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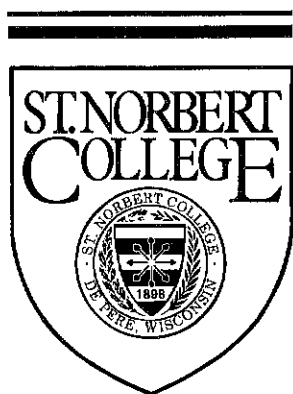
1990-1991 College Catalog

St Norbert College

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St. Norbert College

1990/91 CATALOG



De Pere, Wisconsin 54115-2099

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This catalog presents a statement of policies, programs, procedures, regulations and information as of January 1, 1990. These are subject to change without previous notice. Any information, deletion, or revision is effective upon its approval by the appropriate committee, council, governing board or other agency or official of St. Norbert College.

“We at St. Norbert College believe we have a responsibility to promote global awareness as an important part of our students’ experience. St. Norbert students receive a broad knowledge base along with the skills and experiences they will require to exist in a complex world and to nurture values which encourage service and the promotion of social justice.”

“We are committed to use our resources to prepare people to live, work, and function effectively in the 21st century’s global society.”

Dr. Thomas A. Manion
President, St. Norbert College

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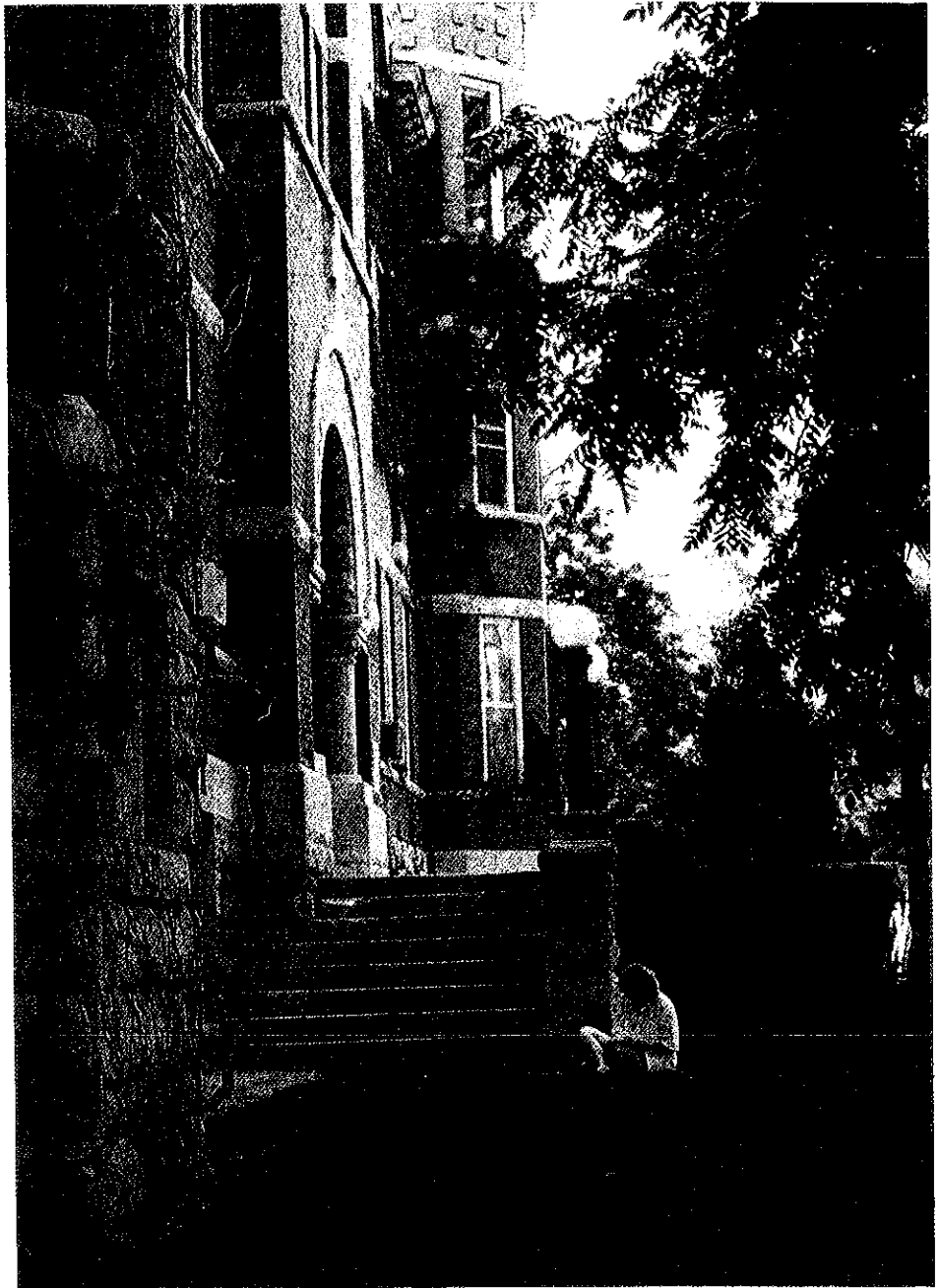
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General Information



The College

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

Since that time St. Norbert has grown to a stabilized enrollment of 1,950 men and women. Modernization, increased size, and sophistication have not changed the basic Pennings philosophy of education: "to perfect the personal, moral, and intellectual development of each student." That philosophy remains the cornerstone of the College's goals and objectives today.

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

St. Norbert is a private, Catholic school, but its administration, faculty, and student body represent all faiths. A deep concern for moral and social values is evident here.

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

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

Mission Statement

As a Catholic liberal arts college in the Norbertine tradition, the mission of St. Norbert College is to provide a superior education that is personally, intellectually, and spiritually challenging.

Respected for academic quality, the St. Norbert community is recognized for sustaining an environment that encourages students of all religions to develop their full potential in understanding and serving their world.

Mission Statement Implications

By *Catholic College*, we mean . . . a college in the Norbertine tradition with a world view based on Judeo-Christian values.

By *Norbertine tradition*, we mean . . . community based on common prayer, self-emptying service, collegiality, subsidiarity, and complementarity.

By *Liberal Arts*, we mean . . . an education that provides all of our students with the broad knowledge, skills and experiences to live in a complex world, and an ongoing commitment to enhancing our traditional strength in the liberal arts and sciences.

By *personally, intellectually, and spiritually challenging*, we mean . . . the developments of those qualities in students which enable them to come to grips with cultural and societal change so as to confront, to shape and to grow with the future.

By *academic quality*, we mean . . . superior faculty, staff, students, curriculum and resources.

By *sustaining an environment*, we mean . . . providing the institutional resources which encourage personal development in an atmosphere of caring, mutual respect, and trust.

By *encourages students of all religions*, we mean . . . Christian and non-Christian.

By *full potential*, we mean . . . recognizing and developing their talents.

By *understanding and serving their world*, we mean . . . using their talents, for the betterment of family, local community, society, and humankind.

Goals and Objectives

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

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

Ends

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

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

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

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

Means

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

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

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

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

Religious Dimension

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

Hallmark of the Norbertine Way of Life: Community

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

12 Religious Dimension

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

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

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

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

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

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

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

The Curriculum, the Disciplines, and the Faculty

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

More specifically, the College expects its students to grapple with ultimate questions in a formal way. This is done in the several disciplines, for example, literature, history, and science, but particularly in religious studies and philosophy. The core of this orientation to education is derived from the Gospel

of Jesus Christ as vitally expressed in the Catholic tradition. This means especially that the College attempts to maintain an increasingly competent religious studies staff. Although learning defies the borders of the various disciplines and every discipline impinges upon the investigation of the others, the tradition of this college makes the excellence of this department singularly imperative.

The values that emerge from the Gospel and the age-old tradition of Catholic learning should aid in intensifying the meaning of literature, the arts, and professional traditions studied by St. Norbert students. In pursuit of this end the College holds high among the criteria for recruiting faculty and administrative personnel both professional competence and a willingness to accept the value-oriented approach to education of the College as well as a willingness to contribute to its implementation.

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

Concentric Circles: Religion and the College

In a time of sharp questioning, much freedom, and greater independence, all the members of the St. Norbert College community might be viewed as a series of concentric circles.

First, there are those, perhaps even a large number, who come to St. Norbert for vocational reasons, or because of its convenient location, or for other reasons unrelated to religion. This circle of persons may study or work at the College, little influenced by its religious dimension except in passing fashion in one way or another.

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

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

The Church at St. Norbert College

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

The Eucharist is the central liturgical celebration of the Church at St. Norbert College. It is celebrated each day and on Sundays in Old St. Joseph Church, the oldest building on campus.

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

Ministry to the Campus and Beyond

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

Some examples indicate that this ministry has developed in a number of areas on the campus. Reflection-action groups on issues of peace and justice complement prayer-study groups on Scripture and meditation. Soup with Substance, a faculty-student exchange, meets regularly to discuss current concerns in the world, the Church, or the campus. Volunteer outreach programs take some students to the parishes of the area, Brown County service agencies, and a number of other volunteer projects in the Green Bay-De Pere area and throughout the United States.

The theologians and other faculty on campus have been active participants in continuing pastoral and religious education programs in the Green Bay Diocese. The College sponsors a Theological Institute each summer, providing an opportunity for the updating and enrichment of Christians who minister in a variety of contexts around the country. In 1984 the College established the Killeen Chair of Theology and Philosophy to enable St. Norbert College to bring to the campus each year for short periods of time a variety of nationally and internationally known figures in the fields of theol-

ogy and philosophy. In the summer of 1987, the College also introduced a Master of Theological Studies graduate program. This program was developed in response to a request from the Catholic Diocese of Green Bay, Wisconsin, which sought graduate training in pastoral studies for those persons who are, or will be, occupying key administrative and pastoral positions in the parishes of the diocese.

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

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

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

Student Life: An Emphasis on Christian Values

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

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

16 Student Life

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

The Challenge

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

Academic Calendar 1990-91

Semester I

Faculty Conference	Friday, August 31
Freshmen Arrive	Sunday, September 2
Orientation	Sunday, September 2 - Tuesday, September 4
Registration & Advisement	Monday, September 3 and Tuesday, September 4
Labor Day (Advisement)	Monday, September 3
Classes Begin	Wednesday, September 5
Drop/Add Deadline	Tuesday, September 11
Long Weekend (no classes)	Thursday, October 11* to Tuesday, October 16, 8:00 a.m.
Mid-Term Reports	Friday, October 26
Advisement Days	Tuesday, November 6 Wednesday, November 14
Last Day for Course Withdrawals	Friday, November 16
Thanksgiving Vacation	Tuesday, November 20* to Monday, November 26, 8:00 a.m.
Registration	Monday, December 10 - Friday, December 14
Classes End	Friday, December 14
Final Exams	Monday, December 17 - Friday, December 21
Halls Close	Saturday, December 22

Semester II

Halls Open	Sunday, January 20
Registration	Monday, January 21
Classes Begin	Tuesday, January 22
Drop/Add Deadline	Monday, January 28
Spring Break	Friday, March 8* to Monday, March 18, 8:00 a.m.
Mid-Term Reports	Friday, March 22
Easter Vacation	Thursday, March 28* to Tuesday, April 2, 8:00 a.m.
Advisement Days	Wednesday, April 17 Tuesday, April 23
Last Day for Course Withdrawals	Friday, April 19
Registration	Monday, May 6 - Friday, May 10
Classes End	Friday, May 10
Final Exams	Monday, May 13 - Friday, May 17
Halls Close	Saturday, May 18
Commencement	Sunday, May 19

*Vacation period begins at the end of assigned classes.

Academic Calendar 1991-92 (Tentative)

Semester I

Faculty Conference	Friday, August 30
Freshmen Arrive	Sunday, September 1
Orientation	Sunday, September 1 - Tuesday, September 3
Registration & Advisement	Monday, September 2 and Tuesday, September 3
Labor Day (Advisement)	Monday, September 2
Classes Begin	Wednesday, September 4
Drop/Add Deadline	Tuesday, September 10
Long Weekend (no classes)	Thursday, October 10* to Tuesday, October 15, 8:00 a.m.
Mid-Term Reports	Friday, November 1
Advisement	To be set later
Last Day for Course Withdrawals	Friday, November 22
Thanksgiving Vacation	Tuesday, November 26* to Monday, December 2, 8:00 a.m.
Registration	Monday, December 9 - Friday, December 13
Classes End	Friday, December 13
Final Exams	Monday, December 16 - Friday, December 20
Halls Close	Saturday, December 21

Semester II

Halls Open	Sunday, January 19
Registration	Monday, January 20
Classes Begin	Tuesday, January 21
Drop/Add Deadline	Monday, January 27
Spring Break	Friday, March 6* to Monday, March 16, 8:00 a.m.
Mid-Term Reports	Friday, March 20
Easter Vacation	Thursday, April 16* to Tuesday, April 21, 8:00 a.m.
Advisment	To be set later
Last Day for Course Withdrawals	Friday, April 10
Registration	Monday, May 4 - Friday, May 8
Classes End	Friday, May 8
Final Exams	Monday, May 11 - Friday, May 15
Halls Close	Saturday, May 16
Commencement	Sunday, May 17

*Vacation period begins at the end of assigned classes.

Admission

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

Because the College has established a student enrollment limit, it has not, in recent years, been possible to admit every student judged to have proper academic preparation. For this reason, students are encouraged to begin seeking admission at the conclusion of their junior year of high school. Qualified students who delay filing an application for admission until late in the second semester of their senior year may not be permitted to enroll because there may not be space available. So that class size will guarantee a healthy exchange of ideas between professor and student, so that residence halls will not be taxed beyond their capacity, and so that financial aid resources will be available to meet the needs of those who enroll, it is essential that the College limit its freshman class to approximately 500 students each year.

The Admission Process

Obtain an application for admission from the Office of Admission, complete and return it along with a \$25.00 matriculation (application) fee. Students should ask their high school and any college or university that they may have attended to forward an official transcript of all work attempted directly to the Office of Admission. Test results from one of the following college entrance examinations are also required:

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

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

Since the high school record is the single most important factor for *freshman* applicants, it is usually possible to notify a candidate of the College's decision once we have received an application, test scores, and a high school transcript reporting courses taken, class rank, and the grades earned during the first six semesters of high school.

20 Admission

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

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

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

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

About Our Students

St. Norbert College seeks a freshman class of approximately 500 students with a nearly equal number of men and women. Twenty-three states are represented on the St. Norbert campus, but the majority of our students are from Wisconsin, Illinois, Michigan, Iowa and Minnesota. The majority of our students live in residence halls on campus.

Transfer Students

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

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

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

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

Veterans

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

Advanced Placement and Credit-by-Examination

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

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

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

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

For more information about admission contact:

Office of Admission
St. Norbert College
De Pere, WI 54115-2099
(414) 337-3005
1 (800) 236-4878

Financial Aid

A college education is a major investment. At St. Norbert College we can help make that educational investment affordable. Nearly 80 percent of our students receive some form of financial aid. To achieve our goal of helping students obtain an affordable and quality college education, St. Norbert College allocates funds each year for distribution to students whose families lack the necessary funds. More than \$10 million in financial aid is available annually at St. Norbert College in the form of scholarships, grants, student employment and loans.

Eligibility for Financial Aid

St. Norbert College believes that the primary responsibility of financing a college education rests with the family. However, because many families cannot finance a student's education in full, supplemental assistance is often required.

Basic to the concept of such financial assistance is the demonstration of "financial need." Most financial aid at St. Norbert is awarded on the basis of financial need. Financial need can be defined as the difference between the total cost of education (tuition and fees, room and board, books and supplies, personal expenses and transportation) and the portion of those costs that can be reasonably expected to be met by the family. To determine equitably a family's ability to provide for the cost of an education, St. Norbert College participates in the needs analysis service of the College Scholarship Service (CSS).

Applying for Financial Aid

Applicants are encouraged to submit a Financial Aid Form (FAF) of the College Scholarship Service (CSS) by St. Norbert's priority deadline of March 1 to insure consideration for all funds. Students may still apply after March 1 but all forms of assistance may not be available.

All students who have been accepted for admission to St. Norbert College and who present evidence of financial need are not only eligible to apply for assistance but are encouraged to do so.

Notification of Financial Aid

In considering an applicant for aid, the Financial Aid Office reviews each application in terms of need, academic ability and participation and recognition in extra-curricular activities. Only students who have been accepted by the College will receive a financial aid award. Students in need of a significant amount of financial aid most often receive funds from several different sources. For instance, it is not unusual for applicants to receive a scholarship,

a grant, student employment and a loan. “Packaging” aid in this manner enables the College to make more funds available to a larger number of aid applicants. The total amount of aid awarded a student depends on the student’s financial need.

Students can usually expect a tentative award from the College within four weeks after the processed Financial Aid Form has been received by the Financial Aid Office. Final awards are mailed to students as close to June 1 each year as possible.

All financial aid awards — college, state and federal — are made for a given academic year, and will be renewable as long as the student maintains satisfactory academic progress and continues to demonstrate financial need. To be considered for renewal of financial aid, students must submit a new Financial Aid Form (FAF) by the specified deadline.

How Can Financial Aid Be Lost?

The Higher Education Act of 1965 made by the Consolidated Omnibus Budget Reconciliation Act of 1985, the Higher Education Amendments of 1986 and the Higher Education Technical Amendments of 1987 establish minimum standards of “satisfactory progress” for students receiving Title IV student financial aid or PLUS/SLS student loans. Title IV programs include the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work Study (CWS), Perkins Loan and the Guaranteed Student Loan (GSL).

By law, at the time of transfer to another educational institution, students not making satisfactory progress as defined below must have that information included on their Financial Aid Transcript (FAT).

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Satisfactory Progress

Satisfactory progress is defined as meeting the standards set by the College for progress toward a degree. The minimal requirements are the following:

	Minimum GPA	Minimum Courses Completed
After 2 semesters	1.75	6
After 4 semesters	2.00	13
After 6 semesters	2.00	20
After 8 semesters	2.00	28*

*The full 32 courses must be completed by the end of the ninth semester, unless special arrangements have been approved by the Dean of the College. Students who fail to meet the minimal progress requirement will have their cases referred to the Dean of the College for action, which may take the form of either strict academic probation or dismissal. If strict academic probation is granted the student will have continued aid eligibility.

Types of Financial Aid

Scholarships

SNC Presidential Scholarship — To qualify the students must have had a strong college preparatory academic program in high school, a class rank in the upper 1/5 of the class at the sixth and seventh semesters and above average scores on the SAT or ACT. Emphasis is also placed on a student involvement with high school and community activities as well as the student leadership qualities. Qualifying students are selected on the basis of an interview. Scholarships have a value of \$2,000.

SNC Distinguished Trustees Scholarship — Awarded to student with exceptional academic potential. Selection is based primarily on test results from SAT and ACT and high school grades and rank in class. Need is not a factor in the selection process. Scholarships have a value of \$3,500 to \$5,000.

SNC John F. Kennedy Leadership Award — Awarded to talented men and women with leadership potential. Students must have completed a pattern of high school courses considered to be solid preparation for college. Selection focuses on how the student spends his or her time out of the classroom. Leadership positions, activities, community service and part-time work experience will all be considered. Awards have a value of \$1,000.

Army ROTC Scholarship — The U.S. Army offers one-year, two-year, three-year, and four-year ROTC Scholarships to qualified men and women. These scholarships include a monthly cash allowance of \$100, a tuition benefit of \$7,000 plus full payment of fees, books and other classroom expenses. Scholarship eligibility is not based on financial need.

