including critical terminology and concepts, through class discussion and analysis of major works of poetry, prose and drama. Authors may include José de Espronceda, Rubén Darío, Gabriela Mistral, Emilia Pardo Bazán, Federico García Lorca, Pablo Neruda, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez and Isabel Allende. Prerequisite: SPAN 300. Spring semester.

**SPAN 311 [4 CR]**  
**INTRODUCTION TO SPANISH LINGUISTICS**

This course is an introduction to the study of the structure of the Spanish language, emphasizing practical application of linguistic principles as they pertain to Spanish in real-world language use contexts. Addressing the core sub-fields of linguistics: phonetics (individual sounds), phonology (organization of sounds), morphology (word formation), syntax (sentence formation), semantics (word meaning), and pragmatics (the ways in which context contributes to meaning), students will learn how these linguistic components interact to convey

conceptual and social meaning in Spanish. In addition, we will examine relevant issues in contemporary Hispanic linguistics including second language acquisition, regional variation (dialects), sociolinguistic variation (variation in language use attributed to social factors), and Spanish in the United States. Prerequisite: SPAN 300. Fall semester.

**SPAN 365** [4 CR, ADV CORE: BB]  
**LATIN AMERICAN CIVILIZATION: SOUTH AMERICA AND THE CARIBBEAN**

This course introduces the student to the culture and history of Latin America, with an emphasis on South America and the Caribbean. Topics include the pre-Columbian period, the Spanish conquest, the colonial era, independence, the consequences of the Mexican Revolution, the Cuban Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

**SPAN 370** [4 CR, ADV CORE: BB]  
**LATIN AMERICAN CIVILIZATION: MEXICO AND CENTRAL AMERICA**

This course introduces the student to the culture and history of Latin America, with an emphasis on Mexico and Central America. Topics include the pre-Columbian period, the Spanish conquest, the colonial era, independence, the Mexican Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

**SPAN 375** [4 CR, ADV CORE: BB]  
**SPANISH CIVILIZATION**

This course introduces students to the culture and history of Spain. Topics include the Muslim conquest in the 8th century; the Christians' centuries-long effort to "reconquer" the peninsula; the cultural struggle between "enlightened" progressives and Spanish traditionalists which began in the 18th century and eventually culminated in civil war; the repressive Franco dictatorship of the 20th century; and the successful transition to democracy. Historical readings are supplemented by an examination of literary works, paintings and film. Prerequisite: SPAN 300. Fall semester.

**SPAN 389** [2 OR 4 CR]  
**SPECIAL TOPICS**

This course explores topics of special interest. Topics may include Hispanic cinema, Hispanics in the U.S., Latin American detective fiction, the Spanish Golden Age, medieval and early modern women writers of Spain, contemporary Hispanic theatre, or recent Latin American narrative or poetry. The course may be taken more than once for credit if the topic is different. Prerequisite: SPAN 301 or SPAN 302.

**SPAN 400** [4 CR]  
**SENIOR CAPSTONE SEMINAR**

The material of this course will center on a particular topic, which may change from year to year. This topic will be examined through various media, including literary and non-literary texts and film. Prerequisites: One academic semester in a Spanish-speaking country and successful completion of other required courses in the major.

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### **THEATRE STUDIES [THEA]**

**THEA 101** [4 CR, CORE: EI]  
**INTRODUCTION TO LIVE PERFORMANCE**

This course introduces students to first identify, describe and analyze various ways in which they encounter live performance in their daily lives (sporting events, church attendance, school assignments, party games, rock concerts, etc.) in order to begin to understand and develop standards of criticism. Additionally, basic theatrical forms will be introduced as a way of describing and expanding students' awareness of how live performance influences recorded media.

**THEA 102** [4 CR, CORE: EI]  
**CREATION OF SIGN AND SYMBOL**

This course is an introduction to both the process of creating symbolism as well as critically analyzing how signs and symbols are used in our culture. Students will learn to evaluate, on both a visual and intellectual level, how we use imagery to create ideas and convey messages through the use of visual media.

**THEA 200** [4 CR, CORE: EI]  
**AMERICAN MUSICAL THEATRE HISTORY**

This class is designed to examine the birth of musical theatre, as well as follow how musicals evolved from a form of mere entertainment to a vehicle to explore social issues.

**THEA 201 [4 CR]****DESIGN FOR PERFORMANCE**

This course is a practical studio course that, utilizing a broad definition of performance, covers the fundamentals of three-dimensional design in space and time. Covers research, concepting and presentation of design solutions. Will deal with scenic design, clothing, light and sound as elements of performance. Prerequisites: THEA 101 and THEA 102.

**THEA 232 [4 CR]****BASIC ACTING**

This course will deal with the fundamentals of acting. Techniques for developing self-awareness, imagination, observation, concentration and sensory recall will comprise the basic approach. Employment of voice and body in developing characterization will also be studied.

**THEA 237 [4 CR, CORE: EI]****HISTORY OF CLOTHING AND FASHION**

This class is a survey of the history of clothing and its relationship to culture and society. It will familiarize the student with the period styles from pre-historical to modern times and how these styles are a reflection of individual communication and cultural expression.

**THEA 250 [2 CR]****PERFORMANCE AND PRODUCTION LABS**

One purpose of the P/P labs is to employ the unique opportunity of working on productions to advance the synthesis of theory and practice. The P/P labs also give students the opportunity to experience the creation of theatre holistically and in a critically self-reflective manner. The process of producing theatre can too often induce students to jump into production without the ability to discuss the process or learn from others. Students are mentored during this process, requiring a formalized class structure in order to frame their experience as a learning tool. All student members of any theatre production will be required to enroll in a P/P lab as a class. Students learn the roles of stage and house manager, props master, master electrician, scenic artist, costume manager, and acting roles. All production running crews.

**THEA 301 [4 CR]****TECHNICAL THEATRE**

This course is an introduction to the practical skills that go into the creation of theatre with a focus on the behind-the-scenes aspects of production. It will cover information on costume and scenery construction, implementation of lighting and sound designs, properties collection and creation, scene painting and

finishing, and the application of makeup for the stage. This course is both theoretical and practical and will require participation in the theatre program's production laboratory.

**THEA 333 [4 CR]****DIRECTING**

A course in the fundamentals of script analysis, blocking and interpretation. An investigation of the director's role as artist and coordinator augmented by practical directing lab assignments. Prerequisites: THEA 101 and THEA 102.

**THEA 335 [4 CR]****ADVANCED ACTING**

A continuation, in depth, of the elements covered in THEA 232 with special emphasis on role study and interpretation. Prerequisite: THEA 232.

**THEA 336 [4 CR]****THEATRE HISTORY**

This course is a survey of the major periods in theatre from the Golden Age of Greece to the beginning of the modern era in the late 19th century. It explores aesthetic movements, significant personalities and artistic styles along with their interaction with the political, social and philosophical realities of the times.

**THEA 337 [4 CR, ADV CORE: WT]****CONTEMPORARY THEATRE**

This course is a study of dramatic literature and theater practice in 20th- and 21st-century western civilization. The course explores aesthetic movements, significant personalities and artistic styles along with their interaction with the political, social, economic and philosophical realities of their specific cultures.

**THEA 387 [4 CR, ADV CORE: WT]****HISTORY OF ARCHITECTURE AND DÉCOR**

This class is a survey of the history of architecture/decor and its relationship to culture and society. It will familiarize the student with the period styles from pre-historical to modern times and how these styles are a reflection of individual and societal communication and cultural expression. Summer sessions.

**THEA 389****SPECIAL TOPICS**

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

**THEA 450 [4 CR]**  
**PERFORMANCE AND PRODUCTION LABS**

One purpose of the P/P labs is to employ the unique opportunity of working on productions to advance the synthesis of theory and practice. The P/P labs also give students the opportunity to experience the creation of theatre holistically and in a critically self-reflective manner. The process of producing theatre can too often induce students to jump into production without the ability to discuss the process or learn from others. Students are mentored during this process, requiring a formalized class structure in order to frame their experience as a learning tool. All student members of any theatre production will be required to enroll in a P/P lab as a class. Students learn costume / scenic / light / sound design, major roles and directing. This segment is comparable to a senior capstone. The goal is for the student to create their own work of theatre as a culmination of their education at SNC.

**THEA 490**  
**INDEPENDENT STUDY**

This course allows staff and students to explore together topics of special interest.

**THEA 494 [4 CR]**  
**INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience using state-of-the-art equipment and practices. Prerequisite: junior or senior standing.

## **THEOLOGICAL STUDIES [THEO]**

**For descriptions of THRS courses, see Theology and Religious Studies section**

**THEO 501 [3 CR]**  
**SYSTEMATIC THEOLOGY AND THEOLOGICAL METHOD**

This course examines the foundations of theology and theological method. It explores the role of scripture, doctrine, ecclesial practice, philosophy and the sciences in theological reflection. It examines the distinctive and diverse methods that are employed in contemporary Christian thought with special emphasis on practical theology. The central themes of faith, revelation, God, creation and eschatology are addressed.

**THEO 502 [3 CR]**  
**HISTORICAL DEVELOPMENT OF CHRISTIAN TRADITION**

This course studies the development of Christian theological tradition in its unity and diversity, through the contributions of major theological figures, critical movements within the Christian community and the social context in which theology is formed. It explores a variety of approaches to theological inquiry from classical tradition to modern revisions in interpretation, diversity and the research skills necessary for studying theology today.