SNC Abbot's Award — This program is intended to assist students from families where more than one student is in attendance at the same time at St. Norbert College. Families with two SNC students will receive an award of \$500 for each student's tuition bill. Those with three or more will receive an award of \$1,500. Students in the program must not have previously been awarded a bachelor's degree and must be attending St. Norbert College on a full-time basis.

SNC Grants — Awarded to students who have satisfactory academic record and have potential for college work. Grants vary in value and are dependent on documented financial need.

Wisconsin Tuition Grant — This program is available to all Wisconsin residents attending eligible independent colleges or universities within the state. Grants are based on a student's demonstrated need. The grants range up to \$2,172 each year and are renewable.

Pell Grants — These federal grants are available to all students who are U.S. citizens, eligibility for Pell Grants is determined annually by completing the Financial Aid Form. Pell Grants currently range up to \$2,300 each year and are renewable.

Supplemental Grants (SEOG) — Federally funded Supplemental Educational Opportunity Grant (SEOG) are limited to students with exceptional financial need who would otherwise be unable to enroll at St. Norbert College. Grants usually range from \$200 to \$1,500 each year.

Student Employment

College Work-Study — Students are awarded College Work-Study on the basis of financial need. Students normally work 5-10 hours per week and are able to earn from \$600 to \$1,200 a year

SNC Regular Employment — Although students who demonstrate financial need have first priority for on-campus jobs, many students who do not demonstrate need will be considered for on-campus job placement. Students should file an employment application with the Financial Aid Office.

Loans

Carl D. Perkins National Direct Student Loan — Long-term low interest loan for students who demonstrate financial need, jointly sponsored by the federal government and St. Norbert College. Students may borrow up to \$2,250 for each academic year to a total of \$9,000. The loan is interest free as long as the borrower remains a half-time student. Simple interest at the rate of 5 percent begins nine months after the student graduates, leaves school or drops below half-time status. Repayment is extended over a five to ten year period.

Stafford Loan — Federally subsidized loans through private lenders (banks, credit unions or savings and loans). Students may borrow up to \$2,625 per academic year during to freshman and sophomore year and \$4,000 per academic year for upper level undergraduates. The loan is interest free as long as the student remains a half-time student. Simple interest at the rate of 8 percent begins six months after the student graduates, leaves school or drops below half-time status. Repayment is extended over a five to ten year period. New borrowers will have an interest rate of 10 percent beginning their fifth year of payment. Students must demonstrate financial need in order to qualify for the loan.

Parent Loan for Undergraduate Students (PLUS) — This program allows parents to borrow up to \$4,000 each year for each student they have in college. The interest rate is variable with a ceiling of 12 percent. The parent begins repayment on the loan within 60 days after the loan has been made. Loans are secured through private lenders.

Endowment and Annual Scholarship

In addition to the source mentioned above the College administers scholarship funds which have been donated by private individuals and companies. These funds are generally awarded to continuing students on a competitive basis.

Endowment Scholarships

- The AJM Teacher Scholarship Endowment
 Thomas E. Allen Kappa Chi Scholarship
 Genevieve M. Anthony Scholarship
 Mando S. Ariens Memorial Scholarship
 Helen Asmuth Memorial Endowed Scholarship
 The Rev. Simon Becker, O.Praem., Scholarship
 in Biology
 Catherine Turnbull Beisel Scholarship Fund
 Belgian Heritage Scholarship
 Lawrence and Grace Berner Endowed
 Scholarship Fund
 Lynde and Harry Bardley Fellows Program
 Marie Bertha Memorial Scholarship
 Joseph M. and Olivia C. Bischel Scholarship
 Wilbur J. and Anne Boucher Scholarship
 Brusky Family Endowed Scholarship
 Wallace P. Buerschinger Endowed Scholarship
 The Rev. Dennis M. Burke Endowed Scholarship
 Howard F. Burke Endowed Scholarship
 James P. and Josephine M. Burns Endowed
 Scholarship
 Calawerts Family Scholarship*
 William G. and Jane E. Champion Scholarship Fund
 Cher-Make Sausage Company Scholarship
 Peter Chiuminatto Family Endowed Scholarship
 The Rev. Geoffrey Claridge, O.Praem.,
 Scholarship in Library Science
 Class of 1985 Senior Scholarship
 Class of 1987 Alumni Scholarship
 Class of 1988 Mark Sherman Memorial
 Scholarship
 Class of 1989 Leadership in Action Scholarship
 Henry B. and Henry C. Cleereman Scholarship
 Dr. Raymond Clouthier Memorial Scholarship
 Cletus and Mabel Collom Memorial Scholarship
 Joseph M. and Jeannette B. Conway Memorial
 Scholarship
 Herbert and Lauretta Cuene Scholarship
 John Dalsao Memorial Endowment Scholarship
 Bishop Joseph T. Daley Memorial Scholarship
 Gregoire Denis Fund, Inc.
 Fr. Joseph E. Dorff Scholarship
 Eisch Family Endowed Scholarship Fund
 E.L. Everson Scholarship
 English Faculty Endowed Scholarship
 FEECO International Business Scholarship
 The Rev. Robert Finnegan, O.Praem.,
 Scholarship in Accounting
 Frankenthal Family Foundation Scholarship
 Gehrman-Siverling Scholarship Fund
 The Ed and Marge Goetz Scholarship
 Green Bay Bankers Association Endowed
 Scholarship
 Fr. Gene Gries Endowed Student Life
 Scholarship
 Lella H. Gross Scholarship
 Mr. and Mrs. Louis T. Guyon Scholarship
 William Hensen and Lois Englebert Hensen
 Scholarship
 Adelaide Hayes Scholarship
 William Randolph Hearst Foundation
 Scholarship
 M.T. Heller Scholarship
 Elizabeth B. and Philip J. Hendrickson
 Scholarship
 William Hoberg Scholarship
 Grace Mary and Robert L. Hoffmann Endowed
 Scholarship
 Bobby Horn Memorial Scholarship
 Kenneth and Anna Ishimitsu Family Scholarship
 Robert C. Jacobs Scholarship
 Donald and Mary Johnson Scholarship
 Anselm M. Keefe Science Scholarship
 Edward C. Killeen Scholarship
 Edmund and Ardina Kline Scholarship
 Kohler Foundation Scholarship
 Dominic V. and Patricia A. Kwaterski
 Endowed Scholarship
 Joseph LaForce Endowed Scholarship Fund
 Linda LaPlant Memorial Endowed Scholarship
 Charles A. Lawton Scholarship
 Catherine E. Ledvina Scholarship
 Steven Leiding Endowed Scholarship
 Mallette Family Endowed Scholarship
 Thomas A. Manion Family Endowed Scholarship
 Robert M. McKenna Family Scholarship
 Henry R. Metz Scholarship
 Lucille Meusel Vocal Endowed Scholarship
 Victor I. Minahan Endowed Scholarship
 Henry G. Mueller Scholarship
 Frank L. and Catherine E. Mulrooney
 Memorial Scholarship
 Murphy/Alexander and Alexander Endowed
 Business Scholarship Fund
 Albert C. Neufeld Endowed Scholarship
 Ellen Hogan Neufeld Music Scholarship
 Joseph A. and Evaleen E. Neufeld Endowed
 Scholarship
 Bernard C. Olejniczak Scholarship Fund
 Helen Oppenhamer Endowed Scholarship
 Milton and Mayre Parish Scholarship
 The Peterson Scholars
 Peter P. Pritzl Science Scholarship
 Helen D. Roberts Scholarship
 Brenda Roebke Memorial Endowed Scholarship
 John and Meredith Rose Endowed Scholarship
 James H. Ruben Scholarship
 Agnes Ryan Scholarship
 Dr. Herbert and Crystal Sandmire Endowed
 Scholarship Fund
 Charles and Martha Sauter Endowed Scholarship
 Gordon L. Schiffer Scholarship
 Schneider Transportation Scholarship
 Dr. William M. Scholl Scholarship
 Malcolm H. and Rose Schuldes Scholarship
 Mr. and Mrs. Frank J. Sensenbrenner and
 Children Scholarship
 Robert A. Shade Family Endowed Scholarship

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Fr. Robert Stromovsky Endowed Music
Scholarship
William Thiel Memorial Endowed Fellowship
Math and Julia Thielges Memorial Scholarship
James Thomas Memorial Scholarship
The Dennis Thulin and Sara Beisel Thulin
Scholarship Fund
John and Louise Torinus Endowed Scholarship
U.S. Oil Endowed Scholarship Fund
Frank and Dorothy Vandenberg Scholarship
Harold and Arleen Vanden Heuvel
St. Norbert College Scholarship

Sarah and Joseph Van Drisse Memorial
Scholarship
Wadsworth Scholarship
Byron L. Walter Family Trust
John and Mary Walter Family Scholarship
S.D. (Pop) Warner Scholarship
Willems Presidential Scholarship
Wisconsin Public Service Corporation Endowed
Scholarship

**Currently annual until fully funded*

Annual Scholarships

Brutvan Biology Scholarship
John and Judith Burke Annual Scholarship
C.A. Gross Company Scholarship
Cray Research Scholarship
Cruisers, Inc. Annual Scholarship
Endries Annual Scholarship
First Northern Savings and Loan Association
Scholarship
Siobhan Alice Flanigan Annual Scholarship
Kevin P. Francken Memorial Scholarship
German-American Society Scholarship
Hayes Manufacturing Group Scholarship
Hinkle Leadership Scholarship
Johnsonville Sausage Scholarship
Jonet and Fountain Accounting Scholarship
Kellogg-WPS Business Scholarship

Kodak Scholarship
Kohler Company Scholarship
Milton High School Leadership Scholarship
Jack and Sue Mullins-Witkin Scholarship
Joseph and Evaleen Neufled Presidential
Scholarship
North Shore Savings and Loan Association
Commerce Scholarship
St. Norbert Abbey Scholarship
Sargento Cheese Company, Inc. Scholarship
Seven Up Bottling Co., Inc. Scholarship
Cantius "Ken" Stock Memorial Scholarship
Super Valu Scholarship
Deborah and Lawrence Vesely Scholarship
Vollrath Free Enterprise Scholarship
WFRV Scholarship

For more information about financial aid contact:

St. Norbert College
Financial Aid Office
De Pere, WI 54115-2099
(414) 337-3071

Fees and Expenses

Application (Matriculation Fee)

\$25.00 — This *non-refundable* fee must be paid at the time of application.

Deposit for New Students Living on Campus

\$200.00 — This deposit must be paid by March 15 or 30 days after admission has been offered. It is *non-refundable after May 1*. \$100 is applied to the first semester's tuition, \$100 is held as a room security deposit. Damages to a room and violations to the room contract may result in a reduction of the room security deposit.

Deposit for New Commuting Students

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

Deposit for All Returning Students

\$100.00 — This deposit is required of all students planning to enroll in the succeeding fall semester. The deposit is due March 15 and will be applied to the fall semester's tuition. It is *not refundable after April 15*. It is refundable prior to April 15 upon written request.

Tuition (Full-time students)

\$9,440.00 — Tuition per academic year for full-time students taking three or four courses each semester.

Tuition (Part-time students)

\$1,180.00 — Per course. Students taking less than three courses in a semester are charged \$1,180 for each course taken for credit.

Tuition (More than four courses)

\$590.00 — Full-time students who take extra courses are charged \$590 for each course taken after the basic four ordinarily attempted.

Tuition (Audited courses)

\$590.00 — Part-time students who audit courses for no credit are charged \$590 per course.

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Room Charges (Double occupancy)

\$1,870-2,100 — Per academic year.

Room Charges (Single occupancy)

\$2,020-2,200 — Per academic year.

Board Charges (On-campus residents)

Mandatory Board Plan for all resident students living in one of the College's six residence halls (excludes those students living in College owned Houses, Apartments and Townhouses). All meals served in the Cafeteria Buffet Dining Room in the Sensenbrenner Memorial Union. Three meals per day available Monday - Friday, two meals per day available Saturday and Sunday.

ANY 14 meals per week — \$900.00 per semester

ANY 11 meals per week — \$825.00 per semester

All incoming resident freshmen will be required to purchase the "Any 14 Meal Plan" for the fall semester.

Also, a flexible addition of the meal plan is meal plan dollars (\$150.00 with the 14 meal plan and \$165.00 with the 11 meal plan). These dollars can be used in other food service locations for alternative meals. These other locations are the Knight Klub Short Order Grill, the Ala Carte/Shield Room Lunch area, and any special catered meal. The meal plan dollars are placed on the student's meal plan photo card at the beginning of each semester. All meal plan dollars have to be spent by the end of each semester. Once they are used up they cannot be added to. These meal plan dollars are included in the semester costs listed above.

Optional Board Plan for all students living in College owned Houses, Apartments and Commuters. Same dining location and serving schedule as mandatory board plan for resident students.

ANY 7 meals per week — \$510.00 per semester

ANY 5 meals per week — \$385.00 per semester

All meal cards will be electronically programmed with the number of meals per week you select. One card per plan per student. Cards are photo I.D.'s of excellent quality and clarity and remain with owner assigned to them. A dining week runs from Sunday through Saturday.

Student Activity Fee

\$75.00 — Per academic year.

Late Fee

\$25.00 — A late fee will be assessed to any student who fails to report to the Business Office within the first week of any new semester and verify his/her registration and sign for their financial aid.

Overseas Program Charges

- \$ 150 — administrative fee for all overseas programs and tours.
- \$ 115 — course charge for those students who take a foreign tour for credit.
- \$5,000 — Chinese exchange fee.

Payment Policy

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

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

Students will not be issued official grade transcripts or permitted to register for succeeding semesters until such time all fees have been satisfied. Diplomas will not be issued unless all fees have been satisfied and exit requirements (Stafford and Perkins Loan recipients) have been met.

Refund Policy for Withdrawal

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

Tuition & Activity Fee

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

Room and Board

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

Students who feel that individual circumstances warrant exceptions from the above published policy, may contact Mr. Paul Kolbach, Controller, St. Norbert College, De Pere, Wisconsin 54115.

Academic Program

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

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

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

Division of Humanities and Fine Arts

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

Division of Natural Sciences

- Biology
- Chemistry
- Computer Science
- Environmental Science
- Geology
- Mathematics
- Mathematics/Computer Science
- Medical Technology
- Physics

Division of Social Sciences

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

Inter-Divisional

- Computer Information Systems
- International Business and Language Area Studies
- International Studies

Pre-Professional*

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

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

Extra-Divisional

- Physical Education
- ROTC
- Aviation

Bachelor's Degree Requirements

To graduate from St. Norbert College the student must successfully complete at least 32 courses with a minimum cumulative grade point average (G.P.A.) of 2.00. Within the 32 course standard, the student must fulfill the requirements of the General Education Program and an approved major program.

The General Education Program

Philosophy of General Education

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

Goals of the General Education Program

The General Education program:

1. *helps students become more aware of the Judeo-Christian heritage, especially as developed in the Catholic Christian tradition by encouraging them to recognize the differences and similarities between their own and other Christian and non-Christian religions, and challenges them to identify their own moral and religious convictions.* It enables them to recognize the moral issues involved in making human choices. This should help prepare them to exercise their duties as citizens through responsible participation in the social, political, and economic processes of daily life.
2. *fosters development of essential skills.* These skills — the ability to analyze, quantify, interpret, synthesize, and communicate — are of vital importance in that they provide students with the basis and motivation for continued self-education.
3. *helps students to appreciate the importance of method in intellectual pursuits by having them experience the various learning methods used in studying the subject matter of the Humanities, Fine Arts, Social Sciences, and Natural Sciences.* Through this emphasis upon the processes by which learning is accomplished, the General Education Program prepares students to deal with the proliferation of knowledge in a world of rapid change and enables them to continue to enrich their lives through self-education.

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4. *helps students to develop an understanding of human nature, human relationships and the natural world.* We must develop the capacity to understand and enjoy uniquely human creative expression, and we must become aware of the need for compassion in dealing with others. We must be aware of our interaction with the environment and of our responsibilities toward it.
5. *seeks to help students achieve an awareness of the continuity and diversity of human experience.* In the words of John Henry Newman: "The truly great intellect is one which takes a connected view of the old and the new, past and present, far and near, and which has an insight into the influence of all those on one another without which there is no whole, no center." We must understand that we share the world with people who have unique heritages of their own and that our own heritage is not the only one.
6. *helps students to integrate knowledge from a variety of sources and to appreciate the relationship between ideas and experiences.*

Program Description

Courses in the General Education Program fulfill specific criteria which are based on the Philosophy Statement. General Education courses serve the purpose of a broad liberal arts education for all students when concentrating in particular fields. Whether an approved General Education course also satisfies a major requirement will be decided by the individual discipline.

Criteria for General Education Courses

Because General Education courses are aimed at a broad liberal arts education rather than at specialization, these courses normally will not have other courses as prerequisites. General Education courses fulfill the following criteria:

Values: General Education courses examine and critically reflect upon the value statements and consider the implications of those values.

Methods: General Education courses teach the major methodologies employed in the content area, and help students apply those methodologies where appropriate.

Essential Skills: The abilities to analyze, quantify, interpret, synthesize, and communicate are of vital importance in that they provide us with the basis and motivation for continued self-education. Among the methods which may be used to encourage the development of these abilities are oral presentations (e.g., reports, panel discussions, debates), and written assignments completed outside the classroom (e.g., a research paper, several short essays, laboratory reports, journals).

Verbal Skills courses in the lower biennium give systematic attention to writing, and, to the extent possible, speaking. All upper biennium courses include guidance in writing, and oral exercises are also encouraged.

Continuity and Comparison: The General Education Program contributes to student understanding of Western tradition. We exist in the present as heirs and products of our past, and what we do now will affect the future. Therefore, the comparative study of our formative tradition and the traditions of others is of critical importance. Also, The General Education Program presents the diversity of human life and thought, and stresses critical comparison and intelligent qualitative judgments.

Distribution Areas and Requirements

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

Lower Biennium (Freshman/Sophomore Level)

The student must take one course from each of the following distribution areas:

Area I: Religious Heritage

These courses are designed to help students develop a deeper understanding of the Catholic Christian heritage and to help them clarify their values in the context of the Christian tradition.

- RS 106 Introduction to the Bible
- RS 114 Introduction to Theology

Area II: Human Nature

These courses consider the particular theory(s) of human nature expressed in the course materials, develop the assumptions on which the theory(s) is based, and show the implications of the position(s) in relation to self, others and nature.

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

Area III: Human Relationships

Courses focus on the reality of human interdependence and stress the value of cooperation, the reality of competition, and the results of human conflict.

- DS 220 Lifespan Human Development
- Ec 100 Evolution of Economic Ideas

- Ge 225 Social Geography
- IS 100 Introduction to International Studies
- Ps 100 General Psychology
- Sc 100 Introduction to Sociology
- Sc 111 Cultural Anthropology

Area IV: Natural World

Courses develop an understanding of the order, disposition, and essence of entities composing the physical world; or they consider the natural environment as well as the controlled (or human-made environment).

- BI 100 Human Biology
- BI 120 General Biology I
- BI 180 Biological Diversity
- Ch 100 Applications of Chemistry
- Ch 105 General Chemistry I
- DN 103 Science and Society
- DN 104 History of Science
- DN 105 Geology
- DN 120 Geology of Wisconsin
- Ge 120 Physical Geography
- Py 101 Concepts of Physics
- Py 121 General Physics
- Py 141 Astronomy

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Area V: Creative Expression

Courses deal in depth with at least one form of creative expression and develop an awareness of, and sensitivity to the aesthetic process.