**THEO 503 [3 CR]**  
**SCRIPTURE AND BIBLICAL INTERPRETATION**

This is an introduction to contemporary exegetical methods of interpretation through a study of particular biblical texts. The course will also investigate related biblical topics such as inspiration, canonicity and the place of scripture in the Christian community.

**THEO 504 [3 CR]**  
**CHRISTIAN ETHICS**

Christian ethics will examine the basis of a Christian response to moral questions. The study will include the development of a method consistent with the role of a disciple of Jesus and attempt to apply the method to specific issues such as nuclear war, bioethical issues and economic social justice.

**THEO 505 [3 CR]**  
**CHRISTOLOGY**

The central question of all Christian theology is Jesus' challenge, "Who do you say that I am?" The Christian community in every age has explored the question and attempted to answer it in light of scripture and human experience. The course will study both past answers and contemporary positions.

**THEO 506 [3 CR]**  
**THE NATURE AND MISSION OF THE CHURCH**

This course is a historical theological study of the origins, nature and mission of the Church: basic images and themes in scripture and tradition; the relation of the kingdom to the Church; the relation of the Church to the world.

**THEO 509 [0 CR, \$100 FEE]**  
**GENERAL COMPREHENSIVE EXAM**

The general exam is a take-home exam based on readings covered in the core area courses. Questions are based on those readings and will examine the student's knowledge of the core areas and also test their ability to integrate the different areas. The

student will be required to address four of the six test questions. Three questions will require the student to synthesize material between various core courses; the fourth question will require the integration of specific core material with the student's area of concentration. Students are allowed a maximum of six weeks to complete and return the exam. Review of notes and material from the courses is useful in preparing for the exam. Students must submit the registration form and fee as well as contact the program coordinator to request the exam. Prerequisites: all core courses (THEO 501 to 506) and a minimum of three of the five elective courses.

**THEO 510 [2 CR]**  
**INTEGRATIVE COLLOQUIUM**

The colloquium engages students in a learning experience that fosters an integration between theology and the practice of Church ministry (i.e., religious education, liturgy, pastoral ministry, parish administration or youth ministry). The case study method is used to examine contemporary Church issues and to develop appropriate responses in a process which promotes critical theological reflection, collaborative models of work and intellectual and personal self-criticism. Prerequisites: all core and elective courses and THEO 509.

**THEO 512 [1 CR]**  
**MASTER'S THESIS PROJECT 1**

The students develop and, under the supervision of the thesis director, writes the master's thesis. The director of the Master of Theological Studies program must approve directors of the master's thesis. Enrollment and registration of this course is typically available in the fall semester (De Pere) and spring semester (New Mexico) of each academic year. Graded on a S/U basis.

**THEO 513 [1 CR]**  
**MASTER'S THESIS PROJECT 2**

Continuation of work that began in THEO 512, culminating in a discussion of the thesis and submission of the finalized, approved work. Prior to final approval, a discussion of the work occurs between the student and a panel of three people (i.e., thesis project director and two readers) at which time the thesis project is either approved, disapproved or conditionally approved with recommendations for improvement. Enrollment and registration in this course is typically available in the spring semester (De Pere) and the summer semester (New Mexico) of each academic year. Graded on a S/U basis.

**THEO 520 [2 CR]**  
**HISTORY AND MODELS OF CATECHESIS**

This course will explore the foundations of catechesis through the major movements, principles and people who influenced today's approaches to catechesis. Students will investigate historical forms of catechesis and the ways they impact how we teach and evangelize today. The object of this course is to discover the reasons "we do what we do" and to recognize the foundational principles for judging the effectiveness of catechetical movements today. The course will examine methods and models of catechesis, addressing the practical issue of how to teach religion and theology, including the Sacraments.

**THEO 522 [2 CR]**  
**FAITH DEVELOPMENT**

This course offers perspectives on the contributions of theology and developmental psychology to an understanding of faith development through the lens of modern developmental psychology. Students will discuss ways to encourage the development of a spiritual life across the life cycle.

**THEO 540 [2 CR]**  
**PRINCIPLES OF LITURGY**

This course considers the principles of Christian liturgy as the primary expression of the Church's life and spirituality. It will provide a basic overview of the history of Christian liturgy and an exploration of the concepts of ritual action, time, space and the relationship of liturgy and mission. The course will address the current pastoral need for a broader development and understanding of music, environment and art, language and enculturation.

**THEO 541 [2 CR]**  
**SACRAMENTAL THEOLOGY**

This course is an examination of sacramental theology. This examination includes a brief survey of the development of sacramental practices and theologies in Christian history. Particular attention is given to contemporary Christian theological understandings of sacramentality and sacraments and of their inherent anthropological, ecclesial and liturgical dimensions. The intimate connection between sacramental celebration and the transformation of the individual, the Christian community and the world is also explored.

**THEO 560 [2 CR]**  
**MODELS OF MINISTRY AND LEADERSHIP IN THE CHURCH**

This course will investigate the theoretical basis for the practice of ministry in the contemporary church.

It will examine the collaborative role of leadership and authority within that focus of ministry and servant leadership. After exploring the theological understanding and history of ministry in the community, students will come to an appreciation of the psychological and sociological influence and impact on ministry.

**THEO 576** [VARIABLE CREDITS]  
**THEOLOGY AND PRACTICE OF PASTORAL CARE**

This course examines major theological models related to pastoral care. It investigates the implications of these different approaches for ministry and for the psychology of pastoral counseling. Self-understanding, biblical and theological teachings, basic psychological theory and helping skills, and working with different populations are the main topics of the course.

**THEO 578** [2 CR]  
**THEOLOGIES OF ECUMENICAL AND INTERRELIGIOUS DIALOGUE**

The task of ministry today has been impacted greatly by the reality of cultural and religious diversity. Promoting mutual understanding and empathy between different Christian traditions as well as between Christian and non-Christian faiths has become of paramount importance. This course examines the historical and theological contexts of recent developments in ecumenism and interreligious dialogue. Special attention is paid to the pastoral and socio-political implications of such developments.

**THEO 579** [2 CR]  
**ENCULTURATION AND EVANGELIZATION**

This course explores the dynamic relationships between Christianity and contemporary culture and societies. It focuses on the development of contextual theologies and the unique challenges and opportunities of postmodern society for shaping a distinct Christian identity. Theories and methods of evangelization and of the “New Evangelization” will be examined in light of these new cultural and global realities.

**THEO 580** [2 CR]  
**FOUNDATIONS OF SPIRITUALITY**

This course is an historical survey of various forms of Christian spirituality and mysticism. These spiritualities are examined both in terms of their distinct place in Christian history and for their use in the development of contemporary spirituality that addresses the needs of the Church and the world.

**THEO 589**  
**SPECIAL TOPICS**

See program schedule for upcoming special topics courses.

**THEO 590**  
**INDEPENDENT STUDY**

This course provides the opportunity to investigate, through independent inquiry and critical analysis, educational theories, practices and agencies that influence the work of teachers. Prerequisites: consent of instructor and approval of M.T.S. director and the associate academic dean.

**THEO 594** [2 CR]  
**THEOLOGICAL PRACTICUM**

This course is an action/reflection experience for the development of particular pastoral knowledge and skills. Students are placed in a ministerial setting that is appropriate to their area of concentration. Prerequisite: approval of the director of the Master of Theological Studies program.

**THEO 600** [0 CR, \$100 FEE]  
**CONTINUING MASTER’S THESIS**

If a student does not complete the thesis project while enrolled in THEO 513, students are required to register for this course every semester thereafter until the project is completed.

**THEOLOGY AND RELIGIOUS STUDIES**  
**[THRS]**

**For descriptions of THEO courses, see Theological Studies section**

**THRS 114** [4 CR]  
**THE NEW TESTAMENT IN CATHOLIC THEOLOGY AND PRACTICE**

This course invites students to engage with the New Testament as both a snapshot of the early Church's faith and as a timeless source of further theological reflection. Students will come to know the key figures, events, and concepts of the New Testament through reading of both primary and secondary sources. Finally, the course will also explore the place of the Christian Scriptures in the life of the Church and also for the individual believer.

**THRS 116** [4 CR]  
**CATHOLIC THEOLOGICAL EXPLORATIONS**

This course equips students to seek answers to fundamental questions: What are the benefits of faith, and what role might the Church play in an individual's faith journey? What does Catholic

doctrine suggest about the human person? How does Catholicism work, and has it always been the way it is?

**THRS 117** [4 CR, CORE: TF]  
**THEOLOGICAL FOUNDATIONS**

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

**THRS 201** [4 CR, CORE: CI]  
**THE BIBLE YESTERDAY AND TODAY**

The Bible plays a greater role in American culture than in any other Western society, a fact demonstrated by the current debates surrounding the teaching of evolution in public schools or the legalization of same-sex marriage. This course explores the following questions: what are the historical reasons for the Bible's present influence; what were the social, political, literary and religious beliefs of the biblical authors; how has the biblical text been interpreted by both Jews and Christians for the past 2,000 years; and how have these interpretations influenced modern beliefs about the Bible.