- Ar 110 History of Painting
- Ar 115 History of Modern Painting
- Ar 120 History of Modern Sculpture
- Ar 205 The Photographic Aesthetic
- Cl 220 The Tragedies and Comedies of Greece and Rome
- DH 100 Introduction to Humanities
- DH 160 Japanese Aesthetic Thought
- DH 262 War and Peace in U.S. Literature
- En 150 Literary Genres
- En 212 Modern British Novel
- En 221 American Short Story
- Mu 176 Music Appreciation

Area VI: American Heritage

Courses deepen appreciation and basic understanding of our own heritage in the United States.

- DH 262 War and Peace in U.S. Literature
- En 216 19th Century American Novel
- En 218 Modern American Novel
- En 221 The American Short Story
- Hs 116 History of the United States
- Po 130 United States Politics and Government
- RS 121 Religion in America
- Sc 235 Work in America
- Sc 265 American Culture

Area VII: Foreign Heritages

Courses make students aware that we share the world with people who have unique heritages.

- Any Foreign Language studied through the 201 level
- DH 160 Japanese Aesthetic Thought
- DH 205 German Literature and Destiny
- DH 207 Modern Latin American Literature and Culture
- DH 208 Spanish Life and Culture
- DH 210 Soviet Literature and Culture

- DH 212 Japanese Literature and Culture
- DH 213 Modern Continental Drama
- DH 214 Latin American Novel
- DH 222 Continental Novel
- DH 280 Japanese Culture and Society
- Fr 251 Contemporary French Novel
- Hs 111 Western Civilization
- Hs 118 Survey of African History
- Hs 122 Modern Eastern Asia
- Hs 130 History of Latin America
- Hs 240 History of Russia
- Po 260 Soviet Politics

Area VIII: Quantitative Skills

Courses include as a major component one of the following: pure or applied mathematics; computer programming; statistical methods; collection, measurement, and analysis of experimental data; or the application of mathematics to problems appropriate to another discipline.

- CS 110 Introduction to Computer Programming
- CS 210 COBOL Programming and Business Applications
- DS 224 Basic Statistics
- Mt 114 Algebra and Finite Math
- Mt 115 Pre-Calculus
- Mt 124 Survey of Calculus
- Mt 131 Calculus and Analytic Geometry I
- Mt 132 Calculus and Analytic Geometry II

Area IX: Verbal Skills

One of the major objectives of courses carrying a verbal skills (V) designation in the Lower Bienenium is to attempt to improve the student's writing and reading skills. A substantial amount of writing is required in these courses. Attention is given to the development of the student's writing in terms of the principles of composition such as unity, coherence, logical development, clarity, and precision. Student writing must conform to the conventions of grammar, punctuation, spelling, and usage. During the freshman year, a student must complete at least one course having a verbal skills designation.

Upper Biennium (Junior/Senior Level)

Students must select four courses: one from each of the Areas I, X, XI, and XII. In Areas X, XI, and XII students must select courses other than those that would count in their major.

(Please note that new courses for the Upper Biennium are in the process of development. The *most current* list of offerings and course descriptions will be available in the General Education Program Booklet for 1990-91).

Area I: Religious Heritage

Courses are designed to help students become more aware of the Judco-Christian heritage, especially as developed in the Catholic Christian tradition, recognize the diversity and similarities between their own and other Christian and non-Christian religions, and identify their own moral and religious convictions.

- RS 312 Why the Church?
- RS 320 The Christian Tradition
- RS 324 Women in the Bible
- RS 325 Providence, Suffering and Freedom
- RS 331 Judaism and Christianity
- RS 332 Christian Ethics
- RS 334 Ethics and Society
- RS 350 Christianity and Cultural Diversity

Area X: Western Tradition

Courses focus on Western Culture, in one or more of its various aspects. They expose students to the sources and development of the ideas and values that pervade our society, and also help students understand the influence of the past on the present. The reading of great works in Western Culture is recommended.

- Cl 320 Greek and Roman Thought and Culture
- Hs 330 Medieval and Early Modern Europe
- Hs 350 Modern European History
- Sc 351 Classical Sociological Theory

Area XI: Global Society

Courses emphasize the relationships among countries and peoples, in particular by considering the relations between the developing and the more developed world or by dealing with issues or themes of international significance from several cultural perspectives.

- Sc 340 Global Development and Cultural Diversity

Area XII: Senior Colloquium (GS 400)

This thematic, interdisciplinary course serves as a capstone for the General Education Program. It has an integrative focus and may be team taught. Students must complete one of the approved courses to meet graduation requirements.

- GS 400 Global Problems: Hunger and War
- GS 400 Vietnam War and the American Imagination
- GS 400 The Individual and Society
- GS 400 Religion and Politics
- GS 400 The Southern Experience
- GS 400 Critiques of Modernity
- GS 400 Voices of Central America
- GS 400 Ideal Societies

GS XII Senior Colloquium (GS 400)

Global Problems: Hunger and War

This course addresses two major problems facing the world today, the possibility of a large scale nuclear war and the persistence of hunger and poverty in many parts of the world. The course presents a basic analysis of each issue, addressing the nature of the problem, its causes, and its possible solutions. The analyses of these problems will draw on facts and theories from various disciplines and will include as an important feature a moral analysis of each issue. First semester, each year.

The Vietnam War and American 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.

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The Individual and Society

A study of contemporary theories from four different disciplines on the relation between the individual and society: Karl Marx (political economy), Sigmund Freud (psychology), Ruth Benedict (anthropology), and Edward O. Wilson (sociobiology). The course will examine what these theorists say the relation *is* and what they think it *should be*. First semester.

Religion and Politics

An examination of the teachings of Judaism, Christianity, and Islam in relation to the nature and exercise of politics in selected countries and cultures and how political states and religious societies produce conflict and consensus. First semester, alternate years.

Critiques of Modernity

Modern society first emerged in Europe, but modernization has now become a world phenomenon. On the one hand, modern society is vastly productive and promises both prosperity and power. On the other hand, modernization inevitably destroys or displaces older social and cultural ways; what some see as vitality is experienced as chaos by others. In this course, we will work toward a definition of modernity, come to an understanding of how and why it arose, and then read and discuss some of the most prominent and illuminating critiques of modern culture, modern society, and modern personality.

The Southern Experience

The Southern Experience is an interdisciplinary course exploring the history, social structure and values of the United States South and its twentieth century fiction, which is its greatest artistic achievement. The course's major goals will be a greater understanding of the region in the context of the U.S. experience and appreciation of the South's consistently significant contribution to twentieth century U.S. literature. Texts on the South's history and culture will be supplemented by guest lectures on the region's history, geography, class system, religion, racial makeup, music and mores. Literary works span the fiction of Faulkner and the fugitive movement of the 1920's "Southern Renaissance" through the current "Second Renaissance."

Voices of Central America

This course combines history and literature in presenting students with an integrated vision of Central American experience, thought, and values. Students will examine the role of events and the artistic evaluation of these events in the shaping of

a national consciousness; they will explore literature as an avenue for change or action as well as an expression of consummated acts. The course will proceed chronologically from the pre-Columbian period (pre-1500's) to the age of Democratic Nationalism (1970's-present). Second semester, alternate years.

Ideal Societies

This course addresses the fundamental question: What political and social system best provides for the common welfare? Various answers (and warning) are considered through readings from political philosophy, social commentary, and utopian and anti-utopian literature ranging from classical times to the twentieth century with the intention of stimulating reflection on issues and events in contemporary society.

Med Tech Requirements

Requirements for all Medical Technology majors who enter the College beginning with the fall semester of 1990 are:

Lower Biennium: Seven Areas

One course from *each* of the following areas:

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

Upper Biennium: Four Areas:

One course from *each* of the following areas:

- Area 1: Religious Heritage
- Area 12: Senior Colloquium

One course selected from one of the following areas:

- Area 10: Western Tradition
- Area 11: Global Society

Major Requirements

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

Academic Minors

Students may elect to complete an academic minor in addition to the major program; the minor, however, may not be in the major discipline. The minor will be entered on the permanent record. The minor must be requested on the application for degree form which students fill out one year in advance of the time they expect to be graduated.

Residency Requirements

Baccalaureate candidates must spend their senior year in residence at St. Norbert. Students are considered to be “in residence” if they register for their final eight courses from St. Norbert College.

Application for a Degree

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

Honors Program

The Honors Program at St. Norbert College offers a sophisticated and demanding program of studies and readings, providing eligible students an enriched academic curriculum that is stimulating and challenging.

Incoming freshmen identified by aptitude (ACT/SAT scores) and achievement (class rank, high school grades, and coursework) are invited by the Director of the Honors Program to apply for admission to the Program. Applicants must submit two letters of recommendation and prepare two assigned essays. The Director evaluates the letters and essays and issues invitations to study in the Program.

All other students, including transfers, may apply for admission via a similar procedure until the time they have completed eight SNC courses or 32 semester hours of credit. To continue in the Honors Program, students must remain in the top 20 percent of the college class.

The Honors Program has been designed to function within the General Education Program requirements applicable to all St. Norbert College students. One of the four courses Honors students take each semester for the first three years is a special Honors section in the General Education Program. These classes are usually smaller than other College classes, allowing exploration of materials more closely. In addition, the Honors courses incorporate a

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special reading and discussion program. Students prepare critical or comparative essays on selected books used especially for Honors courses. A senior interdisciplinary colloquium completes the Honors experience.

A student successfully completing all required Honors courses and reading assignments, and graduating in the top 20 percent of the college class is designated "Graduate of the Honors Program." This is noted on diplomas and transcripts, and in the commencement program.

For further information on the St. Norbert College Honors Program, write:

Dr. Larry Thorsen
Honors Program Director
St. Norbert College
De Pere, WI 54115

The Abbot Sylvester M. Killeen Chair of Theology and Philosophy

The Killeen Chair of Theology and Philosophy was established in 1984 to enable St. Norbert College to bring to campus each year for short periods of time nationally and internationally known figures in the fields of theology and philosophy. Through their public lectures, symposia, classroom presentations, and informal conversation, Killeen Chair speakers keep the St. Norbert community abreast of current scholarship on the theological and philosophical issues vital to our time. Recognizing the importance of the research and perspectives of other disciplines for a fuller understanding of the theological and philosophical issues, the Killeen Chair also sponsors visits by scholars in fields such as biology, psychology, economics, and political science.

The Killeen Chair is a resource that underscores the importance of theology and philosophy in a Catholic liberal arts education and highlights the commitment of St. Norbert College to provide an education that is personally, intellectually, and spiritually challenging. The programs sponsored by the Killeen Chair are designed to benefit not only students and faculty, but the wider College community, the Diocese of Green Bay, and the general region of Northeastern Wisconsin.

Academic Regulations and Information

Course System

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

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

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

Course Load

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

Degree Requirements

To graduate from St. Norbert College the student must successfully complete at least 32 courses with a minimum cumulative grade point average (G.P.A.) of 2.00. Within the 32 course standard, the student must fulfill the requirements of the General Education Program and an approved major program.

Probation and Dismissal

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 probation or dismissed from the College for either unsatisfactory grade point average or for withdrawing from and/or failing courses.

Unsatisfactory Grade Point Average

Any time the grade point average falls below 1.75 during the first two semesters, the student will automatically be placed on probation. A grade point average of 1.50 or less will be referred to the Dean of the College for action, which may take the form of either strict probation or dismissal.

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After the freshman year, the College expects the student to maintain a minimum grade point average of 2.0. If the grade point average falls below 2.0 the student will automatically be placed on probation. A grade point average of less than 1.90 will be referred to the Dean of the College for action, which may result in strict probation or dismissal.

A junior whose grade point average falls below 2.0 will be referred directly to the Dean of the College for action, which may result in probation, strict probation, or dismissal.

No student with a grade point average of less than 2.0 may be registered for the senior year.

Course Withdrawals and/or Failures

The student is expected to pass four courses each semester for a total of 32 courses to graduate. A student may take nine semesters to complete the degree.

A student will automatically be placed on probation if there is any combination of two withdrawals or failures during the freshman year.

If the total withdrawals and/or failures reaches three (3) during the sophomore year, automatic probation will result.

If the total withdrawals and/or failures is four (4) during the junior or senior year, automatic probation will result.

Any total withdrawals and/or failures exceeding the above guidelines will be referred to the Dean of the College for action, which may take the form of either strict probation or dismissal. Note: this does not preclude immediate dismissal if a student fails all courses in any semester.

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 unsatisfactory work in any given course at mid-semester. A copy of the report is sent to the student's academic advisor as well.

Athletic Eligibility

All students participating in intercollegiate sports are responsible for knowing the requirements for athletic eligibility. Questions regarding athletic eligibility should be directed to the Athletic Director or Registrar. Each athlete's record is reviewed for eligibility prior to competition. Students placed on strict probation are automatically ineligible for intercollegiate athletics until that status is changed by the Dean of the College.

Summer School at Other Institutions

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

Grading System

The St. Norbert College grading system is as follows:

Grade	Definition	Quality Points*
A	Excellent	4.0
AB		3.5
B	High Pass	3.0
BC		2.5
C	Pass	2.0
CD		1.5
D	Low Pass	1.0
F	Fail	0.0
W	Withdrew	—
I	Incomplete	—
DF	Deferred	—
Ct	Continuing Course	—
AU	Audit	—

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

Incompletes

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

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Withdrawal from Class

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

Class Schedules

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

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

Class Attendance

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

ROTC

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

The Dean's List

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

Graduation With Honors

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

- 3.50 - 3.74 — “Cum Laude”
- 3.75 - 3.89 — “Magna Cum Laude”
- 3.90 - 4.00 — “Summa Cum Laude”

Transfer students must complete a minimum of 12 St. Norbert College courses to be eligible for academic honors. (Work completed elsewhere will not be counted.) The computation is based on the student’s entire academic career at St. Norbert College.

Personal Majors

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

Independent Study

The academic program at St. Norbert is designed to provide maximum flexibility of opportunity to students for meeting their educational goals. An important aspect of the academic program is approved independent study under the supervision of a faculty member. There are two basic approaches to independent work by the student. The first is independent study of a course listed in the catalog. The second is expansion of a student’s study which goes beyond the content of regular courses listed in the catalog.

Independent study which extends beyond the scope of a course listed in the catalog may take various forms. First, there is independent study on a special topic. Second, there may be a directed readings project or directed research. Finally, there may be a work-study program. The titles of the independent work may vary from one academic area to another. The requirements for these, however, are standard.

Students registering for independent work which is not part of an available course must secure approval in advance of registration from the supervising faculty member and the divisional chairman. To secure approval students must submit a written proposal including a precis of what is to be accomplished in the course and how it is to be accomplished. The proposal should be developed with the assistance of the student’s advisor or the supervising

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faculty member or both. The proposal should be prepared in sufficient numbers for copies to be kept on file with the advisor, faculty member, registrar and divisional chairman. As would be required in any course, the student should submit to the instructor evidence of the work accomplished. This evidence should be sufficiently extensive to permit a valid evaluation of the quantity and quality of what the student has accomplished in the course.

Audits

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

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

No course may be changed from credit to audit, or vice versa, after the end of the drop/add period.

Career Planning

The Career Services Office provides assistance to students in making decisions about majors and career direction. Students are encouraged to develop a career decision-making process that is based on 1) understanding the benefits of a liberal education in the world of work; 2) full knowledge of occupational options; and 3) an analysis of personality, interests, talents, and values that connect to career choices. In addition to individual career counseling, the Office provides numerous career workshops and seminars, an extensive career resource library, and an alumni referral service for career shadowing.

Foreign Study

In an era when international enterprises are expanding in quantity as they improve in quality, higher education focuses more and more of its energy on study-abroad programs. St. Norbert College is a leader among the Wisconsin independent colleges and universities in offering a wide variety of study-abroad opportunities to its students.

We encourage our students to include at least one semester of foreign study in their undergraduate careers. Neither cost nor the lack of fluency in a foreign language need be an obstacle. Costs tend to approximate what is charged at St. Norbert, and several of our study-abroad programs require little or no language fluency.

At present, we have programs in Austria (Salzburg), Ecuador (Quito), the People's Republic of China (Hunan Province), the Dominican Republic (Santiago), England (London and other locations), France (Paris and other locations), Italy (Florence), Japan (Tokyo and Osaka), Mexico (Cuernavaca), Norway (Oslo), Spain (Alicante, Salamanca, and Seville), the U.S.S.R. (Moscow and other locations), and West Germany (Munster).

Students need a minimum cumulative G.P.A. of 2.5 at the time of applying to enter the least stringent of our programs, and a 3.25 for some of the others.

The College maintains a Foreign Study Center in Boyle 333 to assist students wishing to study abroad. The Director, Mr. Davidson, determines eligibility for admission into the programs, provides assistance in selecting programs, furnishes application materials and information about each program, and helps students plan and carry out all the details of arranging for foreign study.

Students who enter these programs remain enrolled at St. Norbert by pre-registering for foreign study (FS 001, 002, 003, and 004) in the semester prior to going abroad. Course credits transfer fully, with advance approval, and student financial aid applies to foreign as well as to home, study. St. Norbert's Business Office collects the fees and remits them to the appropriate institutions. To recover the administrative costs incurred, the College may collect an additional \$150 fee. Thus study abroad may run a bit higher than study at St. Norbert, but it remains reasonable. Transportation to the host country is usually an added cost.

Interested students should apply to the Foreign Studies Office.

Student Teaching Abroad

Student teachers may elect to do a part of the senior student teaching in a foreign, English speaking country. They learn yet another system of education, broaden teaching skills, and become more employable as a result of this experience. Time is allowed for travel.

Placements are available in England, Scotland, Wales, Australia, New Zealand, and The Republic of Ireland for elementary and secondary student teachers.

All grants, loans, and tuitions remain the same for overseas student teachers as for regular students. Housing costs are similar to on-campus costs. Some student teachers prefer to live with a family, while others live in shared apartments with other teachers. A G.P.A. of 3.0 is required at the time of application.

Off-campus Study

St. Norbert offers two opportunities for students to engage in a semester-long enrichment program which combines internship with academic experiences.

1. The St. Edward's University Student Exchange: Austin Texas (Spring Semester).
2. HECUA (Higher Education Consortium for Urban Affairs) offers two internship/field study opportunities:
 - a) City Arts: Minneapolis/St. Paul (Fall Semester).
 - b) Metro Urban Studies: Minneapolis/St. Paul (Spring Semester).

Professional Practice Program

The College's Professional Practice Program assists students while on campus in obtaining either internship or cooperative education (co-op) placements. As arranged according to individual needs, placements may be: a) one or more semesters in duration; b) paid or unpaid; c) full- or part-time; d) and at a wide variety of local or national business, government, or non-government public service organizations. In some academic areas, credit may be arranged in association with an internship or co-op learning experience. Successfully completed non-credit experiences will be recorded on a student's official transcript.

Todd Wehr Library

Since its opening in June 1978, the Todd Wehr Library has become the hub of student academic life on the St. Norbert College campus. This beautiful, spacious facility provides ample space for study, research, and contemplation. A large central reading room adjoins a garden study area, complete with tropical plants, a pond, and overhead skylights. Peripheral study areas and group study rooms provide private study space. Your student I.D. card enables you to check out books, magazines, and audiovisual materials such as phonorecords, audio tapes, art prints and maps.

The library currently contains 149,013 books, 719 current periodicals, 34,669 back volumes of periodicals in bound or microfilm format, 4,357 phonodiscs and audio tapes, and almost 200 maps and charts. Approximately 5,000 carefully selected new books are chosen by the faculty and the librarians to be added to the collection each year.

Other services offered to students include reference service, bibliographic instruction, a reserve book system, audio listening carrels, coin operated copiers, interlibrary loan services, and CD-ROM services. CD-ROM databases available include *Books in Print Plus*, *Ulrich's Plus*, and *ERIC*.

To assist students with interlibrary loans, the College library belongs to two consortia, which maintain computer assisted electronic mailboxes for the transmission of interloan requests. The consortia also provide each member library with a microfiche file of the book and periodical holdings of over 300 Wisconsin libraries. This places the resources of all major Wisconsin libraries at the disposal of St. Norbert College students. In addition, the library belongs to the Online Computer Library Center, OCLC, and it can borrow, when needed, from this nineteen million item worldwide database by interlibrary loan. These interlibrary loan services, plus the excellent collection maintained by the library, enable students of all academic disciplines to write major, in-depth papers for their courses.

All students are encouraged to make use of the library's services and facilities. The library staff enjoys the opportunity to serve them.

Media Services

From its location in John Minahan Science Hall, Media Services provides media equipment and the services of a professional staff to support the activities of the entire College community.

The most popular form of media is instructional television. Media Services has responded to this interest by continually enlarging its collection of VHS cassettes. Most of these tapes are available for overnight loan. Viewing areas for individuals are located in Media Services and specially equipped classrooms.

Media Services also supports other campus television projects. Most recently, the College installed several satellite receiving antennas and two on-campus distribution channels. These systems enable the College to obtain foreign and domestic television or radio programs which enhance language and international studies.

Two student-run stations, WSNC-TV (Cable Channel 23) and WSNC-Radio (94.7 MHz), distribute satellite feeds and locally produced programs to the community. Student employees and volunteers pool their talents to produce academic, educational, sports, entertainment, and promotional programs about campus events. Although still in their infancy, these stations offer students an opportunity to develop broadcast skills.

Media Services also provides work space, equipment, and advice to those who wish to do their own photography, audio, taping, transparencies, and graphics. Dry mount press and lamination equipment is available for 18 x 20 inch materials. Equipment is also available for high speed copying of non-copyrighted audio cassettes and for high quality music sound tracks (which must be copied in real time).

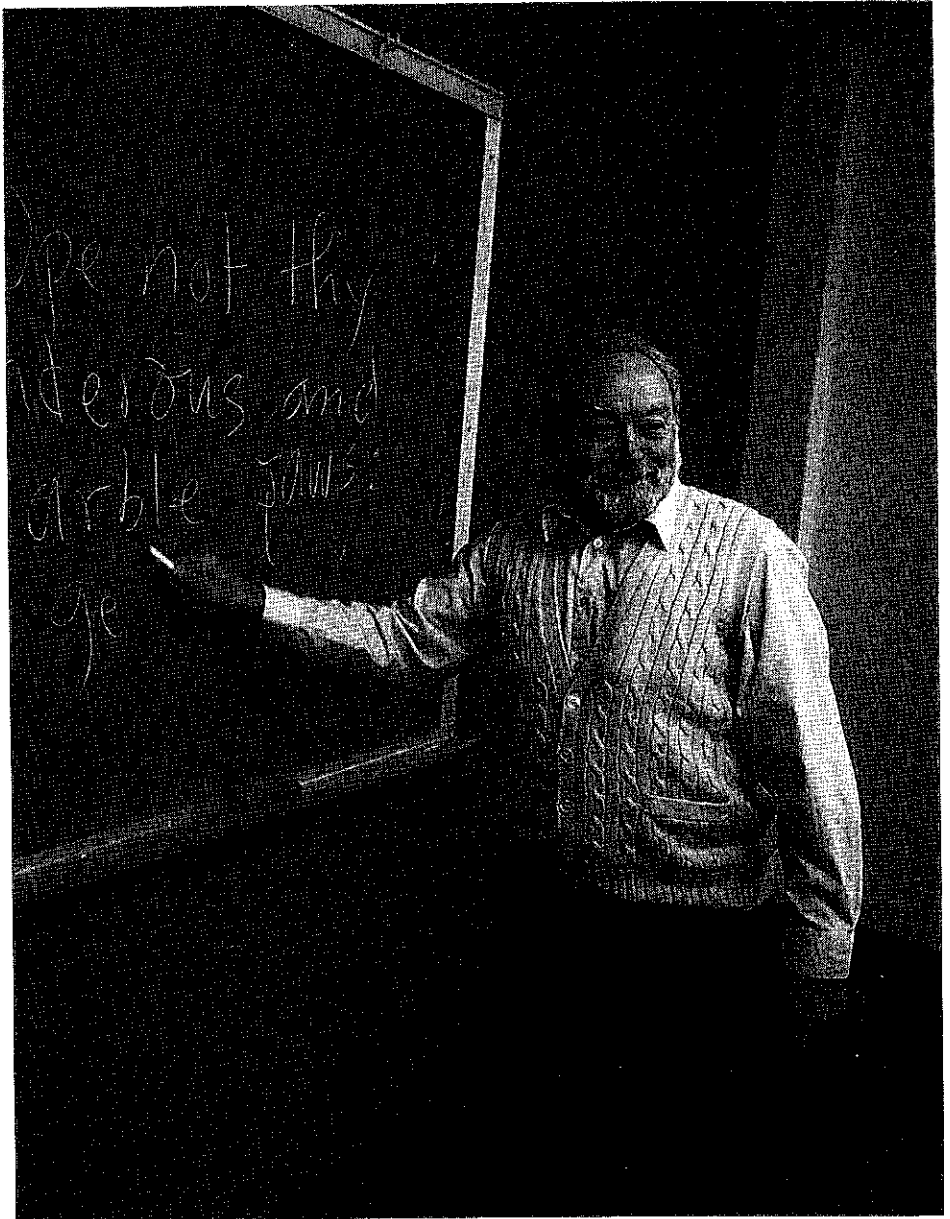
Computer Services

Computer Services provides computing resources for the entire St. Norbert community including administrative support as well as academic. The College maintains two mainframe computers manufactured by Prime Computer which support numerous compilers, statistical packages, databases, spreadsheets, and wordprocessing. For those who are more familiar with microcomputers, St. Norbert maintains two separate microcomputer laboratories. The first contains IBM and IBM compatible machines and is heavily used for coursework as well as personal work by students. The other lab is also used for similar purposes but contains Apple computers. The microcomputers are supported by numerous state of the art software packages as well as laser printers and a color pen plotter.

Facilities are available for student use seven days a week averaging 97 hours/week. Student consultants are on duty at all times when the laboratories are open to provide software and information to student users.

The facilities available include special classrooms designed for teaching with computers, modem support for students with their own machines, high speed printers, and other equipment essential to computing in today's world.

Division of Humanities and Fine Arts



Division of Humanities and Fine Arts

Robert H. Boyer, Chair

The Division of Humanities and Fine Arts consists of nine disciplines: art, classical studies, communication, media and theatre, English, foreign languages, history, music, philosophy and religious studies. Each of these disciplines has its own faculty and offers its own major program except for classical studies. Taken as a whole the disciplinary offerings constitute an integral part of a liberal arts education and play a vital role in the intellectual, moral and personal development of our students.

Humanities and Fine Arts Major

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

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

Divisional Courses (DH)

100 GS5 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 appreciating masterpieces of painting, sculpture, architecture, music, poetry, prose narrative, theatre, dance, and film. Required of Humanities majors; open to all interested students. Second semester, each year.

121 European Seminar Tour

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

160 GS5 & 7 Japanese Aesthetic Thought

The evolution of the arts in pre-modern Japan under native and foreign influences. Readings in English from poetry, fiction, drama, and philosophical essays will provide a general basis for future study of Japanese culture and society, both pre-modern and modern.

205 GS7 German Literature and German Destiny

This course is designed to introduce students to major dramatic and prose works of Germany and Austria written during the nineteenth and twentieth centuries. The first weeks of the course will deal with nineteenth century authors and cultural traditions. German literary modes will also be discussed. The second portion will deal with novels and plays that describe twentieth century experiences. In one way or another, most of these deal with war. This portion of the course will focus on how characters deal with such destruction in their lives and how they preserve cultural traditions passed on by their nineteenth century predecessors. Writers whose works may be discussed include: Buchner, Kleist, Fontane, Nietzsche, Mann, Frisch, Remarque, Jungfer, Kafka, Brecht, Borchert, Boll, Lenz and Grass.

207 GS7 Contemporary Latin American Literature and Culture

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

208 GS7 Spanish Life and Culture

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

210 GS7 Soviet Life and Culture

This course explores contemporary Russian culture and society through readings of Soviet Russian literature. Besides a close reading of the literary texts, considerable attention is devoted to the history of the Soviet period, Soviet ideology, Russian culture in the Soviet Union and abroad, and contemporary Soviet society. Authors who may be treated include Sholokhov, Babel, Zoshchenko, Solzhenitsyn, Bukovsky, Voinovich, Pasternak and Brodsky.

212 GS7 Japanese Literature and Culture

This course surveys the development of the Japanese novel since the Meiji Reformation of 1868. Approximately seven novels will be read in translation including works by such major writers as Soseki Natsume, Yukio Mishima, Jimichiro Tanizaki, Yasunari Kawabata, Ayako Miura. The course will examine these novels in two major ways: 1) as literature—analyzing its literary com-

ponents such as the characters, the setting, the point of view, the plot, and 2) as texts that reflect the social and cultural history of modern Japan—considering such issues as the Christianity for Modern Japanese writers, the search for artistic and moral identity.

213 GS7 Modern Continental Drama

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

222 GS7 The Continental Novel

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

223 Black Literature and Culture

In this course students study black culture through a selection of important literary works by such black American writers as James Baldwin, Ralph Ellison, Richard Wright, Langston Hughes, Le Roi Jones, Jean Toomer, Countee Cullen, and Lorraine Hansberry. Other materials will be used to provide background and critical perspectives.

224 Contemporary Topics in Literature

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

225 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. Second semester.

262 GS5 & 6 War and Peace in the American Literary Tradition

This course is an examination of the tradition of American war writing from the early nineteenth century through Vietnam. Readings include the

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poems, stories, and novels of Cooper, Melville, Whitman, Crane, Hemingway, Wharton, Dos Passos, Mailer, Styron, Vonnegut, and many others. Students trace changing characterizations in art of the American hero from Natty Bumppo to the Vietnam veteran and assess those changes within larger national cultural patterns.

280 GS7 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.

303 GS5 Science Fiction and Fantasy

The general objective of this course is to acquaint students with approximately eight important works, four in each genre, of science fiction and fantasy. Consideration is given to the texts as works of literary merit and also as representative examples of their genres. Focal questions for the course are: What are the defining characteristics of science fiction and fantasy? What are the similarities and differences between the two genres? Attention will also be given to the social and value issues raised by the readings. Typical of the authors included are J. R. R. Tolkien, Peter S. Beagle, Isaac Asimov, and H. G. Wells. Second semester, each year.

305 GS5 Aesthetics

The course will help the student to understand, explain, and appreciate works of art. Students will learn how the various fine arts, and especially architecture, music, painting and sculpture are related, and how they can be integrated. They will further learn a theory of beauty grounded in the philosophical tradition of objective realism, as distinguished from other traditions, such as materialism and idealism. Each year.

312 GS5 Film Aesthetics

This course studies the nature of films as a popular and fine art form. Its primary objective is the development of a sensitivity to film as an aesthetic medium but it also includes psychological, sociological and value considerations. A variety of film genres are studied and films from different cultures are used to compare and contrast the human concerns expressed through this medium. First semester, each year.

313 GS5 & 7 Japanese Cinema

This course examines the works of the important directors of Japanese cinema. Some, such as Kurosawa, Mizoguchi, and Oshima, are already famous beyond Japan. Their films and others have been selected for their viewpoints of Japan as a society in transition. As films, it is intended they be educational as well as entertaining. It is intended they furnish us with insights into Japanese society as well as examples of Japanese art. An underlying theme to the films series is the conflict between individual independence versus the needs of society — a universal concern in all modernized societies, Asian or Western.

318 GS7 Mexican Literature and Civilization

This course provides an overview of Mexican culture, thought, and history as expressed in the country's literature. Mexico's development will be traced from the conquest and colonial years, through the revolution and its aftermath, to the present day by reading representative texts from each era. Selections from the Aztec codices and Cortez's letters will be read in translation, as well as works by such Mexican authors as Lizardi, Azuela, Fuentes, Rulfo, Poniatowska, Paz and Garro.

320 GS7 Nineteenth Century Russian Fiction

This course is an introduction to nineteenth century Russian literature and its cultural context. After a brief survey of literary happenings from Kievan Period through the eighteenth century, the course will center on works 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 the literature in its cultural context.

321 GS2 Dante

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 the process of searching out answers to these questions, the searchers journey through Hell, Purgatory, and Heaven, eventually returning to life in the here-and-now with a fuller understanding of who they are, why they are here, and what they ought to be doing about it.

325 GS5 Concepts of Heroism in Western Culture

This course studies the concept of heroism as expressed in the literature of six different eras or cultures: (1) Classical, (2) Old English, (3) Renaissance, (4) Neo-Classical, (5) Romantic, (6) Modern. Examples of each will vary, but these are typical selections: (1) Homer's *Odyssey*, (2) *Beowulf*, (3) Shakespeare's *The Tempest*, (4) Defoe's *Robinson Crusoe*, (5) Twain's *Huckleberry Finn*, (6) Fitzgerald's *The Great Gatsby* and Ellison's *Invisible Man*. The content of this course encourages the student to assess the human values implicit in the literary selections and to assess his or her own views of human worth against those studied in the course. Each semester.

327 GS4 Environmental Aesthetics

This course focuses on the interaction of the natural and the human-made environments. It does this primarily through a consideration of architecture and its cognates in the broadest sense, i.e., our building, rearranging and controlling the environment to suit our purposes. A study of this pro-

cess will involve important value considerations, such as the basic issue of humans as conquerors of the land versus citizens of it. The course will consider a variety of attitudes toward nature as manifested by different peoples and different countries. Second semester, each year.

335 GS9 Popular Aesthetics

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

375 Special Topics in Humanities

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily, the focus will be placed on topics which cross disciplinary lines and involve two or more Humanities disciplines. Topics will vary and will be announced in the course listings.

490 Independent Study

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

Art (Ar)

Art is a basic component of human condition and thus an essential ingredient of a liberal education. To provide all students with the opportunity to develop an aesthetic awareness is the primary objective of the discipline. The study of art and artists reveals the continuing search for ultimate meaning. Students are encouraged to compare their evolving value systems with those exemplified through the discipline. A major program is offered for students who possess the interest and potential for creative production. The major lays a firm foundation for graduate study, prepares effective teachers of art, and provides the background necessary for those interested in the fields of design and communication. An excellent art gallery, series of exhibitions, college art collection, computer graphics lab, visiting artist programs and field trips to major art exhibitions enrich the visual art program.

Art Major (12 courses): Ar 110, 115, 120, 134, 135, 221, 230, 240, 280 and two studio courses at the 300 level and one at the 400 level.

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

Academic Minor (6 courses): Required courses: Ar 134, 135. Electives: one from each of the following groups:

- a) Ar 110, 115, 120
- b) Ar 230, 240, 280
- c) Ar 221, 314
- d) Ar 324, 330, 340, 380

Art Education Major, K-12 (14 courses): Ar 110, 115 or 120, 134, 135, 221, 230, 240, 280, 314, 324, 399, DH 327, one additional 300-level studio course, and one 400-level studio course. (10 Education courses: Ed H20, H25, H31, H32, H33, H50, H70, H81, Ed 460, 461, 462 and 463. Ds 220 and Sc 347 are required and also apply to General Studies Program). Student teaching is required by all states for teacher certification. By working with cooperating art teachers in local public or parochial schools, students gain practical classroom experience that prepares them for professional responsibilities. Opportunities for art student teaching in England, Ireland, Scotland, Wales and Australia are also available.

Art-Special Education (3 courses): Ed H81, H82, H84, H85, and 488. Provides additional teaching certification, Art-Adaptive Education License (859) for the Art Education Major. Requires summer session attendance.

Graphic Communication Major (14 courses): Ar 110, 115 or 120, 134, 135, 221, 230, 240, 280, 335, 399, one 300-level studio course and one 400-level studio course; DH 335 or Ar 205 and DH 327.

An understanding of the computer as a graphic communication tool is required. In addition we recommend that graphic communication majors supplement the major with courses in advertising and marketing.

Graphic Communication Minor (7 courses): Ar 134, 135, 280, 335, 399, either Ar 110, 115 or 120 and a studio course.

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

Courses:

110 GS5 History of Painting

The evolution and development of painting from Giotto to Cezanne. The course focuses on the key representatives of the period. First semester, each year.

115 GS5 History of Modern Painting

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

120 GS5 History of Modern Sculpture

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

134 Concepts in Drawing and Design I

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

135 Concepts in Drawing and Design II

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

205 GS5 The Photographic Aesthetic

An exploration of the photographic aesthetic as it is employed in both traditional photographic processes and other artistic media. Its application in mass communication through documentation and persuasion will also be considered. First semester, each year.

221 Three-Dimensional Concepts I

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

230 Graphics I

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

240 Painting I

Introduction to fundamental problems of painting, with emphasis on form and color. The elements and principles of design and their application in painting will be investigated. Prerequisite: Ar 135. First semester, each year.

280 Photography

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

314 GS5 Crafts: Clay and Metal

Development of the crafts as a form of contemporary creative expression. Traces the evolution of the functional object and role of its maker in earlier societies to the contemporary art object and craftsman as artist. Examines divergent approaches to crafts in a technological society: folk, traditional, primitive, handicraft, and fine arts. Students will experience the creative process by integrating idea, material, tool and process through personal exploration in ceramic and metal craft areas. Second semester, each year.

324 Sculpture I

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

330 Graphics II

Intensified exploration of graphic processes in relation to a personalized statement. Prerequisite: Ar 230. First semester, each year.

335 Advertising Graphics

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

publication, computer graphics, and the design of graphic communication items. Prerequisite: Ar 135 or consent. First semester, each year.

340 Painting II

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

380 Photography II

Advanced camera and photo lab techniques with emphasis on producing the "fine" print. Individual problems developed around student needs and photographic interest. Adjustable SLR or TLR camera required. Prerequisite: Ar 280. Second semester, each year.

399 Advanced Drawing and Illustration

Special problems that emphasize an extensive awareness of contemporary developments in drawing and graphic illustration. A variety of techniques and content will be explored. Prerequisite: Ar 135 and junior standing. Second semester, each year.

424 Sculpture II

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

430 Graphics III

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

440 Painting III

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

480 Photography III

Intensive exploration of directions in contemporary photography, experimental silver and non-silver-print process, print criticism and advanced printing techniques. Computer imaging techniques are also introduced. Adjustable SLR or TLR camera required. Prerequisite: Ar 380 or consent. Second semester, each year.

490 Directed Readings

Specially qualified students under the guidance of an instructor may study various aspects of art. NOTE: This course may not be used in lieu of the 400 level studio requirement.