**THRS 203** [4 CR, CORE: CI]  
**THE QUEST FOR GOD**

In its most basic sense, theology is talk about God. This course investigates the Christian tradition's quest to speak rightly about God by exploring the historical development of the Trinitarian doctrine as well as engaging contemporary understandings of God. It gives attention to currents of feminist, liberationist, and process models for God as well as concepts of God in a post-modern, religiously plural world. Theology and Religious Studies majors/minors should take THRS 209: Doctrine of God for major/minor requirement.

**THRS 209** [4 CR]  
**DOCTRINE OF GOD**

In its most basic sense, theology is talk about God. This course investigates the Christian tradition's "God talk" by exploring the historical development of doctrines of God as well as engaging contemporary images and concepts of God, giving attention to currents of feminist, liberationist,

process, and post-modernist understandings of God.

**THRS 221** [4 CR, CORE: DD]  
**RELIGION IN AMERICA**

Examines the historical development of religious movements in America, both mainstream and peripheral groups, and analyzes the religious perceptions by which Americans have viewed themselves as a nation and culture, including a contemporary assessment.

**THRS 242** [4 CR]  
**LITURGY AND THE SACRAMENTS**

This course examines the nature of the liturgy and the sacraments as the forum in which the Church expresses and forms its identity and mission in the world. The course examines the historical evolution of the seven traditional sacraments as well as the other major rites of the Church. Finally, the course explores the implications of the reformed liturgy for Christian life and ministry in the contemporary world.

**THRS 255/PHIL 250** [4 CR, CORE: WT]  
**PHILOSOPHY OF RELIGION**

This course examines the rational assessment of religious beliefs and concepts and arguments used in their support. The course considers contemporary challenges to belief in God and the responses to these challenges.

**THRS/PHIL 265** [4 CR, CORE: BB]  
**ASIAN PHILOSOPHY AND RELIGION**

A study of the major philosophical and religious traditions of South and East Asia. The course emphasizes the Hindu and Buddhist traditions. The ethical, metaphysical, and epistemological aspects of each major tradition are covered. Fall semester.

**THRS/WMGS 268** [4 CR]  
**SEXUALITY, INTIMACY AND GOD**

This course explores the meaning and significance of sexuality and sex for human fulfillment. It examines the ethics of intimate and sexual relationships in light of Christian theological and scriptural traditions as well as reason (including social and scientific sources) and contemporary human experience. Specific topics under examination include the "hookup culture" on contemporary college campuses; the social construction of gender and sexual expression; unmarried sexuality; same-sex relations; contraception; abortion; and sexual violence. Students engage various theological, philosophical, natural and social science sources, including imagery in the popular media, traditional Roman Catholic teaching, "revisionist" theological perspectives, and



feminist insights regarding the body, sex, and human relationships more generally.

**THRS 280 [4 CR]**

**INTRODUCING CHRISTIAN TRADITIONS**

This course examines the history of Christianity in its theological, social and institutional dimensions, from the New Testament era to the present. This development is studied in a variety of historical and cultural contexts, presenting through representative figures and issues both continuity and diversity in Christian thought and life in the midst of society. This course prepares theology and religious studies majors/minors for more advanced courses in the theology and religious studies curriculum.

**THRS 302 [4 CR, ADV CORE: BB]**

**FORGOTTEN AND FOUND SACRED TEXTS**

This course examines the fascinating stories surrounding the loss and rediscovery of significant text collections in the history of Judaism and Christianity, for example, the Cairo Genizah, the Oxyrhynchus Papyri, the Aleppo Codex, and the Dead Sea Scrolls. Each of these collections played a significant role in their respective communities and their rediscovery in the modern era reveals much about contemporary scholarship in general and particularly the impact of colonialism and orientalism in the encounter between Western scholars of Judaism and Christianity and Middle Eastern cultures. Spring semester, alternate years.

**THRS 309 [4 CR]**

**BIBLICAL EXEGESIS AND RESEARCH**

This course introduces students to both historical-critical and post-modernist methods in academic biblical research. Students will learn the assumptions behind these methods, their usefulness to biblical interpretation, and how to use them. Theology and religious studies majors/minors only.

**THRS 310 [4 CR, ADV CORE: CI]**

**MARRIAGE AND FAMILY AS VOCATION**

This course explores the moral and religious dimensions of marriage and family, with particular attention to resources within the Catholic Christian tradition. It will address such questions as: what does it mean to place the marriage commitment and the wider commitment to the family in the context of a relationship to God; what does it mean to consider marriage a vocation and sacrament; how does the vocation of marriage develop over time; how do careers, children, aging parents and other obligations affect the marriage relationship; what does it take to sustain a lifelong marital commitment in our culture; and what are the distinct characteristics and

responsibilities of Christian family life.

**THRS 311 [4 CR]**

**INTERFAITH LEADERSHIP IN AMERICA**

This course prepares students to consider and develop their own place as leaders in the interfaith landscape of the United States. We begin by mapping the interreligious history and landscape of America, exploring some of the world's prominent religious traditions through the lives of their practitioners within our own borders--including on-site visits to various communities. We then define the concept of "interfaith leadership" through investigating the work of prominent interfaith leaders in America's history. The third portion of the class asks students to consider the role of interfaith cooperation in some of the most prominent social issues of contemporary America. Prerequisite: THRS 117. Spring semester, odd-numbered years.

**THRS 312 [4 CR, ADV CORE: CI]**

**CHURCH: POWER, CONTROVERSY, FUTURE**

This course explores the nature and mission of the Church from the early Christian communities to the present day. Special attention will be given to the theology of the Church that emerged from the Second Vatican Council, especially the essential communal nature of Christianity. Attention will also be given to challenges that confront the Church today, including issues of sexuality, women in the Church, celibacy, and how the Church is called both to witness to and to be challenged by society.

**THRS 314 [4 CR, ADV CORE: CI]**

**THE ORIGINS OF BIBLICAL MONOTHEISM**

The course will trace the development from the polytheistic religions of the ancient Near Eastern and Mediterranean worlds and the multiple origins of ancient theological and philosophical critiques of those beliefs which in turn led to the belief in a single deity, understood in various ways. Careful attention will be given to the rationales used to both support and undermine long-held religious systems along with the ongoing development in the understanding of a single supreme being.

**THRS 315 [4 CR]**

**MARY THROUGH THE AGES**

This course will be an examination of the figure of the Virgin Mary, as she has been experienced by Christians (and some non-Christians) for the last two millennia. We will study the development of her cult by examining canonical and non-canonical scripture, Mary in art, the development of Marian doctrine and dogma in the Catholic Church, Mary's role in Protestantism and Islam, Marian apparitions, and

Mary as a figure of liberation and oppression. The course will also include a field trip to the recently approved Marian apparition site in Champion, Wis. As a major focus of Christian life and devotion, examining the figure of Mary and the role she has played in the lives of believers is an important part of understanding the Christian tradition.

**THRS 316** [4 CR, ADV CORE: CI]

#### **WHO IS JESUS?**

An attempt to answer the biblical question “And who do you say that I am?” is a central issue of theology. This course looks at today’s answers formulated in continuity with scripture and tradition but shaped in the light of contemporary culture and experience.

**THRS 317** [4 CR, ADV CORE: CI]

#### **U.S. LATINX THEOLOGIES**

This course will engage the contributions of U. S. Latinx Catholic thinkers in the field of theology connected to specific issues, concerns, and beliefs unique to the Hispanic/Latinx communities. The context of U.S. Latinx catholicity will be contextualized within the pre-colonial Indigenous communities and the Spanish colonial project that inflicted trauma-violence against indigenous and African communities in the newly named Americas. In forming responsible citizens and deepening spiritual values in an increasingly interdependent and diverse world committed to dismantling all structures of oppression. Prerequisite: THRS 117. Spring semester, odd-numbered years.

**THRS/WMGS 318** [4 CR, ADV CORE: CI]

#### **FEMINIST THEOLOGY**

This course introduces students to feminist theology as a theology of liberation, examines its foundations in feminist theory and Christian revisionist sources and explores its contributions to the Christian, especially the Catholic, faith tradition.

**THRS 320** [4 CR, ADV CORE: CI]

#### **THE CHRISTIAN TRADITION**

This course examines the history of Christianity in its theological, social and institutional dimensions, from the New Testament era to the present. This development is studied in a variety of historical and cultural contexts, presenting through representative figures and issues both continuity and diversity in Christian thought and life in the midst of society. For non-Theology and Religious Studies majors/minors only.

**THRS 322** [4 CR, ADV CORE: CI]

#### **SURVEY OF THE HEBREW BIBLE**

The Hebrew Bible is an intriguing mix of unity and

diversity, due mostly to the fact that it is a composite literary collection that draws together numerous independent tales and narrative fragments. Beyond this, in the pages of the Hebrew Bible one also finds three important relationships. First, because the Old Testament is both ancient Near Eastern literature and a Scripture for present day Jews and Christians, there is the relationship between the past and the present. Second, because the Hebrew Bible is the object of scholarly study and an integral part of religious belief, there is also the relationship between the academy and communities of faith. Third, because the Hebrew Bible, although part of the Christian Bible, was written by non-Christians many years before the birth of Jesus and today functions as the sacred scriptures of two distinct religious traditions, there is the relationship between Judaism and Christianity.