58 Classical Studies

Divisional Courses (DH)

305 GS5 Aesthetics

The course will help the student to understand, explain, and appreciate works of art. Students will learn how the various fine arts, and especially architecture, music, painting and sculpture are related, and how they can be integrated. They will further learn a theory of beauty grounded in the philosophical tradition of objective realism, as distinguished from other traditions, such as materialism and idealism. Each year.

327 GS4 Environmental Aesthetics

This course focuses on the interaction of the natu-

ral and the human-made environments. It does this primarily through a consideration of architecture and its cognates in the broadest sense, i.e., our building, rearranging and controlling the environment to suite our purposes. A study of this process will involve important value considerations, such as the basic issue of humans as conquerors of the land versus citizens of it. The course will consider a variety of attitudes toward nature as manifested by different peoples and different countries. Second semester, each year.

335 GS9 Popular Aesthetics

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

Classical Studies (Cl)

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

Latin Teaching Minor (5½ courses): Lt 101, 102, 201, 250, 300 and H90. Cl 320, and Hs 327 are strongly recommended as cognates.

Classical Studies (Cl)

220 GS5 Tragedies and Comedies of Greece and Rome (in English)

This course studies the tragic and comic plays of Greece and Rome, in the context of Greek and Roman culture. The plays will be discussed both as literary works and as introductions to Greek and Roman society, religion, and politics. First semester, each year.

320 GS10 Greek and Roman Thought and Culture (in English)

This course will study writings that mark the high points of Greek and Roman civilization, and that have profoundly influenced Western culture. The course also will examine the cultural and political issues that influenced the various authors, such as Athenian democracy, Greek religion, Stoicism, and the Roman civil wars. Authors include Homer, Sophocles, Plato, Vergil and Ovid. Second semester, each year.

490 Independent Study

This course allows staff and students to explore together topics of special interest.

Greek (Gk)

101 Elementary Greek I

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

105 Elementary Greek II, New Testament

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

201 Xenophon

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

H90 Directed Readings

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

Latin (Lt)

101 Elementary Latin I

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

102 Elementary Latin II

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

201 Intermediate Latin

Selected readings from Caesar's *Gallic Wars* or

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

250 Augustine's Confessions

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

300 Ovid or Horace or Virgil

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

H90 Directed Readings

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

Communication, Media, and Theatre (Co)

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

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

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

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

Required courses: Co 122, 124, and 125.

60 Communication, Media and Theatre

Required concentration: Four courses in one of the following concentrations (Co 325 where appropriate), two of which must be at the 400-level:

Communication: Co 222, 322, 323, 324, 330, 426, 427

Media: Co 224, 252, 363, 364, 384, 456, 457, 467

Theatre: Co 230, 232, 333, 335, 436, 437

Elective courses: Three Co electives, two of which must be outside the student's concentration (Co 325 where appropriate). One of these courses outside the concentration must be at the 400-level.

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

Academic Minors:

Communication Minor (6 courses): Co 122, 124, 125, 426, or 427, and two of the following: Co 222, 322, 323, 324, 330, 370. (Co 325 where appropriate).

Media Minor (6 courses): Co 122, 124, 125, 456, 467, and two of the following: Co 224, 252, 363, 364, 384 (Co 325 where appropriate).

Theatre Minor (6 courses): Co 122, 124, 125, 436 or 437, and two of the following: Co 230, 232, 333, 335 (Co 325 where appropriate).

Courses:

H10/11 Beginning Ballet I-II

This course is designed to introduce the complete ballet vocabulary at the beginner level. While it is primarily aimed at beginners, many of the exercises can be also set to challenge the more advanced beginners in the class.

H23/24 Basic Acting

The course will be concerned with the fundamentals of acting. Techniques for developing self-awareness, imagination, observation and concentration will be stressed, as well as the use of the voice and body in characterization development. The class meets for two periods each week and is meant to be taken sequentially during the same year.

H33/34 Advanced Acting

The course will focus on character analysis and scene study. It is designed to build on the work accomplished in Co H23 and H24. The class meets for two periods each week and is meant to be taken sequentially during the same year. Prerequisite: H24 and H33 is prerequisite for H34. Each year.

122 Principles of Interpersonal Communication

Develops basic principles, characteristics, types, and summary propositions of personal communication. Examines the relationships between such concepts as language, perceptions, self-concept, listening and values in their bearing upon personal communication.

124 Principles of Mass Communication

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

125 Principles of Theatre Art

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

222 Small Group Communication

Develops basic communication concepts with application to small group decision-making.

Explores role behavior and leadership, problem solving, conformity and deviance, individual and group behavior, risk, size and other variables that influence small group communication. Prerequisite: Co 122. Second semester, each year.

224 American Broadcasting

Surveys the operation of the broadcasting system in the United States. The course explores the structure, programming practices, economics, regulation, research, and general operations of radio and television stations in this country and how these elements shape media content. Prerequisite: Co 124.

230 Technical Theatre Production

An introduction to the various technical elements which comprise a theatrical production, including scenery, lighting, sound, costumes, make-up, and stage management. Prerequisite: Co 125.

232 Acting

The course will be concerned with the fundamentals of acting. Techniques for developing self-awareness, imagination, observation, concentration, and sensory recall will comprise the basic approach. Employment of voice and body in developing characterization will also be studied. First semester, each year.

252 Writing for Media

A intensive writing course designed to introduce print and broadcast writing styles and conventions. Covers style rules, editing, lead writing, libel law, story construction, interviewing, rewriting and other topics. Prerequisite: Co 124 or consent. Each semester.

322 Business and Professional Speaking

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

323 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, time, appearance, etc. Prerequisite: Co 122. Second semester, each year.

324 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: Co 122. First semester, each year.

325 Topics in Communication

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.

330 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 psychocultural influences on the communication process are studied. First semester, each year

333 Directing

A course in the fundamentals of script analysis, blocking, and interpretation. An investigation of the director's role as artist and coordinator augmented by practical directing lab assignments. Prerequisite: Co 125. Second semester, alternate years.

335 Advanced Acting

A continuation, in depth, of the elements covered in Co 232 with special emphasis on role study and interpretation. Prerequisite: Co 232.

363 Broadcast Programming and Sales

An examination of the problems of scheduling and selling the content of radio-television. Development of current methods and practices and consideration of alternative solutions in light of current changes in media.

364 Media Law & Regulation

Consideration of federal regulations and regulatory practices. Current issues in changing policies. Some Supreme Court decisions and their effects on the media.

384 Communication Technology and Social Change

The purpose of this course is to understand the relationships among technology, communication, and society. This will be accomplished by examining different ways to conceptualize technology, society, and communication. The course also examines selected technologies relevant to com-

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munication. The technology will be considered in terms of various contexts including the economic and political context of its invention, innovation, and commercialization. Considered as well will be the technology's impact on and uses in the workplace and the home. The goal here is to develop a working knowledge of the range of technologies currently available as well as the various contexts which shape and are shaped by those technologies. Prerequisite: Co 124.

426 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. Prerequisite: Co 122 and senior standing or consent. First semester, each year.

427 Communication Theory

Examines the various ways of approaching the study of communication processes. Focuses on the historical development of theoretical perspectives with emphasis on significant research trends that influence the understanding of communication. Prerequisite: Co 122 and senior standing or consent. Second semester, each year.

436 GS5 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 nineteenth century. It explores aesthetic movements, significant personalities, and artistic styles along with their interaction with the political, social and philosophical realities of the times. First semester, each year.

437 Contemporary Theatre

A study of dramatic literature and theatre practice in the 20th century. Special emphasis is placed on American Theatre. Prerequisite: Co 125 and senior standing or consent. Second semester, each year.

456 Media History

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

457 Contemporary Media

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

467 Television Criticism

Applies classical critical approaches to the study of television content. In addition to approaches such as genre studies, content analysis, and historical analysis, the course considers economic and cultural factors that affect content. The ultimate goal of the course is to gain a broader understanding of why the media gives us what they give us. Prerequisite: junior or senior standing and Co 124.

490 Independent Study

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

English (En)

The English discipline is committed to the study of creative and expository writing, literature (chiefly but not limited to the literature of England and the United States), and language. These three components of our program, we feel, provide us and our students with important knowledge and enjoyment. Writing, both creative and expository, develops our powers to create, to think, to feel; writing is a means of creating beauty, a method of communicating with others, and a process by which we gain knowledge about ourselves and the world around us. The study of literature gives us joy for the clear, subtle, and ambiguous ways in which it evaluates human experience. The study of language — its evaluation, structure, and vocabulary — is a worthy goal in itself; it also gives us a strong foundation for writing and the study of literature.

We have a three-part mission: (1) to help our students gain knowledge which is a delight and a satisfaction to us as intellectual, moral, and feeling beings; (2) to discuss with our students the perennial human problems of aesthetics, morality, and ethics reflected in literature; and (3) to teach the skills of reading, writing, thinking, imagining, and creating that our students will find useful and liberating in their lives both during and after college.

Academic Major (10 courses): En 150, 225, 235, 290 (to be waived if the student takes a foreign language at or above the intermediate level), 305, one major author course and one literary period course (one of which must deal with literature written before 1798), En 400, and two electives to be taken either from all other En courses not used to meet the above requirements, or from DH 213, 220, 222, 223, 224, 225, 303, 325, CI 320. English majors, especially those planning to go to graduate schools, are strongly encouraged to take a foreign language.

Academic Major with a Creative Writing Concentration (10 courses): En 150, 225, 235, 290 (to be waived if the student takes a foreign language at or above the intermediate level), one major author course and one literary period course (one of which must deal with literature written before 1798), 305, either En 307 or 308, En 400, and 425.

Major with Secondary Certification (10 courses): En 150, 190, 225, 235, 290 (this cannot be waived), 305, 310, one major author course and one literary period course (one of which must deal with literature written before 1798), En 400.

Academic Minor (6 courses): En 150, 225, 235, 305, one major author *or* literary period course, an elective.

Teaching Minor (6 courses): En 150, 190, 290 (cannot be waived), 305, 310, either 225 or 235.

Courses:

101 English Composition

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

150 GS5 Literary Genres

This course develops skill in the close reading and analysis of selected works from the genres of poetry, fiction, and drama according to the various principles and techniques of literary criticism. It enlivens perceptions and develops the ability to express them through class discussions and papers. (This course is a prerequisite for all non-GS English courses in the 200-400 series.) Each semester. (Also available through Advanced Placement.)

190 English Grammar

This course introduces the student to the scientific study of language, with special emphasis on traditional English grammar. All English majors who plan to teach on the secondary level and teaching minors must take this course. Second semester, each year.

212 GS5 The Modern British Novel

This course traces the development of the British novel in the twentieth century, studying such writers as Conrad, Joyce, Woolf, Lawrence, Bowen, Lewis, Spack, Murdoch, Golding, and Lessing. 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 which they have dealt with in their works.

216 GS6 Nineteenth Century American Novel

This course studies the American novel prior to World War I, surveying representative works

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from the romantic, realistic, and naturalistic periods. Authors covered may include Cooper, Hawthorne, Melville, Twain, Howells, James, Crane, Norris, and Dreiser. Second semester, each year.

218 GS6 The Modern American Novel

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

221 GS5 The American Short Story

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

222 Modern Poetry

This course studies both British and American poetry, but the definition of "modern" depends on the instructor. The content of the course may vary from year to year; however, it generally includes major figures such as Yeats and Eliot. Additional poets may include Hopkins, Hardy, Dickinson, Frost, Stevens, Lowell, Pound, Auden, Thomas, Graves, and contemporary figures. Offered on demand.

225 Survey of English Literature

This course provides an overview of the great tradition of literature written in the British Isles from the Middle Ages to the present. The particular reading will vary depending on the instructor, but the course will touch on such major authors as Chaucer, Shakespeare, Milton, Austen, Wordsworth, Tennyson, and Eliot, and it will introduce the various historical movements of the English tradition — Medieval, Renaissance, Neoclassical, Romantic, Victorian, and Modern. First semester, each year.

235 Survey of U.S. Literature

Through selected readings, this course surveys the major literary movements, authors, and works in U.S. Literature from the colonial period to the contemporary. Authors receiving primary emphasis are most likely to be Poe, Hawthorne, Melville, Whitman, Dickinson, Twain, James,

Wharton, Crane, Dreiser, Fitzgerald, Faulkner, Hemingway, Porter, Welty, Hughes, O'Connor, Walker. Second semester, each year.

290 The English Language

This course helps students increase their understanding of the nature and theory of language, and to increase their proficiency in its use. Included are such topics as the history of the English language, the evolution of particular words or word groups (etymology), the relationship of meaning to language (semantics), and the relationship between language and society. The course also includes vocabulary-building exercises as well as study in rhetorical applications of vocabulary. No prerequisite. First semester, each year.

305 GS9 Advanced Expository Writing

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

306 GS9 Business Writing

This course gives the student systematic practice in developing a jargon-free, forceful prose style suitable for writing in business. It includes exercises in writing both letters and reports and in making oral presentations. Each semester.

307 GS5 Fiction Writing

This course covers the fundamental principles of writing short stories: plausibility, plot construction, point of view, characterization, setting, symbolism, and style. The approach is workshop-tutorial. Some readings in short fiction and in theories of fiction are required. First semester, each year.

En 308 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. Second semester, each year.

En 310 Literature and Cultural Diversity

This course covers various types of literature a secondary school teacher must be familiar with: adolescent literature, literature by ethnic-Americans, women's literature, European, African, and Asian literature in translation. Second semester, each year.

312 Contemporary Themes in Literature

This course looks at works of literature from var-

ious times and traditions, usually with an emphasis on modern and contemporary literature, that all explore a significant theme (the Concept of Evil, Alienation, Marriage, the Image of Women, etc.). The course allows students to explore thematic rather than historical connections between literary works, and it also allows them to examine works outside the traditional, historical English canon. Each year.

En 314 GS5 Modern Drama

This course helps students understand and appreciate drama. Students read, analyze, interpret and discuss works of representative American, British, Irish, and Continental playwrights of the past century, from Henrik Ibsen to Arthur Miller. The emphasis is upon the development of the modern drama from the Theater of Realism to the Theater of the Absurd. Dramatists discussed may include Ibsen, Strindberg, Chekhov, Brecht, Shaw, Bolt, Osborne, Synge, O'Casey, O'Neill, Wilder, Hansberry, Williams, Albee, Miller, and Lanford Wilson. Students write a series of critical and research essays dealing not only with literary form but also with the ideas and values articulated in the plays. The comparative study approach used in this course develops an awareness not only of the differences among cultures, but also of the similarities. First semester, alternate years.

325 Chaucer

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

333 The English Renaissance

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

334 Milton

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

339 Types of Shakespearean Drama

This course is a survey of Shakespearean drama which usually includes representative plays from each of the following categories: English chronicle play, Roman history, comedy, tragedy, tragicomedy, and dramatic romance. In essence, it is a dramatic sampler of some of Shakespeare's finest works. Each semester.

344 Eighteenth Century Literature

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

354 Romantic and Victorian Literature

This course studies the poetry of the Romantic and Victorian Periods, works by such poets as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins. It may also study selected prose essays of the two periods and selected poems by Yeats and Eliot. Second semester, alternate years.

358 Nineteenth Century English Novel

This course moves from Jane Austen to Thomas Hardy and Joseph Conrad. It studies representative novels and emphasizes the movement from Romanticism to Victorian social criticism and on to the beginnings of Modernism. It may include works by Dickens, Thackeray, the Brontës, Trollope, Meredith, and George Eliot. Second semester, alternate years.

En 370 American Literature: Its 19th Century Roots

This course surveys the major movements in American literature from the great optimistic flowering of the "Renaissance" to the autumnal pessimism at the end of the 19th Century: Emerson to Norris. Other authors studied may include Thoreau, Hawthorne, Poe, Longfellow, Melville, Whitman, Dickinson, Harte, Twain, James, Garland, and Crane. First semester, alternate years.

400 Advanced Seminar in English Literary Studies

This seminar offers junior and senior English majors (and minors with instructor's consent) the opportunity to concentrate on a special problem or theme, or on an author or combination of authors. Second semester, each year.

425 Advanced Seminar in Creative Writing and Contemporary Literature

In a seminar, students will critique each other's fiction and poetry and also study the works of contemporary writers and poets such as Ann Beattie, Anne Tyler, Linda Pastan, Maxine Kumin, William Stafford, John Updike, Raymond Carver. The class also includes individual tutorial sessions. Students are expected to complete a portfolio of three or four short stories, fifteen to twenty poems, or some combination of the two. Prerequisites are En 307 or 308. First semester, alternate years.

66 English

490 Independent Study

This course allows staff and students to explore together topics of special interest.

491 Tutorial in Advanced Creative Writing

The student will work with the instructor and possibly with three to five other students on the writing of poetry and/or short fiction. Some readings of contemporary writers will also be assigned. The student is expected to write and revise about three short stories, ten to twelve poems, or some combination of the two. Prerequisite: En 307 or 308, or the instructor's consent. Each year.

Divisional Courses (DH)

213 GS7 Modern Continental Drama

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

222 GS7 The Continental Novel

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

223 Black Literature and Culture

In this course students study black culture through a selection of important literary works by such black American writers as James Baldwin, Ralph Ellison, Richard Wright, Langston Hughes, Le Roi Jones, Jean Toomer, Countee Cullen, and Lorraine Hansberry. Other materials will be used to provide background and critical perspectives. First semester, alternate years.

224 Contemporary Topics in Literature

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

225 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. Second semester.

262 GS5 & 6 War and Peace in the American Literary Tradition

This course is an examination of the tradition of American war writing from the early nineteenth century through Vietnam. Readings include the poems, stories, and novels of Cooper, Melville, Whitman, Crane, Hemingway, Wharton, Dos Passos, Mailer, Styron, Vonnegut, and many others. Students trace changing characterizations in art of the American hero from Natty Bumppo to the Vietnam veteran and assess those changes within larger national cultural patterns.

303 GS5 Science Fiction and Fantasy

The general objective of this course is to acquaint students with approximately eight important works, four in each genre, of science fiction and fantasy. Consideration is given to the texts as works of literary merit and also as representative examples of their genres. Focal questions for the course are: What are the defining characteristics of science fiction and fantasy? What are the similarities and differences between the two genres? Attention will also be given to the social and value issues raised by the readings. Typical of the authors included are J. R. R. Tolkien, Peter S. Beagle, Isaac Asimov, and H. G. Wells. Second semester, each year.

321 GS2 Dante

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 the process of searching out answers to these questions, the searcher's journey through Hell, Purgatory, and Heaven, eventually returning to life in the here-and-now with a fuller understanding of who they are, why they are here, and what they ought to be doing about it.

325 GS5 Concepts of Heroism in Western Culture

This course studies the concept of heroism as expressed in the literature of six different eras or cultures: (1) Classical, (2) Old English, (3) Renaissance, (4) Neo-Classical, (5) Romantic, (6) Modern. Examples of each will vary, but these are

typical selections: (1) Homer's *Odyssey*, (2) *Beowulf*, (3) Shakespeare's *The Tempest*, (4) Defoe's *Robinson Crusoe*, (5) Twain's *Huckleberry Finn*. (6) Fitzgerald's *The Great Gatsby* and Ellison's *Invisible Man*. The content of this course encour-

ages the student to assess the human values implicit in the literary selections and to assess his or her own views of human worth against those studied in the course. Each semester.

Foreign Languages

The foreign language disciplines offer courses in foreign languages and literatures which may lead to both majors and minors in French, German and Spanish. The objectives of language studies are to enable students to communicate effectively in the foreign language and to understand and appreciate the cultures and values of the countries in which the language is spoken. The discipline also offers courses in literature and civilization, in the respective language for majors and in English for general students. These courses acquaint students with the literary masterpieces of the language and the civilizations that have produced them.

Studies in 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; and enable students to meet the foreign language requirements of graduate programs in foreign languages and comparative literature.

Major (8 courses above 300): Major programs are offered in French, German and Spanish. Eight courses above 300 constitute a major. French must include 301, 328, 375 and 390. German must include 301, 375, 376, and 390. Spanish must include 301, 328, 375, 385 and 390. Foreign language majors are required to complete at least one academic semester in a country where the language they are studying is spoken.

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

Culture and Literature courses taught in English do not fulfill major or minor requirements. All language courses are conducted in the foreign language and require active use of the language.

Academic Minor (4 courses above 300): An academic minor is offered in French, German and Spanish. Four courses above 300 constitute a minor. French must include Fr 301, 375 and Fr 390. German must include Gr 301, 375 and Gr 390. Spanish must include Sn 301, either Sn 375 or Sn 385, and Sn 390.

Teaching Minor (4 courses above 300): A teaching minor is available only to students in education. Four courses above 300 constitute a teaching minor. For French these courses are Fr 301, Fr 375, Fr 390 and one elective; for German, Gr 301, Gr 375, Gr 390 and one elective; for Spanish, Sn 301, Sn 375 or Sn 385, Sn 390 and one elective.

68 Foreign Languages

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

International Studies: Language cooperates with a diversity of disciplines such as Ecology, Economics, Political Science, Theology and Philosophy in a new major, International Studies, that emphasizes global interdependency.

Advanced Placement: Students who have had at least two years of language instruction and who wish to enroll in language courses at St. Norbert College are encouraged to take the CLEP exam prior to first registration. Students may earn credit for up to two courses (101 and 102) in their language. Students who wish to continue language study and/or fulfill their Area 7 requirement will be placed according to test scores into the appropriate advanced level course (201, 225, or 301).

Students who have had three or more years of language instruction with a B (85) average may not take language 101 for credit at St. Norbert College.

French (Fr)

Language Courses:

101 Elementary French

An intensive introduction to practical French with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. First semester, each year.

102 Elementary French

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

201 GS7 Intermediate French

Short, basic readings, conversation, and grammar. Four class period per week and required laboratory practice. Prerequisite: Fr 102. First semester, each year.

225 Intermediate Reading, Conversation and Composition

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

Advanced Courses in Civilization, Language and Literature:

301 Introduction to French Literature and Literary Criticism

An introduction to major trends in French literature, including critical terminology and concepts, through class discussion of major works of poetry, prose and drama. Prerequisite: Fr 225 or consent.

325 Special Topics

Topics of special interest, dealing with Franco-phone literature, civilization or culture. Course may be taken more than once for credit if topic is different. Prerequisite: Fr 225 or consent.

328 Classicism

A study of the thought and literary movements of such modern dramatists as Corneille, Racine, Moliere, Pascal, la Rochefoucauld, and la Fontaine. Prerequisite: Fr 225 or consent. Second semester, alternate years.

340 Modern French Theatre

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

349 Nineteenth Century French Novel

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

350 Modern French Novel

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

355 The Romantic Period

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

360 Contemporary French Poetry— 1850 to the Present

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

375 French Civilization

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

390 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: Fr 225 or consent. Second semester.

490 Independent Study

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

Literature and Culture (In English)

251 GS7 Contemporary French Novel

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

German (GR)

Language Courses:

101 Elementary German

An intensive introduction to practical German with an emphasis placed on the four language

skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. First semester, each year.

102 Elementary German

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

201 GS7 Intermediate German

Short, basic readings, conversation, and grammar. Four class periods per week and required laboratory practice. Prerequisite: Gr 102. First semester, each year.

225 Intermediate Readings, Conversation and Composition

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

Advanced Courses in Civilization, Language and Literature:

301 Introduction to German Literature and Literary Criticism

An introduction to major trends in German literature, including critical terminology and concepts, through class discussion of major works of poetry, prose and drama. Prerequisite: Gr 225 or consent.

325 Special Topics

Topics of special interest, dealing with German literature, civilization or culture. Course may be taken more than once for credit if topic is different. Prerequisite: Gr 225.

328 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: Gr 225 or consent. First semester, alternate years.

349 Realism and Naturalism

A study of the nineteenth-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: Gr 225 or consent. Second semester, alternate years.

350 Modern German Literature

A study of recent developments in German literature including East German literature. Literary movements that would be explored include, among others, Impressionism, Expressionism, Epic

70 Foreign Languages

Theatre, Kahl-Schlag poetry group '47 and Neo-subjectivism. Prerequisite: Gr 225 or consent.

355 Romanticism

A study of Romantic movement in Germany with emphasis on prose, poetry and drama. Analysis of such authors as Holderlin, Novalis, Tieck, Fouque', Hoffmann, Bientano, Eichendorff, and the Brothers Grimm. Prerequisite: Gr 225. Second semester, alternate years.

360 German Poetry

A study of German poetry from Goethe to the present. Prerequisite: Gr 225 or consent. At intervals.

375 German Civilization

Through extensive German language readings this course acquaints students with the cultures of German speaking nations. German history, society, and political institutions as well as literature and art from 800 to 1815 are explored in depth. Prerequisite: Gr 225 or consent.

376 German Civilization

Continuation of German 375. A study of German speaking countries from 1815 to the present. The course will explore the cultural, sociological, and political developments of the era. Prerequisite: Gr 225 or consent.

390 Advanced Conversation, Grammar and Composition

This course reviews German grammatical structures, syntax, and idioms. Special emphasis is given to developing facility in oral expression. In addition, written proficiency in the language is developed through drills, vocabulary exercises, and compositions. Prerequisite: Gr 225 or consent.

490 Independent Study

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

Divisional Courses (DH)

Literature and Culture (In English)

205 GS7 German Literature and German Destiny

This course is designed to introduce students to major dramatic and prose works of Germany and Austria written during the nineteenth and twentieth centuries. The first weeks of the course will

deal with nineteenth century authors and cultural traditions. German literary modes will also be discussed. The second portion will deal with novels and plays that describe twentieth century experiences. In one way or another, most of these deal with war. This portion of the course will focus on how characters deal with such destruction in their lives and how they preserve cultural traditions passed on by their nineteenth century predecessors. Writers whose works may be discussed include: Buchner, Kleist, Fontane, Nietzsche, Mann, Frisch, Remarque, Junger, Kafka, Brecht, Borchert, Boll, Lenz and Grass.

Japanese (Ja)

Language Courses:

101 Elementary Japanese

An intensive introduction to practical Japanese with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. First semester, each year.

102 Elementary Japanese

Continuation of Ja 101. Prerequisite: Ja 101. Second semester, each year.

201 GS7 Intermediate Japanese

Short basic readings, conversation, and grammar. Four class periods per week and required laboratory practice. Prerequisite: Ja 102. First semester, each year.

225 Intermediate Reading, Conversation, and Composition

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

Divisional Courses (DH)

Literature and Culture (In English)

160 GS5 & 7 Japanese Aesthetic Thought

The evolution of the arts in pre-modern Japan under native and foreign influences. Readings in English from poetry, fiction, drama, and philosophical essays will provide a general basis for future study of Japanese culture and society, both pre-modern and modern.

212 GS7 Japanese Literature and Culture

This course surveys the development of the Japanese novel since the Meiji Reformation of 1868.

Approximately seven novels will be read in translation including works by such major writers as Soseki Natsume, Yukio Mishima, Jinichiro Tanizaki, Yasunari Kawabata, Ayako Miura. The course will examine these novels in two major ways: 1) as literature—analyzing its literary components such as the characters, the setting, the point of view, the plot, and 2) as texts that reflect the social and cultural history of Modern Japan—considering such issues as the conflict between traditional Japanese values and Western influences, the meaning of Christianity for Modern Japanese writers, the search for artistic and moral identity.

280 GS7 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, audio-visual aids and reading in various disciplines will be part of the class.

313 GS5 & 7 Japanese Cinema

This course examines the works of the important directors of Japanese cinema. Some, such as Kurosawa, Mizoguchi, and Oshima, are already famous beyond Japan. Their films and others have been selected for their viewpoints of Japan as a society in transition. As films, it is intended they be educational as well as entertaining. It is intended they furnish us with insights into Japanese society as well as examples of Japanese art. An underlying theme to the films series is the conflict between individual independence versus the needs of society—a universal concern in all modernized societies, Asian or Western.

Russian (Ru)

Language Courses:

101 Elementary Russian

An intensive introduction to practical Russian with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. First semester, each year.

102 Elementary Russian

Continuation of Ru 101. Prerequisite: Ru 101. Second semester, each year.

201 GS7 Intermediate Russian

Short basis readings, conversation, and grammar. Four class periods per week and required laboratory practice. Prerequisite: Ru 102. First semester, each year.

225 Intermediate Reading, Conversation and Composition

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

Divisional Courses (DH)

Literature and Culture (In English)

210 GS7 Soviet Life and Culture

This course explores contemporary Russian culture and society through readings of Soviet Russian literature. Besides a close reading of the literary texts, considerable attention is devoted to the history of the Soviet period, Soviet ideology, Russian culture in the Soviet Union and abroad, and contemporary Soviet society. Authors who may be treated include Sholokhov, Babel, Zoshchenko, Solzhenitsyn, Bukovsky, Voinovich, Pasternak and Brodsky.

320 GS7 Nineteenth Century Russian Fiction

This course is an introduction to nineteenth century Russian literature and its cultural context. After a brief survey of literary happenings from the Kievan Period through the eighteenth century, the course will center on works 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 the literature in its cultural context.

Spanish (Sn)

Language Courses:

101 Elementary Spanish

An intensive introduction to practical Spanish with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. First semester, each year.

102 Elementary Spanish

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

72 Foreign Languages

201 GS7 Intermediate Spanish

Reinforcement of basic grammatical structures; enrichment of vocabulary and idiomatic expression in conversation and composition. Introduction to literature. Four class periods per week and required laboratory practice. Prerequisite: Sn 102. First semester, each year.

225 Intermediate Readings, Conversation and Composition

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

Advanced Courses in Civilization, Language and Literature:

All 300 courses emphasize correct and fluent oral expression through conversation as well as presentation and discussion of assigned topics. In addition, literature courses require written literary analysis of the assigned readings.

301 Introduction to Spanish Literature and Literary Criticism

An introduction to major trends in Spanish literature, including critical terminology and concepts, through class discussion of major works of poetry, prose and drama. Prerequisite: Spanish 225 or consent.

325 Special Topics

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

328 Golden Age of Spanish Literature

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

340 Eighteenth and Nineteenth Century Spanish Literature

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

350 Contemporary Spanish Literature

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

357 Modernism and the Generation of '98

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

375 Spanish Civilization

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

380 Early Latin American Literature

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

382 20th Century Latin American Poetry

A study of the modern poets of Latin America, and the literary and cultural trends of their time. Authors who may be treated include Dario, Mistral, Neruda, Vallejo, Borges, Paz, Cardenal, Guillen. Prerequisite: Sn 225 or consent. Second semester, alternate years.

385 Latin American Civilization

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

387 20th Century Latin American Prose

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

390 Advanced Grammar and Composition

Review of Spanish grammatical structures, syntax and idioms through drills in composition.

Emphasis on developing facility in written and oral expression. Prerequisite: Sn 225 or consent. Second semester, alternate years.

490 Independent Study

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

Divisional Courses (DH)

Literature and Culture (In English):

207 GS7 Contemporary Latin American Literature and Culture

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

208 GS7 Spanish Life and Culture

Panoramic view of the artistic and literary expression of the Spanish culture through the centuries. Special emphasis is given to the environment and

the style of daily life as it is reflected in the classics, in order to ultimately arrive at an understanding of the circumstances, beliefs, problems, assumptions and ideals that gave character to the culture and shaped its historical development.

318 GS7 Mexican Literature and Civilization

This course provides an overview of Mexican culture, thought, and history as expressed in the country's literature. Mexico's development will be traced from the conquest and colonial years, through the revolution and its aftermath, to the present day by reading representative texts from each era. Selections from the Axtec codices and Cortes's letters will be read in translation, as well as works by such Mexican authors as Lizardi, Azuela, Fuentes, Rulfo, Poniatowska, Paz and Garro.

Literature and Culture (In English):

Sn 251 Contemporary Dimensions of *Don Quixote*

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

History (Hs)

The history discipline offers courses in African, Asian, European, Latin American, Middle Eastern, and United States history. These courses serve an integrative function in the College curriculum by viewing 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 enables the discipline to contribute significantly to the value orientation of the College by providing an opportunity for students to understand better the value commitments of their own and other cultures. 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.

Major (10 courses): Students must take History of Western Civilization (Hs 111); History of the United States (Hs 116); two courses from the following: African History (Hs 118), Middle Eastern History (Hs 120), Modern East Asia (Hs 122), and History of Latin America (Hs 130); three advanced (200 or above) courses from one area; two advanced courses from a second area; and one advanced course from a third. The areas of study are Africa, Asia, Europe, Latin America, the Middle East, and the United States.

74 History

Minor (6 courses): Students must take History of Western Civilization (Hs 111); History of the United States (Hs 116); *two* courses from the following: African History (Hs 118), Middle Eastern History (Hs 120), Modern East Asia (Hs 122), and History of Latin America (Hs 130); and any two advanced (200 or above) courses. The areas of study are Africa, Asia, Europe, Latin America, the Middle East, and the United States.

Transfer students who wish to earn a major in history must satisfy the above requirements or their equivalent and must complete, on this campus, at least three advanced courses.

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

ONLY THE FOLLOWING COURSES COUNT TOWARD A HISTORY MAJOR OR MINOR:

111 GS7 History of Western Civilization

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

116 GS6 History of the United States

The course will trace the political, socioeconomic, diplomatic, and cultural development of the United States from its pre-Columbian origins to the present. Each semester.

118 GS7 Survey of African History

Beginning with the archaeological explanation of the origins of man, this course will trace the development of early kingdoms and stateless societies before turning to the arrival of Islam and the trans-Saharan trade. Much of the course will be concerned with the interaction between Africa and the West, and in particular the Atlantic slave trade and colonialism. A review of African resistance and nationalist movements will be followed by a consideration of the problems that beset Africa today. First semester, each year.

120 Survey of Middle Eastern History

This course traces the major political, social, and intellectual developments that have helped create the modern Middle East. Beginning with a description of ancient Arabia and Persia, it then focuses on the career of the Prophet Muhammad, the rise of Islam and the flourishing of classical Islamic civilization before turning to the advent of European imperialism and the rise of Arab nationalism. No prior knowledge of the Middle East is assumed.

122 GS7 Modern East Asia

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

130 GS7 History of Latin America

The course will trace the political, socioeconomic, diplomatic and cultural development of Latin America from its pre-Columbian origins to the present. It will pay considerable attention to the historical relationship between Latin America and the United States. Each semester.

240 GS7 History of Russia

This course analyzes the social, political, cultural and economic features of Russia from the eighth to the twentieth century, showing her basic internal development as well as the external influences of her evolution: Scandinavian, Byzantine, Asiatic and western European. Second semester, each year.

260 Traditional East Asia

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

275 U.S. Military History

This course traces the history of military action in and by the United States from the early colonial struggles against the French and Indians through the war in Vietnam. Particular emphasis is placed on the Civil War and World War II. Second semester.

312 GS3 Social History of the United States

This course will study those people of the United States who have not made headlines but have nonetheless made history: at home, at school, at work, at play, in worship, in community, and in conflict. It will trace their journey from the country's colonial origins to the present, and will assess their impact on the nation's successes and setbacks. Second semester, alternate years.

313 Economic History of the United States

A study of economic changes and developments in the United States since the colonial period with special emphasis on the role of government in dealing with the growth of big business and big labor in the last century. First semester, alternate years.

314 GS3 Diplomatic History of the United States

The diplomatic history of the United States necessarily includes the diplomacy of Africa; the Middle East; China, Japan, and Vietnam; the Soviet Union; Europe; and Latin America. This course will study U.S. relations, past and present, with each of these regions, by examining the cultural and geopolitical motivations of all of the interested parties. Second semester, alternate years.

315 Constitutional History of the United States

An inquiry into the philosophical, economic and political sources of the American Constitution from its English origins and the impact of judicial decisions on the American system. Special emphasis will be given to the role of the judiciary in upholding civil liberties and civil rights in the past fifty years. First semester, alternate years.

317 Selected Themes in Native American History

This course examines four major themes in Native American history: European imperialism; Indian cultural diversity; Native women; and Indian removal. Linking these four broad themes are the ongoing identification and analysis of negative stereotypes and misconceptions that have adversely informed Native American historiography. Specific topics include Euro-American arguments for acquiring Indian lands, native resistance to Christianity, and the matrifocal nature of most pre-nineteenth century Indian societies. Prerequisites: Hs 116 or SC 312. First semester, alternate years.

318 Dictatorship and Democracy in Latin America

Authoritarianism and republicanism have long vied for authorship of Latin America's political history. This course will study the impact of these traditions, past and present, on Latin America

and its historical relationship with the United States. Second semester, every third year.

325 Topics in History

A course taught at intervals by a member of the staff, dealing with a topic in European, Latin American, Asian, or United States history. The topic will be announced each time the course is offered. The course, which counts as an advanced course in the areas of concentration in which the topic falls, may be taken more than once for credit, if the topic is different.

327 Ancient Civilizations

This course deals with the rise and fall, the flowering and decay, of earlier civilizations, specifically those of ancient Mesopotamia, Egypt, Greece and Rome. It intends to show that the roots of western civilization extend deep into the history of the people of the Mediterranean world. This study includes the social, political and cultural features of those civilizations. First semester, each year.

330 GS10 Medieval and Early Modern Europe

A study of events and institutions from the fall of the Roman Empire to the Renaissance/Reformation, i.e., ca. 500-1600 A.D. First semester, each year.

340 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 nineteenth century and concluding with a review of current events. Social and economic dimensions of the conflict are considered alongside the political history, and students are introduced to a wide range of materials on the topic. First semester, alternate years.

341 Islam and Victorianism in Nineteenth-Century Africa

This course will focus on the lives and legends of two charismatic personalities 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 for which each man died trying to uphold, we will 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. Second semester, alternate years.

342 History of South Africa

This course examines the origins and development of racial conflict in South Africa. Beginning with the arrival of the Dutch in the 17th century, it

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then treats the complex relations between Boers and Bantu, the rise of Afrikaner nationalism, the interests of imperialism and the creation of a mining economy. After discussing the establishment of apartheid as an official policy, the course reviews the varieties of resistance to white supremacy. We conclude by assessing the current situation in South Africa.

350 GS10 Modern European History

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

361 GS7 Modern China

This course is designed to examine the values and institutions of traditional China as they functioned during the last dynasty (the Ch'ing 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 Ch'ing 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. First semester, each year.

362 GS7 Modern Japan

A study of Japan during the past two centuries. Topics include reaction to the West, liberalism,

militarism, ultranationalism, and postwar institutions. Second semester, each year.

364 Modern Korea

An examination of Korea's history, culture, society, politics and foreign relations during the nineteenth and twentieth centuries. Topics include traditional Yi 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 and south Korea (1945-present). First semester, alternate years.