**THRS/WMGS 324** [4 CR, ADV CORE: CI]

#### **WOMEN IN THE BIBLE**

This course uncovers the untold and often troubling stories about women in the world of biblical literature. The material provokes thought and dialogue regarding the biblical writers’ perspectives on gender, sexuality and personhood. Students will be encouraged to think honestly and courageously about their own assumptions regarding authority and identity and participation in unjust social systems. Students will learn new methodologies to analyze gender and sexuality in order to rethink long-held social norms. Throughout the course, students will regularly reflect on how biblical representations impact the roles of women and men in contemporary society.

**THRS 325** [4 CR, ADV CORE: CI]

#### **PROVIDENCE, SUFFERING AND FREEDOM**

This course examines various possibilities for making sense of the traditional Christian belief in an omnipotent, all-loving, providential God in light of the contemporary awareness of the immensity and tragedy of human suffering and the growing recognition of the depth and radicalness of human freedom.

**THRS/CLAS 327** [4 CR, ADV CORE: CI]

#### **ANCIENT WISDOM AND THE MODERN SEARCH FOR MEANING**

What is the good life? What can a person truly know? Is there justice in the world? These are some of the fundamental, universal questions of the human condition. This course will raise these questions and look at how the biblical wisdom literature answers them along with similar writings from elsewhere in the ancient world as well as modern literature and film. As a result of this analysis, students will have

the opportunity to construct a coherent and viable structure of meaning for their own life journeys.

**THRS 328** [4 CR, ADV CORE: CI]  
**QUEER THEOLOGY**

Queer Theology is not—or, at least, is not only—theology told from the perspective of LGBTQ+ people. When properly understood, Queer Theology is a revolutionary frontier in our thinking about the entire theological project. Course participants will explore the contours of this revolution and will ask foundational questions in Christian theology anew: Who is God? Who is Jesus? How should we think of the Church and its mission? Beyond this, we will begin to explore the new geographies opened up by Queer Theology: How do queer identities and sexual practices reveal new frontiers in Christian ethics? How can queer ritual practices revitalize Christianity? What is the future of Christianity for LGBTQ+ people? Course participants will venture their own answers to these questions, both through writing assignments that will allow them to demonstrate effective communication, and through the creation of a reflection service developed in collaboration with insights from performance and liturgical studies. Fall semester, odd-numbered years.

**THRS 329** [4 CR, ADV CORE: CI]  
**THE NEW TESTAMENT**

This course examines the writings of the New Testament and the creation of those texts within the context of Second Temple Judaism and the larger Greco-Roman world. Students will consider the canonical New Testament, in addition to select non-canonical writings, and the larger question of why certain texts were canonized and others were not. Students will develop skills in close reading of biblical texts, engagement with the traditions and contributions of critical biblical scholarship, including the principles of Catholic biblical interpretation, and the process of contextualizing biblical texts in the social, political, and religious environment of the Greco-Roman world.

**THRS 331** [4 CR, ADV CORE: CI]  
**JUDAISM AND CHRISTIANITY: THE HOLOCAUST**

The examination of the historical and contemporary relation of Jews and Christians, through a study of critical events, comparative literature, and correlated theologies, in an analysis which recognizes both interrelated unity and tragic antagonism. In line with Catholic teaching on the Shoah, the course strives to create a deeper understanding of the interrelated causes of genocides in general, and the Holocaust in particular. Students should become more aware of the relationship between religious discourse and its

political and social ties, as well as the complicity of all human beings in unjust social structures.

**THRS 333** [4 CR, ADV CORE: CI]  
**CHRISTIAN ETHICS**

This course explores the connection between being a Christian and being a morally responsible person. It addresses foundational questions of ethics in light of the Christian narrative, such as: what kind of people should we be; what should we do; and what sort of communities should we construct. It therefore focuses on three dynamic, interdependent dimensions of morality: character, choices and community. Some applied ethical issues will be examined. Theology and religious studies majors/minors should sign up for THRS 433.

**THRS 337** [4 CR, ADV CORE: CI]  
**CHARACTER AND THE MORAL LIFE**

This course examines the relationship between morality, happiness, and the good life by focusing on the qualities of character that are necessary for human flourishing, especially the virtues. Special attention is given to the cardinal virtues of prudence, justice, temperance and fortitude, as well as the theological virtues of faith, hope and charity. The second half of the course explores the seven capital vices that are most detrimental to human well-being: envy, vainglory, sloth, greed, anger, gluttony and lust. Prerequisite: THRS 117.

**THRS 338** [4 CR]  
**RELIGION AND LITERATURE: CHRISTIAN MYSTICISM**

This course will involve reading mystical literature of the Christian tradition in order to understand this important dimension of Christian theology and experience. Through extensive reading of a wide range of primary documents across many eras, students will be able to explore this important, but often overlooked, dimension of the Christian tradition.

**THRS 339** [4 CR, ADV CORE: BB]  
**WORLD SCRIPTURES**

This course examines the role and content of normative religious texts in some of the major religions of the world (e.g., Judaism, Islam, Hinduism, Buddhism). Students will be introduced to the different ways that authoritative religious texts are viewed by their adherents, understand how their authority is exercised in their respective traditions, and read a good portion of primary sources from these different traditions.

**THRS 340** [4 CR, ADV CORE: BB]  
**WORLD RELIGIONS IN DIALOGUE**

This course offers a critical and comparative introduction to the world's non-Christian and mostly non-Western religious traditions. Focusing on Hinduism, Buddhism, Taoism, Confucianism, Judaism, Islam and several indigenous religions as well as new religious movements, the course investigates and compares these traditions with special attention given to context. A key component of this course involves examining the phenomenon of globalization and the issues of diversity and interaction between traditions.

**THRS 343** [4 CR, ADV CORE: CI]  
**MUSLIM-CHRISTIAN DIALOGUES**

This course introduces students to Islam and the rich field of Muslim-Christian relations, both historically and theologically, and also prepares students for interreligious encounters in the world today. To that end, the course has four units: (1) an introduction to Islam and Muslims; (2) a brief historical overview of Christian-Muslim relations; (3) a discussion of key theological differences and similarities between Christianity and Islam; (4) a look at the importance of Christian-Muslim dialogue today, especially as it relates to the experiences of Muslims in America and contemporary issues such as migration and refugees.

**THRS 350** [4 CR, ADV CORE: CI]  
**CHRISTIANITY AND RELIGIOUS DIVERSITY**

In what ways is Christian, theological self-understanding informed by encountering non-Christian religions? This course gives particular attention to themes such as cosmopolitanism, hybridity, pluralism and relativism. First, students examine Christian theological resources — both traditional and emerging — for understanding religious diversity. Secondly they explore the development, beliefs, and practices of the Hindu, Buddhist and Islamic traditions. Students draw on the Christian theological framework to answer constructively questions about the relationship between Christianity and these religious groups.

**THRS 355** [4 CR, ADV CORE: CI]  
**THEOLOGY OF SPIRITUALITY**

This course is an introductory exploration of the theology of prayer and the spiritual life, it explores the realm of religious faith and the various means by which humans enter into an explicit relationship with God. Students will be exposed to the various schools of Christian spirituality as they have arisen in the history of the Christian community. In addition, class sessions will be devoted to discussing the

relationships of spirituality with the human condition.

**THRS 360** [4 CR, ADV CORE: CI]  
**EXPLORING CATHOLIC THEOLOGY**

This course is an introduction to Catholic theology in light of the Second Vatican Council. It will examine developments in Catholic theologies of God, Christ, the Church, the sacraments and especially the fundamental elements of Catholic morality.

**THRS 361** [4 CR, ADV CORE: CI]  
**CATHOLIC INTELLECTUAL TRADITION**

This course identifies the central distinguishing characteristics of the Catholic intellectual tradition. It examines the impact of the tradition in art, literature, philosophy and science. Finally, the course entails a critical appraisal of the distinctiveness of the Catholic intellectual tradition and an evaluation of its unique accomplishments and shortcomings.

**THRS 389**  
**SPECIAL TOPICS**

This course is an in-depth study of one or more major issues confronting contemporary religion. Students are challenged to make concrete applications of the role of theology and religious practice in issues of the early 21st century and to evaluate the impact of the heritage and tradition on their own thinking and on society in general. Topics will change from semester to semester but may include such issues as the Holocaust, nuclear weapons, abortion, racism and church-state relations.

**THRS 400** [4 CR]  
**CHRISTOLOGY**

This course examines the varied responses to the biblical question “And who do you say that I am?” It explores contemporary approaches formulated in conversation with scripture and tradition but shaped in the light of contemporary culture and experience. Prerequisite: THRS 117. Spring semester, alternate years.

**THRS 433** [4 CR, ADV CORE: CI]  
**CHRISTIAN ETHICS**

This course explores the connection between being a Christian and being a morally responsible person. It attends to foundational questions of ethics in light of the Christian narrative, such as: What kind of people should we be? What should we do? What sort of communities should we construct? It therefore focuses on three dynamic, interdependent dimensions of morality: character, choices and community. Some applied ethical issues will be examined. Prerequisite: Theology and Religious Studies major/minor.

**THRS 460/PEAC 400 [4 CR]**  
**ADVANCED SEMINAR**

This course offers senior theology and religious studies majors and minors the opportunity to engage in a research project on a special topic, theme or theologian. Spring semester.

**THRS 490 [2 OR 4 CR]**  
**INDEPENDENT STUDY**

A course allowing staff and students to explore together topics of special interest. Prerequisites: instructor consent and approval of the dean of humanities.