382 Political History of the United States

The political history of the United States is seen through the struggles for control of the Congress and the Presidency. These elections will be viewed through the candidates, party platforms, and strategies used in the political process with emphasis on how Congresses and Presidents have dealt with the major issues of their times. Second semester, alternate years.

463 Communism in China

A seminar which examines communism from its beginnings in 1921 and includes the rise of Mao, ideological development, foreign policy, relations with the United States, the Great Leap Forward, the Cultural Revolution, and post-Mao China. Emphasis is on developments after 1949. Prerequisites: Hs 122, or Hs 361, or consent. First semester, alternate years.

490 Independent Study

A tutorial course for majors only; involving either a directed reading program in an area of special interest to the student or a project based on research under the supervision of a staff member.

Music (Mu)

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

Major (12-14): Mu H60 or H64, H90, H91, H92, H93, 167, 168, 267, 270, 370, 371 and eight semesters of applied music (or seven semesters of applied music and Mu 420). Piano majors must also take Mu 220.

Music Education Major (12-13½): Mu H90, H91, H92, 167, 168, 267, 270, 370, 371, six semesters of applied music, at least four of which must be in the same area. Certification for voice and piano majors must also include Mu H28, Mu H60, and the following education courses: Ed H20, H25, H50, H65, H67, H68, H70, H81, 465, 466, 467, 468, DS 220, and SC 347. Certification for instrumental majors includes Mu H62, H63, H64, H65 and the following education courses: Ed H20, H25, H50, H66, H70, H81, 465, 466, 467, 468, DS 220, and SC 347.

Music — Special Education (3 courses): Ed H81, Ed H82, Ed H84, Ed H85 and Ed 488. This sequence provides additional certification, Music — Adaptive Education License (859), for the Music Education major. Summer session attendance is required.

Specific information and additional requirements for the student majoring in music can be found in the Student Policy Handbook available in the music office in Abbot Pennings Hall of Fine Arts.

Academic Minor (6 courses): MU 167, H90, H91, H92, four semesters of applied music, H60 or H64, and one of the following: MU 176, 270, 300, 305, 315, 370, 371.

Academic Minor in Music for Liturgists (6 courses): MU 167, 270, H10, H11, H20, H21, H80 (organ), H90 & H91 (choir ensembles) and H60 or H64.

Non-major courses:

176 GS5 Music Appreciation

Designed for non-majors, this course is concerned with the art of intelligent and perceptive music listening for those interested in increasing their knowledge and enjoyment of music. The course traces the development of music up to the present day. Various media are employed. Each semester.

Mu 300 GS5 20th Century Composers

The main purpose of this course will be to expand the musical listening capabilities of students and to help them better understand what most of the twentieth century composers are attempting to do. Emphasis will be placed on the music of Igor Stravinsky because he epitomizes the experimental and myriad phases of twentieth century music. Other composers will be studied according to their

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differences in style or other contributions to modern sounds, i.e. Arnold Schoenberg and serial music, Bela Bartok and use of folk materials George Gershwin and jazz, Steve Reich, and minimalism. First semester, each year.

Mu 305 GS5 Musical Theatre in America

This course examines the most important musicals of recent years and the contributions of each to the development of contemporary musical theatre. Each work will be studied along with its original literary source. Audio and visual media will be used. The course is designed to provide interested students with an awareness of the literary and dramatic structure of America's great musicals. It will also include a consideration of the social settings and value issues underlying the different plays. First semester, each year.

Mu 315 GS5 Opera

This course is designed to meet the needs and interests of the general student rather than the music major. The class 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 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. Since opera includes universal human themes such as ambition, revenge, betrayal, sacrifice, love and death, the course will also have a values dimension. Second semester, each year.

Major courses:

Applied Music/Ensembles

Applied music study is available for credit-only basis (no audits), and consists of a private lesson each week, with an applied performance class. Participation in an ensemble is required concurrently with applied music study.

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

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

H20, 21, 22, 23, 24, 25, 26, 27, 28 Piano

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

H24-28 Semesters five through eight will concentrate primarily on preparing specific selections for performance. For keyboard performance majors, and piano pedagogy majors. Mu H25 will culminate in a recital performance of at least one-half a program and Mu H27 will culminate in a full recital. For music education majors with a concentration in piano, Mu H27 will culminate in a recital performance of at least one-half a program. Ensemble participation required. Prerequisite: audition. Each semester.

H28 Piano Practicum for the Choral/ General Music Teacher

This course is designed to give the junior and senior high school vocal teacher practical application of the skills studied in the music theory piano lab. Encompasses warm-ups, part-reading, and a survey of the WSMA contest list. Prerequisite: H60, senior standing. Second semester.

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

One lesson per week in a brass instrument and participation in an applied class. Lesson material is designed to give students a solid foundation in the area of performance, literature, and pedagogy. H35, 36, 37 culminate in a recital. Ensemble participation required. Prerequisite: audition. Each semester.

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

One lesson per week in a woodwind instrument and participation in an applied class. Lesson material is designed to give students a solid foundation in the area of performance, literature, and pedagogy. H45, 46, 47 culminate in a recital. Ensemble participation required. Prerequisite: audition. Each semester.

H80, 81, 82, 83, 84, 85, 86, 87 Special lessons

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

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

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

- | | |
|----------------------------|------------------------------|
| 012 Wind Ensemble | 019 Accompanying |
| 013 Oratorio Choir | 020 Swinging Knights |
| 014 Concert Band | 021 Jazz Band |
| 015 Chamber Singers | 022 Woodwind Ensemble |
| 016 Opera Workshop | 023 Flute Choir |
| 018 Brass Ensemble | 024 Clarinet Choir |

Method/Theory

H60 Choral Conducting

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

H62 Woodwind Methods

Basic principles of playing and teaching woodwind instruments. Reced adjustment is part of the course. Required of all instrumental majors. Prerequisite: sophomore standing. First semester, alternate years.

H63 String Methods

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

H64 Instrumental Conducting

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

H65 Brass and Percussion Methods

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

H67 Swing Choir Technique

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

H69 Advanced Instrumental Conducting

Development of the ability to interpret the larger forms of instrumental literature and to read from the full score. Conducting projects with the Wind Ensemble are required. Prerequisite: H64. Fall semester.

H70 Orchestration

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

H72 Counterpoint

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

167 Comprehensive Musicianship I

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

168 Comprehensive Musicianship II

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

220 Piano Pedagogy

The subject matter is taught in the following sequence:

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

80 Philosophy

Unit II — Establishing efficient practice procedures.

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

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

Prerequisite: sophomore standing.

221 Practicum in Piano Pedagogy

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

267 Comprehensive Musicianship III

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

270 Music History and Literature I:

The course covers the development of Western music from ancient times through the Middle Ages and Renaissance, and Baroque. Prerequisite: sophomore standing. Second semester, each year.

330 Approaches to Analysis

Begins with the Baroque period and encompasses

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

370 Music History and Literature II

The course, a continuation of Mu 270, traces the major developments in music of the Classical and Romantic periods. First semester, each year.

371 Music History and Literature III

A continuation of Mu 370, this course examines the musical developments of the Post-Romantic Period and the music styles and literature of the twentieth century. Second semester, each year.

372 Topics in Music History

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

420 Honors Recital

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

490 Tutorial Studies

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

Philosophy (PI)

Philosophy means literally "the love of wisdom." It seeks answers to the ultimate questions we ask about God, the universe, and human existence. Philosophy does not claim to know the final answers to these questions, but it does provide insights to those who reflect seriously on these fundamental issues.

The aim of philosophy courses at the College is to acquaint students with the theories of major philosophers in the Western tradition and to challenge students to work out their own answers to philosophical questions. The study of philosophy also increases one's ability to think clearly. It strengthens one's capacity to identify problems, to see alternative approaches to them, and to find appropriate solutions. It also helps one understand the underlying assumptions of academic disciplines and social institutions.

The major 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 serves to complement more practically oriented courses of study. The training in logical analysis and argumentation gained through a minor is useful to many programs, especially pre-law.

Killeen Chair of Theology and Philosophy: The program in philosophy is enhanced by the Killeen Chair, which provides the opportunity to bring to campus each year for short periods of time nationally and internationally known figures in philosophy. The Chair is described more fully on page 40 of the Catalog.

Major (10 courses):

Required: Pl 110, 120, 210, 213, 300, 304, and 315.

Electives: three courses, which may include any Pl courses, DH 305, Po 314, Po 316, RS 342.

Minor (6 courses):

Required: Pl 120, Pl 110 or 213, Pl 300 or 304.

Electives: Three courses, which may include any Pl courses (including all the alternate courses listed above), DH 305, Po 214, Po 216, RS 342.

Courses:

110 GS2 Ancient Greek Philosophy

A study of the major philosophers of ancient Greece, including Pythagoras, Plato, and Aristotle, and of their lasting contributions to Western thought. The course considers their ideas on such questions as: How do human beings differ from the other animals? Is there something godlike about human nature? Is the universe a purely mechanical object? Each semester.

120 GS2 Philosophy of Human Nature

A study of various theories of what it means to be a human being. Typical questions discussed are: the origin and destiny of the person, the soul and its relation to the body, human freedom, and the nature of morality. Each semester.

210 Logic

A study of the principles of correct reasoning. The course covers informal fallacies, traditional syllogistic logic, and the fundamentals of symbolic logic, including quantification theory. First semester, each year.

213 Medieval Philosophy

A study of the philosophers of the medieval period, with emphasis on St. Augustine, St. Anselm, and St. Thomas Aquinas. First semester, each year.

225 Topics in Philosophy

A study of a single philosophical topic of special interest to students. When the course is offered, the topic will be listed in the registration booklet.

250 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 belief in God and the responses to these challenges. Second semester, alternate years.

260 American Philosophy

A study of the major movements and figures in American philosophy. The course will examine the diverse philosophical themes in the American philosophical tradition, including idealism, 18th

82 Religious Studies

century political theory, transcendentalism, and pragmatism. Figures studied include Edwards, Adams, Jefferson, Emerson, Thoreau, James, and Dewey. First semester, each year.

275 Medical Ethics

A study of the central moral problems in the field of medicine. This course examines the nature of the doctor/patient relationship, moral issues such as euthanasia, infanticide, and abortion, and the problem of justly distributing health care resources in society. Second semester, each year.

300 GS2 Modern Philosophy

A study of the major movements and figures in European philosophy from the seventeenth to the nineteenth century. The focus in studying these philosophers is their views on the nature of mind and the knowing process. Descartes, Hume, and Kant are the central figures studied. First semester, each year.

304 Contemporary Philosophy

A study of three major movements in philosophy in this century: pragmatism, existentialism, and analytic philosophy. The course focuses on the notions of morality and truth. Second semester, alternate years.

310 GS2 Existentialism

A study of the development of European existentialism in the 19th and 20th centuries. The focus of the course is the meaning of human life, the nature of human values, and the role of commitment and choice in human belief and judgment. Figures studied include Heidegger, Kierkegaard, Nietzsche, Marcel, Jaspers, Sartre, and Camus. Second semester, alternate years.

315 GS3 Ethics

A study of ethical theories and their application to particular moral problems. The problems will vary from semester to semester, but will include such topics as nuclear war, world hunger, environmental pollution, and abortion. Each semester.

320 GS3 Business Ethics

A study of business and economic problems in the light of ethical principles. It is carried out first in a general, theoretical way and secondly, through case studies on such topics as competitive practices, pollution control, product safety, job discrimination, and employee rights and duties. Each semester.

340 Political Philosophy

A study of the moral values of political society. The course considers the purpose of the state and its relation to the individual. In particular, it focuses on the concepts of authority, freedom, rights, and justice. Second semester, alternate years.

360 Philosophy of Science

A study of the philosophical aspects of the physical and biological sciences. Topics covered include historical as well as contemporary scientific developments and perspectives. First semester, alternate years.

490 Independent Study

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

Religious Studies (RS)

Religious Studies courses provide students with the opportunity and the skills to analyze the role and significance of religion in human life and culture, to reflect on the nature and meaning of religious belief, to explore various theologies and religions, and to appropriate thoughtfully the Judaeo-Christian intellectual and spiritual tradition.

The aim of religious studies courses as a part of the General Education Program is to bring students to approach religion as an academic discipline, to lead them to critical awareness of the problems of religious faith, and to acquaint them with various theologies and religions and their impact on human life. In all its offerings, the discipline requires students to grapple with those ultimate questions which are everyone's constant companions, to consider them critically from the viewpoint of revelation, and to attempt to formulate adequate answers for them.

In the undergraduate major in religious studies, the student is introduced to a program defined by the development and implementation of scholarly methods and analytical tools in the study of religion as a human phenomenon, namely the literary, theological, historical, and ethical. The student is also encouraged to engage in independent study and must participate in a research seminar. The course of study provides a solid grounding not only for those who wish to pursue graduate academic and pastoral studies in the field, but also for those who intend careers in religious education and in church ministry.

As a major program in the liberal arts, religious studies enriches the student's capacity for ambiguity and diversity, and cultivates critical thinking and sound argumentation, thus supporting the student in a wide range of professional career choices.

The academic minor augments the backgrounds of students whose major programs are in the social and natural sciences and complements those of students whose concentrations are from within the humanities and fine arts. The minor in liturgical studies features the distinctive component of a supervised internship in a local parish.

Killeen Chair of Theology and Philosophy: The program in theology is enhanced by the Killeen Chair which provides the opportunity to bring to campus each year for short periods of time nationally and internationally known figures in theology. The Chair is described more fully on page 40 of the Catalog.

Major (10 courses):

Required courses: RS 106, 114, 320, 332 or 334, 460 and either PI 318 or Sc 216. Students seeking Education certification must also take RS 342 or 348.

Elective courses: Four RS courses, at least two of which must be from among the following: RS 205, 242, 245, 316, 346, 348.

Academic Minor (6 courses):

Required courses: RS 106; one course from RS 114, 320, 332, and 334; two courses not designated as General Education.

Elective courses: Two from any RS courses, including those not taken to satisfy the above requirements.

Those students interested in future CCD work should take RS 106, 114, 320 and 332 for certification.

Academic Minor in Liturgical Studies (6 courses):

Required courses: RS 106, 114, 242, 312, 316 and 375.

Academic Minor in Education (6 courses)

Required courses: RS 106; one course from RS 114, 320, 332, and one course from RS 121, 245, 334, 344, or 350.

Elective course: Three from any RS courses.

Courses:

106 GSI Introduction to the Bible

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

114 GSI Introduction to Theology

The course examines the nature of religion in human experience, the personal and communal dimensions of faith, and critically analyzes basic questions in Christian theology. Each semester.

121 GS6 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. First semester, each year.

205 Topics in Scripture

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

242 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. First semester, alternate years.

245 Contemporary Catholicism

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

312 GSI Why the Church?

Why is Christianity essentially a social experience? What makes for strong fellowship and faith community? Studied in the light of Vatican II and its search for the meaning and nature of the Church models, the course seeks to develop a community image useful in the 80's. The course aims at trying to discover why faith in a community context fits better the definition of the word Christian than a contemporary emphasis on individual experience. Second semester, each year.

316 Who is Jesus?

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

320 GSI 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. Second semester, each year.

324 GSI Women in the Bible

This course focuses on key biblical women in both the Hebrew and Christian Scriptures. It employs the historical-critical method to appreciate their roles in a variety of sociological settings. It explores the tension between legal prescription and self-expression.

325 GSI 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.

331 GS1 Judaism and Christianity

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. The course will ordinarily focus on a specific period, collection of related texts, or themes common to both traditions. First semester.

332 GSI Christian Ethics

Christian ethics seeks to bring sensitivity and method to discovering human values in the light and context of the Judaeo-Christian experience. The course examines the basis of a Christian response to moral questions. It does so by relating the role of the Church as a moral teacher and the freedom of the individual conscience, after developing a method both rational and responsive to the role of being a follower of Jesus, i.e., a Christian; it applies these ideas to specific issues such as bioethics, nuclear war, sexuality, personal and professional ethics. First semester, each year.

334 GSI Ethics and Society

This course addresses the enduring problem of the relationship between Christianity and culture. The course considers the manner in which the explicit theological convictions of the Christian community determine its response to contemporary social-ethical issues. Topics may include such issues as human rights, unjust power structures, violence, distribution of economic resources, care of the environment, and biomedical research and practice. Second semester, each year.

342 GS7 Oriental Religions

The major religions studied in this course are Hinduism, Buddhism, Confucianism, Taoism and Shinto. Included in this study is a consideration of the relation of these religions to other values in Oriental societies, thus enabling the student to gain an understanding of the diverse mind sets which lead Oriental people to see the world differently than Occidental people do. As such, the course provides the occasion for growing in appreciation of the complexity and depth of religious elements of other cultures and one's own. Second semester, each year.

346 Classic Texts in Religious Thought

An examination of classic writings in the Christian and other religious traditions as enduring expressions of spirituality, conversation, transcending values, and the integration of religion and human life.

347 Liberation Theology

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

350 GSI Christianity and Cultural Diversity

This course explores the dynamic relationship of Christianity with contemporary cultures and societies, especially non-European cultures. It focuses on the growing development of contextual theologies — theologies which emerge from particular sociocultural settings in contra-distinction to Christian traditional theology which has been predominantly shaped and influenced by Western concerns and categories.

355 GSI Theology of Spirituality

This course is an introductory exploration of the theology of prayer and the spiritual life. It explores 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 the relationship of spirituality with the human condition. Second semester, each year.

375 Liturgy Internship

This course is an action/reflection experience for those seeking to develop skills in the practice of liturgical ministry. Students are provided with placement in local church communities and serve as assistants in the liturgical life of a particular church. In addition to regular weekly service, students will be required to meet each week in a supervised class with an instructor from the Religious Studies faculty. In those meetings, students will explore the bases of liturgical theology as that science interfaces with pastoral experience. The course will employ case studies, verbatim exercises and other methods by which to critique one's liturgical ministry. This course is open to all Religious Studies majors and minors. It is required for those who elect the Liturgical Studies minor. Prerequisite: RS 242.