**THRS 494 [4 CR]**  
**INTERNSHIP**

This course is an action/reflection experience for those seeking skills in ministry. Students are placed in the local community. In addition to regular weekly service, students are required to meet each week in a supervised class with an instructor from the Theology and Religious Studies faculty. In those meetings, students explore the bases of practical theology, as that science reflects on the pastoral experience.

**THRS 499 [0 CR]**  
**MAJOR PORTFOLIO**

The THRS Major Portfolio is a collection of work that documents the student's learning and development in each of the areas that the Theology and Religious Studies program aims to help our students achieve. The Portfolio showcases selections of work that demonstrate competency in and facility with program goals. Students archive one assignment (completed for a THRS class) per goal. The Portfolio will be housed digitally in a Google Drive folder shared with THRS faculty. For each assignment, students draft a brief statement explaining why the assignment was chosen for inclusion. The Major Portfolio is ongoing work. Prerequisite: Taken concurrently with THRS 460. Spring semester.

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### **WOMEN'S AND GENDER STUDIES** **[WMGS]**

**WMGS 110 [4 CR, CORE: DD]**  
**INTRODUCTION TO WOMEN'S AND GENDER STUDIES**

This introductory course will focus on one central

question: What difference does gender make? By examining a variety of texts (articles, novels, film, popular culture), we will learn not only how to analyze issues of power, gender and identity, but we will also relate those issues to the wider world around us. Specific thematic units include socialization, violence, work, the female body, language, sexuality, motherhood and the family, race, globalization, and voices from the third wave of feminism.

**WMGS/ENGL 201 [4 CR]**  
**MEN AND MASCULINITIES**

What does it mean to "Man up!" or "Be A Man!?" Do these expressions have consequences for men and women? Why do men occupy the majority of positions in government leadership and CEO positions in Fortune 500 CEO companies? Is any of this changing? When people say that, "men aren't what they used to be!" do these people have a firm grasp of history, and what point in history are they referring to? This course will explore these questions and more through an introduction to the sociology of masculinity. While typically, conversations about gender have focused on women, this course will focus on men, their relationships with one another, their relationships with women, and their position in the gendered order. As a women's and gender studies course, this course will explore systems of inequality that advantage some, and disadvantage others because of their identities. In addition to gender, we will also consider the construction of masculinities along with other identity categories like race, class, religion, dis/ability, age, and sexuality. This course will introduce students to major themes in social justice movements, women's and gender studies, feminist studies, and sexuality studies within the United States and around the world.

**WMGS 205 [4 CR, CORE: DD]**  
**RACE AND ETHNICITY IN THE LIVES OF US WOMEN**

This course is an introduction to the study of race and ethnicity in the lives of U.S. women, providing students with a conceptual vocabulary for investigating questions of race, ethnicity, gender, sexuality, and class, and an analytical framework within which they can extend their critical thinking on these and related topics. We will explore the ways these intersecting factors of identity have been understood in U.S. culture, fostering both division and unity. We will examine how social institutions such as motherhood, family, the beauty industry, advertising, and education perceive women who identify themselves from various ethnic and racial groups, and how such women construct themselves through language and other means of "talking back" to the institutions in which they live and work.

Ultimately, the course analyzes the ways that institutions can be the means of both oppression and empowerment for women, and imagines the opportunities for resisting oppression and organizing for social change. Course materials are interdisciplinary—drawing on sociological, historical, and literary readings, as well as films and music, to reflect a range of cultural experiences.

**WMGS/ENGL 206 [4 CR]**  
**SEXUALITY AND LITERATURE: LESBIAN, GAY AND TRANSGENDER TEXTS**

When Lord Alfred Douglas, Oscar Wilde's partner, famously said, "I am the love that dare not speak its name," referring to his own hidden sexual identity, he articulated a conundrum in gay identity: how do you tell your story when it is unspeakable? This introduction to the lesbian, gay and transgender tradition in literature tackles this question among others. This course focuses primarily on 20th-century U.S. texts (fiction, poetry, drama, non-fiction, film and theory). Students will read such authors as E.M. Forster, Walt Whitman, Radclyffe Hall, James Baldwin, Audre Lorde, Jeanette Winterson, Gloria Anzaldua, Leslie Feinberg and Tony Kushner.

**WMGS 225 [4 CR, CORE: DD]**  
**GENDER IN TEXT AND IMAGERY**

This course provides students the opportunity to explore how messages about gender and ethnicity are communicated in the United States via multi-media avenues (e.g., literature, imagery, movies, commercials, art, video games) through the employment of content analysis. The discussion of feminist theory and the intersections of gender, sexuality, ethnicity/race, and socio-economic class throughout this course will assist students in deducing how the multi-media avenues they analyze can effectively (or ineffectively) socially condition people's attitudes and perceptions at any age.

**WMGS/THRS 268 [4 CR]**  
**SEXUALITY, INTIMACY AND GOD**

This course explores the meaning and significance of sexuality and sex for human fulfillment. It examines the ethics of intimate and sexual relationships in light of Christian theological and scriptural traditions as well as reason (including social and scientific sources) and contemporary human experience. Specific topics under examination include the "hookup culture" on contemporary college campuses; the social construction of gender and sexual expression; unmarried sexuality; same-sex relations; contraception; abortion; and sexual violence. Students engage various theological, philosophical, natural and social science sources, including imagery

in the popular media, traditional Roman Catholic teaching, "revisionist" theological perspectives, and feminist insights regarding the body, sex, and human relationships more generally.

**WMGS/INTL 300 [4 CR, CORE: BB]**  
**CONTEMPORARY LATIN AMERICAN LITERATURE AND CULTURE**

This course covers Latin American literature and culture of the 20th and 21st centuries across a variety of mediums, including film, music, telenovelas, pop culture, social media, news and current events, as well as comics and graphic novels, short stories, poetry, and novels, among others. The course will be structured around the following themes: Indigenous and Afro-Latinx communities; the Latin American Boom and Post-Boom; Latin American dictatorships and U.S.-Latin American relations; and Immigration and the U.S. Latinx experience. We will pay particular attention to the history of European colonialism and its legacies; U.S. socio-economic imperialism; and the intersections of race, class, gender, sexuality, and citizenship. Spring semester.

**WMGS/ENGL 310 [4 CR]**  
**RACE AND SEX IN CONTEMPORARY U.S. TEXTS**

This course examines race and ethnicity in American-Indian, Latino, African-American and Asian-American texts in the contemporary United States (1960s to present). The course investigates recurrent issues like immigration, memory and identity, and the legacy of slavery, as we understand the political and cultural underpinnings of the texts. Writers include Louise Erdrich, Sherman Alexie, Junot Diaz, Sandra Cisneros, Toni Morrison, Walter Mosley, Gish Jen and Don Lee. This course meets the Literature and Cultural Diversity requirement for English majors with secondary education certification. Spring semester.

**WMGS/ENGL 311 [4 CR]**  
**WOMEN AND LITERATURE**

Through exploring literary texts by women, this course analyzes how the construction of "woman," sex and gender has changed over time and investigates how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, the course engages the most pressing issues in the field from ideas of women's literary voice to claims that challenge female authorship altogether. Special topics may include contemporary women writers, gender and 19th century novel, and ethnic women writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Margaret Atwood, Bharati Mukherjee, Leslie Feinberg, Edwidge Danticat or Marjane Satrapi.

**WMGS/THRS 318** [4 CR, ADV CORE: CI]  
**FEMINIST THEOLOGY**

This course introduces students to feminist theology as a theology of liberation, examines its foundations in feminist theory and Christian revisionist sources and explores its contributions to the Christian, especially the Catholic, faith tradition.

**WMGS/THRS 324** [4 CR, ADV CORE: CI]  
**WOMEN IN THE BIBLE**

This course uncovers the untold and often troubling stories about women in the world of biblical literature. The material provokes thought and dialogue regarding the biblical writers' perspectives on gender, sexuality and personhood. Students will be encouraged to think honestly and courageously about their own assumptions regarding authority and identity and participation in unjust social systems. Students will learn new methodologies to analyze gender and sexuality in order to rethink long-held social norms. Throughout the course, we will regularly reflect on how biblical representations impact the roles of women and men in contemporary society.

**WMGS/HIST 327** [4 CR]  
**WOMEN AND GENDER IN UNITED STATES HISTORY**

This course will explore women and gender in American history from colonial America to the present. We will examine how gender norms changed throughout history, and how individuals interacted with those norms. We will analyze how women and notions about gender shaped American politics: through cultural trends like fashion; through family and daily life; and through social movements like suffrage, temperance, and welfare rights. We will ask, when did gender constrict the choices that individuals faced, and when did individuals expand and even disassemble gender norms? Alternate years.

**WMGS/COME 331** [4 CR]  
**GENDER AND MEDIA**

Why are some genres of media labeled as feminine or masculine? How are men and women represented in media? What impacts do these representations have on media viewers? This course will explore these questions and more from multiple scholarly perspectives. Various forms of media such as advertising, television, movies, video games, and news will be considered. Fall semester.

**WMGS/HIST 335** [4 CR]  
**WOMEN AND WORK**

This course examines the topic of women and work historically, with attention to change over time in the work histories of African and American women. Throughout this course, students will explore women's working lives in the context of the gendered

social norms within which they have lived. Within this general framework, the course will examine types of occupations such as domestic work, prostitution, farming, agricultural work, market trading and professional/managerial work. The course will also explore the intersections of work with marriage and parenting and the effects of race and class upon women's working lives. Alternate years.

**WMGS/PHIL 344** [4 CR, ADV CORE: DD]  
**FEMINIST PHILOSOPHY**

This course provides a survey of topics in contemporary feminist philosophy, and it will be divided into four units: (1) Oppression, Gender, & Misogyny; (2) Objectification & Self-Objectification; (3) Consent & Sexual Violence; and (4) Feminist Epistemologies. In our first unit, we'll discuss concepts that are fundamental to feminist theory, including oppression, gender, and misogyny; and then we'll consider how sexist and racist oppression relate to and augment each other. In our second unit, we'll ask questions like: what does it mean to be objectified? Who/what can be objectified and who/what can objectify? Then, in our third unit we'll turn our attention to the nature of consent and sexual violence. We'll ask: what is consent? What role does consent play in an ethical sex life? What is rape? How does rape relate to other sexual wrongs? And, finally, we'll survey some of the recent literature in feminist epistemology, focusing largely on the phenomenon of hermeneutical injustice. Prerequisite: PHIL 120. Fall semester, odd-numbered years.

**WMGS/SOCI 346** [4 CR, ADV CORE: DD]  
**INTERSECTIONS OF PRIVILEGE**

This course engages in an interdisciplinary and multimedia examination of social inequality, focusing on the complex and intersecting ways that social groups gain advantage over and marginalize others. Students will examine topics including race (whiteness), sexuality (heterosexuality), gender (masculinity), class (economic and cultural capital), and nationality (global privilege associated with first-world status). This course will integrate perspectives on how privilege is reinforced in day-to-day interactions as well as in larger social structures.

**WMGS/HIST 351** [4 CR]  
**WOMEN, GENDER AND IMPERIALISM**

Western women played significant roles in British colonies in Africa and India in the fields of education, public health and missionary work. These women believed that they could improve the lives of non-Western women by acculturating them to middle-class, Western and Christian norms. The course will explore how these women tried to reshape

key social institutions in Africa and India such as marriage, parenting, medical practices and religion. This course will also explore how the women and men these individuals came to “civilize” in turn shaped the cross-cultural encounter through their powerful reactions to the often unwelcome acculturating messages they received. Spring semester, alternate years.

**WMGS 360 [4 CR]**

**FEMINIST THEORY**

This course takes a sociology of knowledge approach to the development of feminist theory from the 18th century to the present. A variety of modern and postmodern feminist theories are placed in social, political and historical context. Primary source examples of each school of thought are read, applied and evaluated. Because feminist thought has been a response to the conditions of women throughout history, women’s oppression at various points in history will be covered. Prerequisite: instructor consent. Alternate years.

**WMGS/SOCI 361 [4 CR]**

**GENDER, SEXUALITY AND SOCIETY**

While gender and sexuality often appear natural, this course investigates their social roots. Throughout the semester, we will explore the diverse ways in which gender and sexuality have been conceptualized, embodied, shaped, policed, and transformed. Additionally, we will examine the relationship between gender, sexuality, inequality, and major social institutions including education, media, work, and family. Finally, we explore the intersections of gender, sexuality, race, and class as they relate to a variety of contemporary issues and controversies, including “hooking up,” marriage laws, gender reassignment surgery, and sex education.

**WMGS/ART 375 [4 CR, ADV CORE: DD]**

**RACE AND GENDER IN CONTEMPORARY ART**

A survey of how artists explore and express personal identity, unique bias and social marginalization and how contemporary art reflects society’s evolving and changing attitudes toward matters of life, love and death.

**WMGS 289/389/489 [2 OR 4 CR]**

**SPECIAL TOPICS**

A study of a single topic of special interest to students. When the course is offered, the topic will be listed in the timetable of courses.

**WMGS 490 [2 OR 4 CR]**

**INDEPENDENT STUDY**

This course allows staff and students to explore together topics of special interest. Prerequisite: approval of the women’s and gender studies advisory committee.

**WMGS 494 [4 CR]**

**INTERNSHIP IN WOMEN’S AND GENDER STUDIES**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations by having a chance to work in their field of study and by gaining experience with state-of-the-art equipment and practices. Prerequisite: junior or senior standing and instructor consent.

**WORLD LITERATURE [WOLT]**

**WOLT 210 [4 CR, CORE: EI]**

**SOVIET DISSIDENT LITERATURE**

This course explores 20th century Soviet culture and society through readings of Soviet dissident literature. Besides a close reading of the literary texts, considerable attention is devoted to the history of the Soviet period, Soviet ideology, Russian culture in the former Soviet Union and abroad, and contemporary Soviet society. Authors who may be studied include Zamiatin, Babel, Olesha, Solzhenitsyn, Bulgakov, Pasternak and Brovdsy.

**WOLT 320 [4 CR, ADV CORE: WT]**

**NINETEENTH-CENTURY RUSSIAN FICTION**

This course serves as an introduction to 19th century Russian literature seen within its historical and cultural contexts. After a brief survey of Russian history and literature from the Kievan Period through the 18th century, the course concentrates on famous short stories and novels by Pushkin, Gogol, Turgenev, Dostoyevsky, Tolstoy, and Chekhov. These works will be examined not only as literary masterpieces, but also in terms of the ethical and value questions they raise. Students will write critical essays, take essay examinations, and read additional material helpful to understanding Russian literature as a major part of 19th century European culture.

**WOLT/CLAS 325 [4 CR, ADV CORE: WT]**

**CLASSICAL MYTHOLOGY**

This course will study both Greek and Roman mythology in their literary and cultural contexts. The course will consider the meanings, purposes and universality of various myths, such as the stories of Prometheus, Orpheus, Oedipus and Aeneas. It may also include comparative elements, touching, for example, Norse, Celtic and American Indian myths.



# Directories

*Current as of June 2022*

## **ADMINISTRATIVE OFFICES**

### **Office of the President**

**Tom Kunkel** – M.A., interim president of the college

**Autumn Anfang** – M.S., C.P.A., vice president for business and finance

**Marc Belanger** – MBA, vice president for information technology and chief information officer

**Sr. Andrea Lee, IHM** – Ph.D., interim vice president for academic affairs

**Jonathan Enslin** – MBA, vice president for college advancement

**Edward Lamm** – MBA, vice president for enrollment management and communications

**Julie Massey** – M.Div., chief of staff; secretary to the St. Norbert College board of trustees

**Jamie McGuire** – executive administrative assistant

**Amy Sorenson** – special assistant to the president

**Joe Webb** – Ph.D., vice president for student affairs

### **Academic Affairs**

**Sr. Andrea Lee, IHM** – Ph.D., interim vice president for academic affairs

**David Bailey** – Ph.D., associate vice president for academic affairs

**Corey Ciesielczyk** – M.A., director of academic success, support and accessibility

**Bola Delano-Oriaran** – Ph.D., dean of social sciences

**Cam Fuller** – M.S., director of athletics and physical education

**Lauren Gaecke** – M.Ed., registrar

**Daniel Heiser** – Ph.D., dean of The Donald J. Schneider School of Business and Economics

**Eric High** – Ph.D., dean of visual and performing arts

**Jennifer Hockenbery** – Ph.D., dean of humanities

**John Miller, Jr.** – Ph.D., dean of curriculum and senior diversity officer

**Martina Ramirez** – Ph.D., dean of natural sciences

**Carolyn Uhl** – Ph.D., director for the office of institutional effectiveness

**Lisa VanWormer** – Ph.D., dean of faculty affairs and development

**Alaina Morales** – Ed.M., M.S.L.I.S., director of The Miriam B. & James J. Mulva Library

### **Information Technology and Services**

**Marc Belanger** – MBA, vice president for information technology and chief information officer

**Tara LaChapell** – B.A., director of enterprise applications

**Monika Pynaker** – B.S., director of user experience

**Rob Downard** – B.S., director of infrastructure and operations

**Sandy Gilson** – executive administrative assistant

**Krissy Lukens** – M.A., director of academic technology

### **College Advancement**

**Jonathan Enslin** – MBA, vice president for college advancement

**Allison Cornelissen** – B.B.A., senior administrative specialist

**William Falk** – M.A., director of alumni and community engagement

**Lia Kampman** – M.A., associate vice president for philanthropy

**Robert Rickards** – B.A., director of stewardship and information services

## **Business and Finance**

**Autumn Anfang** – M.S., C.P.A., vice president for business and finance

**Heather Butterfield** – MBA, PHR, SHRM-CP, assistant vice president for human resources

**Christopher Dahlke** – B.S., director of facilities

**Patricia Dart** – A.M., executive assistant for vice president for business and finance

**Gregory Greetan** – B.S., director of business analysis and digital transformation

**Elizabeth Miller** – MBA, B.A., director of finance

**David Nalepka** – B.S., director of risk and property

**Rick Warpinski** – MBA, director of auxiliary and hospitality services

**Amy Wirtz** – MBA, controller

## **Enrollment Management and Communications**

**Edward Lamm** – MBA, vice president for enrollment management and communications

**Michael Counter** – M.L.S., director of media relations

**Anna Hoefner** – B.A., executive administrative assistant; divisional operations manager

**Jessica Rafeld** – M.S., director of financial aid

**Nina Rouse** – M.L.S., director of communications and marketing

**Mark Selin** – B.A., executive director of enrollment

## **Student Affairs**

**Joseph Webb** – Ph.D., vice president for student affairs

**Fr. Mike Brennan, O.Praem.**, – pastor, St. Norbert College Parish

**Lori Evans** – M.S. J.C.M., director of student judicial affairs

**Corday Goddard** – Ph.D., assistant vice president for student success and intervention

**Eric Dunning** – B.S., director for campus safety

**Derek Elkins** – M.A., protestant chaplain, interim co-director of the Emmaus Center

**Rebecca Lahti** – M.T.S., interim co-director of the Emmaus Center

**Bridgit Martin** – M.S., director, office of student inclusion and belonging

**Nancy Mathias** – M.E., director of the Sturzl Center for Community Service and Learning

**Shelly Mumma** – Ph.D., director, Center for Student Engagement

**MaryEllen Olson** – M.A., GCDF, CCSP, director of student career and professional development

**Mike Peckham** – B.B.A., director of housing operations

**Bruce Robertson** – Ph.D., director for counseling and psychological services

**Peggy Shallue** – executive administrative assistant

**Joe Totman** – Ed.D., assistant vice president for student affairs and residential education and housing

**Chrystal Woller** – BSN, RN, MBA, director for health services

## **FACULTY AND FACULTY EMERITUS** *(Dates indicate year of initial appointment)*

**Aase, Gerald** (2020), associate professor of business administration; Bachelor of Mechanical Engineering and Bachelor of Agricultural Engineering; Masters of Business, Indiana University, Bloomington/Indianapolis, IN; Ph.D., Indiana University Graduate School of Business

**Akpa, Rev. Onwu** (2019), assistant professor of social sciences and economics; B.S., MPA, Enugu State University of Science & Technology; M.S., University of Southern Mississippi; M.A., Ph.D., Claremont Graduate University

**Anderson, Deborah K.** (1989), professor of biology; B.S., Alma College; M.S., Northeastern University; D.A., Idaho State University

**Antos, Anna** (2014), associate professor of communication and media studies; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin-Milwaukee

**Arendt, Lucy** (2016), professor of business administration; B.S., University of Wisconsin – Green Bay; M.S. University of Wisconsin – Green Bay; Ph.D., University of Wisconsin - Milwaukee

**Bailey, David** (2008), associate vice president for academic affairs and professor of biology; B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., Michigan State University

**Barnett-Southworth, Erica** (2015), associate professor of teacher education; B.A., University of Wisconsin-Stevens Point; M.A., Viterbo University of Wisconsin; Ph.D., University of Wisconsin-Milwaukee

**Bauer, Brandon** (2011), associate professor of art; B.A., Milwaukee Institute of Art and Design; M.A., M.F.A., University of Wisconsin-Milwaukee

**Beiswenger, April** (2009), associate professor of theatre studies; M.F.A., West Virginia University; M.A., Villanova University

**Bockenhauer, Mark** (1994), professor of geography; B.S., University of Wisconsin-La Crosse; Master of Applied Geography, Southwest Texas State University; Ph.D., University of Wisconsin-Milwaukee

**Bolin, Thomas** (2002), professor of theology and religious studies; B.A., St. Edward's University; M.A., Ph.D., Marquette University

**Bosko-Dunbar, Lindsey** (2019) associate professor of mathematics; B.S., Elizabethtown College; Ph.D., North Carolina State University

**Bradford, Christopher** (2018), assistant professor of teacher education; B.A., St. Norbert College; M.A., Viterbo University; Ph.D., University of Wisconsin Madison

**Brandt, Adam** (2016), associate professor of biology; B.S., Frostburg State University; M.S., Frostburg State University; Ph.D., University of Illinois at Urbana-Champaign

**Brekke, Erik** (2011), associate professor of physics; B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin-Madison

**Brooks, Erin** (2018), associate professor of sociology; B.A., Beloit College; M.A., Ph.D., North Carolina State University

**Burke Ravizza, Bridget** (2001), professor of theology and religious studies; B.A., Santa Clara University; M.A., University of San Diego; Ph.D., Boston College

**Bursik, Paul B.** (1990), professor of business administration; B.S., University of Wisconsin-Stevens Point; Ph.D., Washington State University

**Carpenter-Siegel, Cheryl L.** (1992), assistant professor of sociology; B.A., Cardinal Stritch College; M.A., Marquette University; Ph.D., Syracuse University

**Casarotti, João** (2022), assistant professor of music; B.M., Universidade de Sao Paulo; M.M., University of North Dakota; DMA, Louisiana State University

**Cervantes, Judy** (2017), associate professor of Spanish; B.A., University of California, Riverside; M.A., Ph.D., U.C. Riverside

**Chan, Ben** (2013), assistant professor of philosophy; B.A., Swarthmore College; Ph.D., University of California-Los Angeles

**Choudhury, Anindo** (2001), professor of biology and environmental science; B.S., University of Burdwan, India; M.S., University of New Brunswick, Canada; Ph.D., University of Manitoba, Canada

**Clawson, AnaMaria** (2016), assistant professor of English; B.A., Creighton University; M.A., Ph.D., Rice University

**Collins, Shalisa** (2005), associate professor of Spanish; B.A., M.A., Western Michigan University; Ph.D., University of Arizona

**Condon, Miles** (2018), assistant professor of business administration; B.S., University of Florida; M.A., Ph.D., Texas Tech University

**Cui, Junnan** (2021), assistant professor of accounting; B.A., Xi'an International Studies University; M.S., Texas A&M University-Commerce; Ph.D., University of North Texas

**Cunningham, Kurstan** (2004), associate professor of chemistry; B.A., Illinois Wesleyan University; Ph.D., Purdue University

**Danka, Elizabeth** (2020), assistant professor of biology; B.S., University of Richmond; Ph.D., Washington University in St. Louis

**Delano-Oriaran, Omobolade** (1995), professor of education; B.A., M.P.A., Savannah State College; Ph.D., Penn State University

**Diederich, Kyle** (2020), assistant professor of computer science; B.A., St Norbert College; M.S., University of Wisconsin Oshkosh; PhD, University of Iowa

**Dose, John M.** (1996), professor of psychology; B.A., University of Northern Iowa; M.S., Ph.D., University of Kentucky

**Doulatova, Maria** (2022), assistant professor of philosophy; B.A. University of California, Los Angeles; M.A., University of Texas at Austin; Ph.D., Washington University in St. Louis

**Du, Yuan (Sabrina)** (2020), assistant professor of business administration; B.S., Guangdong University of Foreign Study; M.S., Ph.D., Temple University

**Dunbar, Jonathan** (2019), associate professor of mathematics; B.S., Elizabethtown College; Ph.D., North Carolina State University

**Ebert, Howard J.** (1989), professor of theology and religious studies; B.A., St. Norbert College; M.A., St. John's University; Ph.D., Marquette University

**Edwards, Jaime** (2018), assistant professor of philosophy; B.A., UC Berkeley; M.A., Ph.D., University of Chicago

**Egan-Ryan, Deirdre** (2005), professor of English; B.A., College of Holy Cross; M.A., Ph.D., University of Wisconsin-Madison

**Ellis, Bradford** (2002), associate professor of Spanish; B.A., Bates College; M.A., Ph.D., University of Wisconsin-Madison

**Eriks Cline, Lauren** (2021), assistant professor of English; B.A., Hope College; Ph.D., University of Michigan

**Falconer, Jean** (2019), assistant professor of economics; B.A., Middlebury College; M.S., Ph.D., University of Oregon

**Ferguson, Stephen** (2021), assistant professor of biology; B.A., College of Wooster; Ph.D., University of Memphis

**Flood, Tim** (1987), professor of geology; B.S., University of Wisconsin Oshkosh; M.S., University of Minnesota-Duluth; Ph.D., Michigan State University

**Ford, Jr., Craig A.** (2019), assistant professor of theology and religious studies; B.A., University of Notre Dame; M.A.R., Yale Divinity School, Yale University; Ph.D., Boston College

**Friedlander, Eric** (2021), assistant professor of mathematics; B.A., Rice University; M.S., Ph.D., University of

North Carolina at Chapel Hill

**Gallagher Elkins, Kathleen** (2014), associate professor of theology and religious studies; B.A., Greensboro College; M.A., Union Presbyterian Seminary; M.Phil., Ph.D., Drew University

**Garber, Katie** (2013), assistant professor of chemistry; B.A., Franklin & Marshall College; Ph.D., University of Wisconsin-Madison

**Geerling, Danielle** (2020), assistant professor of psychology; B.A., Marquette University; M.S., Ph.D., University of Utah

**Ginsbach, Katie** (2017), associate professor of Spanish; B.A., University of Wisconsin-Green Bay; M.A., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Madison

**Glantz, Mark** (2012), associate professor of communication and media studies; B.S., State University of New York, College at Oneonta; M.A., State University of New York, College at Brockport; Ph.D., University of Missouri

**Goddard, Corday** (1998), assistant vice president for student affairs; B.A., University of Montana; M.Ed., Oregon State University; Ph.D., University of Nebraska-Lincoln

**Haen, Jason** (2013), assistant professor of accounting; B.A., St. Norbert College; MBA, University of Wisconsin Oshkosh

**Hagedorn, Eric** (2012), associate professor of philosophy; B.S., Iowa State University; M.A., Ph.D., University of Notre Dame

**Ham, Nelson R.** (1994), professor of geology/environmental science; B.A., Augustana College; M.S., Ph.D., University of Wisconsin-Madison

**Hammer, Marc** (1994), instructor of business administration; B.A., University of Illinois at Urbana-Champaign; J.D., University of Missouri Columbia School of Law

**Harris, James** (2004), assistant professor of business administration; B.S., Villanova University; MBA, University of Notre Dame; Ph.D., University of Illinois at Urbana-Champaign

**Heiser, Daniel** (2019), dean of The Donald J. Schneider School of Business and Economics; B.A., Wabash College; Ph.D., J.D., Indiana University

**Hennecken, John** (2017), associate professor of music; B.A., Georgia College and State University; D.M.A., University of Georgia

**High, Eric** (2005), associate professor of music; B.A., University of Wisconsin-Superior; M.A., Ph.D., Arizona State University

**Hinojosa, Bernardo** (2022), assistant professor of English; B.A., Columbia University; M.Phil., University of Cambridge; Ph.D., UC-Berkeley

**Hockenbery, Jennifer** (2020), dean of humanities; A.B., Bowdoin College; M.A., Ph.D., Boston University

**Holder, John J., Jr.** (1989), professor of philosophy; B.A., Dickinson College; M.A., University of Illinois at Chicago; Ph.D., Southern Illinois University

**Hunnicuttt, David** (2007), associate professor of biology; B.A., Augustana College; M.S., Illinois State University; Ph.D., University of Wisconsin-Milwaukee

**Jacobs, Charles** (2007), professor of political science; B.A., Kenyon College; M.A., University of Akron; Ph.D., University of Connecticut

**Keough, Sydney** (2018), assistant professor of philosophy; B.A., Haverford College; Ph.D., University of Michigan

**King, Ryan** (2014), associate professor of biology; B.S., Ph.D., University of Wisconsin-Madison

**Kissman, Carrie** (2011), associate professor of biology and environmental science; B.S., University of Wisconsin-Madison; Ph.D., Michigan State University

**Klickman, Philip** (2017), associate professor of music; B.S., M.S., Ed.D., University of Illinois at Urbana-Champaign; M.M., University of Illinois

**Kramer, Robert S.** (1989), professor of history; A.B., Bard College; M.A., University of Chicago; Ph.D., Northwestern University

**Kretz, Valerie** (2015), associate professor of communication and media studies; B.S., Drury University; M.A., Marquette University; Ph.D., University of Wisconsin-Madison

**Krull, Laura** (2020), assistant professor of sociology; B.A., Grinnell College; M.A., University of North Carolina; Ph.D., University of North Carolina at Chapel Hill

**Kupinsky, Debbie** (2015), assistant professor of art; B.F.A., Kansas City Art Institute; M.F.A., Louisiana State University

**Laubacher, Jacob** (2017), associate professor of mathematics; B.S., Ohio Dominican University; M.A., Kent State University; Ph.D., Bowling Green State University

**Le, Anh Sy Huy** (2021), assistant professor of history; B.A., Wabash College; M.A., SUNY-University Buffalo; Ph.D., Michigan State University

**Leiterman, Terry Jo** (2006), associate professor of mathematics; B.A., University of Wisconsin Oshkosh; Ph.D., University of North Carolina

**Licht, John-Gabriel** (2015), associate professor of business administration; B.A., University of North Dakota; Ph.D., University of Minnesota

**Lopes, Alexia** (2022), assistant professor of business administration; B.B.A., MBA, KU Leuven; Ph.D., University of South Carolina

**Lopez, Raquel** (2014), associate professor of psychology; B.S., Westminster College; M.A., Ph.D., University of Minnesota

**Lovano, Michael** (2000), assistant professor of history; B.A., Loyola Marymount; M.A., Ph.D., University of California-Los Angeles

**Lynch, Jamie** (2011), associate professor of sociology; B.S., Western Washington University; M.A., Ph.D., The Ohio State University

**MacDiarmid, Laurie J.** (2000), professor of English; B.A., Carnegie Mellon; M.A., Johns Hopkins University; M.F.A., Ph.D., University of Arizona

**Mak, Ho Ching (Angela)**, (2022), assistant professor of economics; BBus(EcoFin), MEcon, University of Hong Kong; M.A., Ph.D., University of Pittsburgh

**Mann, Joel** (2007), professor of philosophy; B.A., Ph.D., University of Texas in Austin

**Matewos, Ananya** (2020), assistant professor of teacher education; B.A., St. Olaf College; Ph.D., University of Southern California

**Mauro, Nicholas** (2018), associate professor of physics; B.A., Lawrence University; M.A., Ph.D., Washington University in St. Louis

**McKean, Rebecca** (2010), associate professor of geology; B.S., St. Norbert College; M.S., Northern Arizona University; Ph.D., University of Nebraska-Lincoln

**McKoy, Rachel** (2022), assistant professor of biology; B.S., University of Evansville; Ph.D., Purdue University

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**Miller, John** (2021), dean of curriculum, senior diversity officer; B.A., M.S.W., University of South Carolina; Ph.D., University of Tennessee

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**Morgan, Toni** (2020), assistant professor of communication and media studies; B.S., Abilene Christian University; M.A., Texas State University; Ph.D., University of Nebraska-Lincoln

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**Mumma, Shelly** (2006), director of leadership, student engagement & first year experience and the campus center; B.A., Washington State University; M.S., Wright State University; Ph.D., University of Nebraska-Lincoln

**Ngo, Paul Y. L.** (1996), associate professor of psychology; B.A., Rutgers University; M.A., Ph.D. University of Notre Dame

**Niu, Yi-Lan** (2007), associate professor of music; B.A., National Taipei Teachers College; M.A., Eastman, School of Music; Ph.D., University of Wisconsin-Madison

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**O'Brien, Jamie** (2013), professor of business administration; B.B.S., Ph.D., University of Limerick

**O'Connor, Andrew** (2019), assistant professor of theology and religious studies; B.A., University of Wisconsin-Madison; M.A., University of Chicago; Ph.D., University of Notre Dame

**Ochsner, Cynthia** (2004), associate professor of chemistry; B.A., Northern Michigan University; Ph.D., Washington State University

**Olson, Michael N.** (2003), assistant professor of physics; B.S., University of Wisconsin-Platteville; Ph.D., Kent State University

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**Poister, David** (1995), professor of chemistry and environmental science; B.S., St. Francis College; M.S., Ph.D., University of Wisconsin-Madison

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**Riggle, Reid R.** (1989), associate professor of education; B.A., Coe College; M.A., Ph.D., University of Iowa

**Rodríguez, Gerardo** (2017), assistant professor of theology and religious studies; B.A., Simpson College; M.A., St. John's University; Ph.D., Saint Louis University

**Rupsch, Stephen** (2005), professor of theatre studies; B.A., California Institute of Integral Studies; M.A., Middlesex University; Ph.D., University of Oregon

**Russel, Jonathon R.** (2001), associate professor of chemistry; B.S., Texas Lutheran University; Ph.D., Dartmouth College

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## Faculty Emeritus

**Abel, Donald C.** (1984), professor emeritus of philosophy; B.A., Gonzaga University; M.A., Tulane University; Ph.D., Saint Michael's Institute; M. Div., Loyola University; Ph.D., Northwestern University



**Adams, Mural F.** (1968), professor emeritus of education; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison

**Agar, Rev. Bartholomew A., O.Praem.** (1972), professor emeritus of music; B.A., St. Norbert College; M.A., Columbia University

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**Benton, James S.** (1981), professor emeritus of sociology; B.A., University of Michigan; M.A., Ph.D., University of California-Los Angeles

**Berken, Bernadette A.** (1982), professor emerita of natural sciences; B.S., M.S., University of Wisconsin; M.S., University of Wisconsin-Milwaukee

**Blahnik, James R.** (1983), professor emeritus of computer science; B.S., University of Wisconsin; M.S., University of Minnesota

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**Day, John F.** (1998), professor emeritus of Spanish; B.A., University of Utah; M.A., University of Northern Iowa; Ph.D., University of Texas at Austin

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**Grassl, Wolfgang** (2004), professor emeritus of business administration; M.S., University of Vienna; Ph.D., University of Graz

**Harrison, William F.** (1969), professor emeritus of business administration; B.S., University of Wisconsin; J.D., William Mitchell College of Law

**Hodgson, James R.** (1970), professor emeritus of biology; B.S., University of Wisconsin-Platteville; M.A., Western Michigan University; Ph.D., Montana State University

**Horn, Robert L.** (1968), vice president for academic affairs and dean of the college emeritus; professor emeritus of

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**Marsden, Michael T.** (2003), dean of the college and academic vice president emeritus; professor emeritus of English, American studies and media studies; B.A., DePaul University; M.A., Purdue University; Ph.D., Bowling Green State University

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**Regan, James T.** (1954), professor emeritus of philosophy; B.S., Regis College; M.A., St. Louis University

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**Thorsen, Arthur L., III** (1979), associate professor emeritus of mathematics; B.A., Dartmouth College; M.S., The George Washington University; M.A., Ph.D., Duke University

**Torimoto, Ikuko** (1991), professor emerita of Japanese; B.A., M.A., Ph.D., Western Michigan University

**Tullbane, Joseph** (1999), associate dean for international education and outreach emeritus; B.A., Rice University; M.A., American University; Ph.D., Georgetown University

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