460 Advanced Seminar

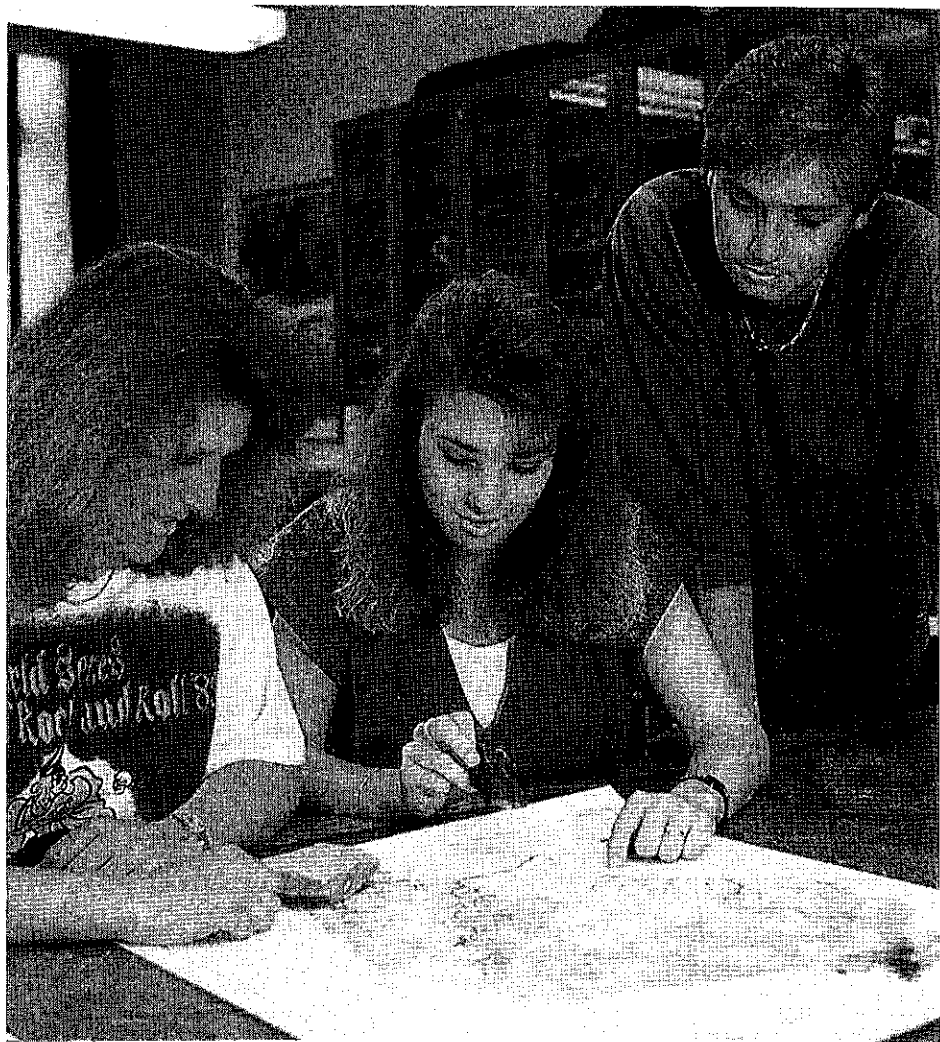
Offers junior and senior majors and minors the opportunity to engage in a research project on a special topic, theme or theologian. Second semester, each year.

490 Independent Study

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



Division of Natural Sciences



Division of Natural Sciences

James R. Hodgson, Chair

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

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

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

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

Courses: (DN)

103 GS4 Science and Society

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

104 GS4 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.

105 GS4 Geology

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

120 GS4 Geology of Wisconsin

A lecture and laboratory course that explores the geology of the State of Wisconsin. Topics include: basic and regional geology including field techniques, rock and mineral identification, map reading, etc. Extended field trips to various locations in the state. Summer.

300 GS4 Environmental Science

A lecture course concentrating on humanity's present and future impact on the environment and

a discussion of possible solutions to these problems. Topics include: general principles of ecology (as applied to human impact on the ecosystem), current food problems, mineral and energy resources, human population growth, humanity's contribution to air and water pollution, pesticide problems, and comparative position in the ecosystem.

301 GS4 Historical Geology

The history of the earth from the time of its inception to the present will be covered. The focus is on the physical and organic evolution of the planet in terms of the relatively new unifying theories of plate tectonics and evolution. The course includes lectures, discussion, laboratory and field trips.

307 GS4 World Resource Conservation

A study emphasizing the principles, management techniques and the environmental impact of the following natural resources: energy, minerals and water.

344 GS4 Issues in Science

An in-depth approach to major issues confronting contemporary science. Topics and instructors may change from one semester to the next, but an emphasis is placed on achieving a scientific perspective within the larger context of society, culture, history, and other disciplines. Scientific assumptions, methodologies, and conclusions are compared with those used by other disciplines and by the nonscientist in confronting issues.

344 Natural History Field Studies

The 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 lectures before and after the trip. A research project and field book constitute the major course requirements. Annually.

Medical Technology

John R. Phythyon, Director

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

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

The 24 courses include Ch 105, 107, 216, 311, and 350; BL 120, 121, 244, 360, 371 or 372, and 368; one or more mathematics courses depending on the student's background; CS 110, and additional science and non-science electives.

St. Norbert College is affiliated with two hospitals in Wisconsin which have schools of medical technology. The College cannot assure students of acceptance by the hospitals. The selection of students remains with the hospital school. The affiliated hospital programs have a set of pre-clinical competencies which students are required to meet prior to enrolling in the internship program. Students are advised to meet with the Medical Technology program director to discuss ways of satisfying these pre-clinical competencies. The hospitals and directing staff are:

St. Elizabeth, Appleton; Adjunct Professors: James W. Erchul, M.D.; Carla Salmon, MT (ASCP).

90 Biology

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

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

Academic Disciplines in the Division of Natural Sciences

Biology (Bl)

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

Major (12 courses): Bl 120 (General Biology I), 121 (General Biology II), 228 (Ecology), and 244 (Genetics), constitute the required core in Biology; five electives in Biology numbered 150 or above are required to complete the major. Required cognate courses for the Biology major include: General Chemistry (Ch 105 and 107) and one course in Organic Chemistry (Ch 216 or 220). Physics (Py 121 and 122) and statistics (DS 224) are highly recommended, and it is suggested that the student select a computer science course (CS 110) and Calculus (Mt 124 or 131).

Within the Biology curriculum there are speciality areas which are designated as follows:

1. Environmental — DN 300, Bl 228, 338, 380, 428.
2. Morphological — Bl 201, 216, 217, 220, 320, 374, 381.
3. Physiological — Bl 371, 372.
4. Taxonomical — Bl 225, 337, 355, 368, 376.
5. Genetical — Bl 244, 373, 420.
6. Microbiological — Bl 350, 360.

It is recommended that the student choose electives from as many areas as possible to develop a breadth of biological knowledge. 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 (BI 428 or 495) and Research (BI 499).

Academic Minor (6 courses): BI 120 (General Biology I) and BI 121 (General Biology II) plus four electives numbered 150 or above.

Teaching Minor (6 courses): BI 120 (General Biology I) and BI 121 (General Biology II), an environmental course (DN 300, fulfills the conservation requirement for the State Department of Public Instruction), and three electives numbered 200 or above.

Courses:

100 GS4 Human Biology

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

120 GS4 General Biology I

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

121 General Biology II

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

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

180 GS4 Biological Diversity

A consideration of the diversity of living organisms and ecological communities. Topics include global and historical patterns of diversity, the impact of humans on these patterns through such activities as hunting, introduction of exotic species, and habitat modification, the phenomenon of extinction, and endangered species. Rationales and strategies for biological conservation will be evaluated and compared. Laboratory and field activities may be included. Each year.

201 Botany

This course will concentrate on the study of plant structure and function. Topics discussed will include plant growth and development, metabolism, reproduction and response to the environment. The principles of plant biotechnology will also be introduced. Lectures will emphasize plant physiology while lab exercises will concentrate on plant morphology and structure (gross and microscopic examinations). Some plant physiology and tissue culture experiences will be included in the labs. An introduction to simple taxonomy and the major plant groups will also be offered. Prerequisite: BI 121. Each year.

216 Mammalian Anatomy

A laboratory and discussion course in the regional approach to the dissection of a representative mammal. Each student schedules the dissecting time and dissects a specimen independently. Unit exams are oral, providing a new and useful experience. Recommended for pre-medical, pre-dental, and physical therapy students. Prerequisite: BI 121 and consent. Each year.

217 Animal Histology

A laboratory, lecture, and discussion course in the study of basic tissues and representative organs of the mammal. Laboratory study is confined to light microscopy. Contributions to ultrastructure

92 Biology

by electron microscopy and other techniques are considered. Recommended for pre-medical, pre-dental, and medical technology students. For the latter, an opportunity to study the cells which produce the normal and pathological substances which the technologist measures. Prerequisite: BI 121. Each year.

220 Comparative Vertebrate Anatomy

This course includes a comparative study of vertebrate morphology (skeletal and physiological) 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. Laboratory time will be spent dissecting a representative vertebrate for the classes: Chondrichthyes Amphibia, and Mammalia. Lab will also include skeletal anatomy of representative vertebrates from each vertebrate class. Prerequisite: BI 121. Each year.

225 Vertebrate Natural History

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

228 Ecology

A lecture and laboratory course on the relationships of plants and animals to one another and to their physical environment. Field trips and laboratory work provide first-hand knowledge of organisms and their ecological significance in the De Pere area. Prerequisite: BI 121 or BI 180.

244 Genetics

A lecture and laboratory course demonstrating the basic principles of the gene structure, gene action, and gene transmission as found in the various forms of life. Prerequisite: BI 121. Each year.

320 Human Anatomy and Histology

A comprehensive study of the gross anatomy and microscopic anatomy of the human body. We will employ a regional approach with emphasis on the upper limb, thorax, abdomen, pelvis, lower limb, and brain. Students will learn to identify muscles, nerves, vessels, organs, and tissues of the human body. The course includes lecture and laboratory (dissections and light microscopy). One-third of the course will include information/laboratory work emphasizing mammalian histology. Recommended for pre-professional students interested in health-related professions and students interested in medical illustration. Prerequisite: BI 220, 372, and instructor's consent. Each year.

337 Entomology

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

338 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 will provide firsthand knowledge of aquatic organisms and their ecological significance. Prerequisite: BI 121 or BI 180. Alternate years.

340 GS4 Human Genetic Heritage

Basic concepts of genetics, especially as they relate to humans: inheritance of physical and behavioral traits; pedigrees and probabilities; genetic code, mutations and gene engineering; genetic screening and counsel; discussion of social, ethical and legal problems associated with continuing discoveries. Upper biennium, primarily for humanities and social science majors. Does not count in biology major or minor. Each year.

350 Microbiology

An introduction to the theory and application of microbiology, including preparation of media, cultivation, and staining of organisms together with a study of their morphology and physiology. Prerequisite: BI 121. Each year.

355 Invertebrate Biology

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

360 Medical Microbiology

A lecture and laboratory course dealing with the interaction between microbial pathogens and the human host. Topics to be treated include the development and normal functioning of the immune system, allergic reactions, and autoimmune diseases. A survey of the important bacteriological, mycological and viral pathogens in terms of their mechanisms of disease production is also included. Prerequisites: BI 350; Ch 216 or 220; or consent.

368 Parasitology

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

371 Cellular Physiology

A lecture and laboratory course concentrating on the structure and function of the cell as the basic unit of plant and animal organisms. Prerequisites: BI 121 and Ch 220, or 216. Each year.

372 Systemic Physiology

A lecture and laboratory course concentrating on the function of organ systems and their role in the entire organism. Emphasis is placed on integration and control mechanisms. Prerequisites: BI 121 and CH 220 or 216. Each year.

373 Molecular Biology

An in-depth study of the organization and function of cells and organelles at the molecular and biochemical level. The main themes of modern molecular biology will be emphasized. Topics discussed will include: synthesis, post-translational processing and transport of proteins, as well as selected aspects of molecular genetics — DNA structure, organization, replication, repair, transcription, translation and control of gene expression. In addition to the text, readings from current literature will also be required. A significant portion of the course will be devoted to lab experiences designed to allow the student to master several biochemical techniques commonly used in a molecular biology lab (i.e., quantitative protein and DNA assays, gel electrophoresis of DNA). Exposure to other basic techniques employed in molecular biology research will also be afforded, including protein purification, DNA isolation, relevant bacteriological techniques, the handling of recombinant DNA — containing bacteria, and Southern blotting. If possible, the electrophoretic separation of proteins, foreign gene insertion into plant cells (plant genetic engineering), and the manipulation of (plant and animal) cells in tissue cultures will be introduced. Prerequisites: BI 244, Ch 216 or Ch 220, or consent of instructor.

374 Plant Structure

Lectures and laboratory studies of the anatomy and morphology of vascular plants. Prerequisite: BI 121. Alternate years.

375 Lower Plants

An exercise in the classification, morphology, and life history of algae, bryophytes, and fungi. Some emphasis will be placed on cell types, function, and evolutionary trends. The course involves field

and laboratory identification of fresh material. Important economic aspects of the groups are also considered. Prerequisite: BI 121. Alternate years.

376 Plant Systematics

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

380 Plant Ecology

A lecture and laboratory course on the ecological relationships of plants and plant communities to their physical and chemical environments. Both autecology and synecology are examined. Field studies and the laboratory provide first-hand knowledge of these communities in the De Pere area. Prerequisite: BI 121 or BI 180. Alternate years.

381 Vertebrate Embryology

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

390 Ichthyology

A lecture and laboratory course on the classification, morphology, physiology, and ecology of fishes. Laboratory activities include individual student projects and the collection and identification of Wisconsin fishes. Prerequisite: BI 121 or BI 180. Alternate years.

395 Introduction to Biological Research

A lecture/laboratory course designed to encourage student research. Emphasis is on hypothesis establishment and methodologies for testing hypotheses. Prerequisite: BI 121 and consent of instructor.

420 Evolution

This course is designed to integrate the student's knowledge of the biological sciences. The course includes a study of the development of the theory of evolution, current evolutionary controversies, and evolutionary topics of interest to those participating in the course. Course format is lecture, readings, and discussion. Prerequisite: a knowledge of genetic and ecological principles. Alternate years.

94 Chemistry

428 Advanced Ecology

A course involving an original student laboratory and/or field investigation of an ecological or related problem under faculty supervision, terminating in a final research report. Prerequisite: Consent of instructor. Each year.

450 Special Topics

A course designed for group study of subject matter of special interest. The organization, methodology, and objective of the course will be determined by the instructor and may include a laboratory experience. Prerequisite: Junior and senior majors or consent of instructor.

460 Biology Seminar

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

495 Independent Study

A course offering which allows students to pursue

an area of study on an individual basis with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisite: Junior and senior majors or consent of instructor.

499 Research and Thesis

Original student laboratory and/or field research of a biological problem under faculty supervision terminating in a bachelor's thesis when approved. The student interested in research will seek a staff member willing to direct the work. The student will submit to his/her prospective research director a written proposal of the project. The staff member then forms a committee which he/she will chair with two other faculty members to consider the student's research proposal and the merit of research accomplished, to approve the preparation of a thesis, and to recommend acceptance of the thesis to the discipline (or division when 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/her work in public forum at a time set by his committee with his approval. Prerequisite: Biology major.

Chemistry (Ch)

Our objectives are to provide background for successful post-graduate work in chemistry and related fields; to train for industrial, governmental, and educational employment in the field of chemistry, and prepare students for the preprofessional areas such as pre-medicine, pre-dentistry, pre-pharmacy, pre-veterinary medicine, and pre-engineering and to serve the other academic disciplines of the Natural Science Division as well as students from Social Sciences and Humanities.

Major (14 courses, 11 in Chemistry): Ch 105, 107, 220, 222, 230, 311, 312, 330, 332 and two courses from the following list: Ch 300, 305, 310, 350, and 495.

Physics 121 and 122 and Mt 131. Students intending to go on to graduate studies should realize that mathematics courses such as Mt 132, 233, and 310 are required by most graduate programs in Chemistry.

Academic Minor (6 courses): Ch 105, 107, 216 or 220, 311 and two additional chemistry electives above the 200 level.

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

Courses:**100 GS4 Applications of Chemistry**

The course is primarily designed as a terminal course for non-science majors, but is open to all students. Many of the traditional chemical theories will be presented but always in association with a topic of everyday interest. The selection and sequence of topics will vary with the instructor and times. Labs illustrating applications will be carried out where appropriate.

105 GS4 General Chemistry I

A study of the basic principles, laws, and definitions of chemistry. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. Four lectures and one scheduled laboratory per week. Prerequisite: knowledge of exponents and logarithms. First semester each year.

107 General Chemistry II

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

216 Organic Chemistry

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

220 Organic Chemistry I

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

222 Organic Chemistry II

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

230 Mathematical Methods in Chemistry

This course covers the basic topic necessary for completion of upper chemistry courses and introduces the use of computers as they apply to Chemistry. Topics to be covered will include derivatives, integration, statistics, curve fitting and data collection and representation. Note: CS 110 does not satisfy this requirement for Chemistry majors. Prerequisite: Ch 216 or 220 and Mt 124 or 131. Second semester, each year.

300 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 that is beyond the scope of the basic core courses. Representative topics include areas such as advanced biochemistry, organometallic chemistry, polymer chemistry, heterocyclic chemistry. Prerequisite: Consent of the instructor.

305 Advanced Inorganic Chemistry

An in-depth study of properties, structures, bonding, and reactions of inorganic compounds. Topics include acid-base, non-aqueous solvents, coordination chemistry, and bioinorganic molecules. Laboratory is designed to provide students with experience in inorganic synthesis and representative analytical methods of inorganic chemistry. Prerequisite: consent.

310 Advanced Organic Chemistry

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

311 Quantitative Analysis

An introductory course in the principles of quantitative techniques and calculations. Topics include acid-base, oxidation-reduction, potentiometric, and complexation titrations, as well as gravimetric and spectrophotometric analyses. The weekly laboratory experiments are selected to provide experience in the analytical methods described in the lecture. Prerequisite: Ch 107. First semester, each year.

312 Instrumental Analysis

This course should be of interest to anyone interested in any laboratory science. Consideration is given to spectrophotometric methods including atomic absorption, infrared, ultraviolet and visible. NMR, electroanalytical chemistry and chromatography are also covered. A weekly laboratory experience is part of the course. The objectives of the course are to provide conceptual understanding of instruments and instrumental methods and to provide hands-on experience in

96 Computer Science

the laboratory. The course has both qualitative and quantitative aspects. Prerequisite: Ch 311 or consent.

315 Spectrometric Identification of Organic Compounds

The main focus of the course lies in using mass spectroscopy, IR, UV-VIS, and proton and ^{13}C NMR spectral data to determine the structures of organic molecules. In the laboratory segment of the course students acquire their own spectral data on real compounds and use the information to identify the organic compound. The basic principles of operation of the instruments is also included. Prerequisite: Ch 222 or consent. Alternate years.

330/332 Physical Chemistry

A year-long sequence utilizing the mathematical approach in the study of Chemistry. Topics include thermodynamics of ideal and real solutions, quantum theory of atoms and simple molecules, and solution and gas phase kinetics. Laboratory experiments will involve the application of these theories to calorimetry, spectroscopy, electrochemistry and chemical equilibrium. Prerequisite: Ch 222, calculus or consent. Ch 330 is

offered first semester, each year. Ch 332 is offered second semester, each year.

350 Biochemistry

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

495 Introduction to Research

An independent study course involving laboratory and/or literature experiences in consultation with a member of the chemistry staff. A written report is due two weeks before the end of classes. Students who wish to use a summer research experience performed at a site other than SNC, as a substitute for Ch 495 must have the Discipline's approval prior to undertaking the activity. Prerequisite: Consent of the instructor. Each semester.

495V Introduction to Research

The same as Ch 495 with an additional oral presentation given to interested students and faculty being mandatory. Prerequisite: consent of the instructor. Each semester.

Computer Science (CS)

The objectives of the computer science program are to provide students with a thorough introduction to the theory and applications of computer science. The program is consistent with the recommendations of the Association of Computing Machinery for small colleges. It emphasizes both oral and written communication skills by requiring internal and external program documentation, topical papers and oral presentations. Logical thinking and problem solving are taught and attention is given to the concepts that allow students to adapt to changing computing environments. Students work in both microcomputer and mainframe environments. Specific objectives of the program are: a) to prepare students for careers in computer science and computer information systems as programmers, programmer/analysts and systems analysts; b) to prepare students for graduate study in computer science; c) to offer students in all disciplines an opportunity to study computer science.

The computer center maintains two time sharing Prime mainframe systems which provide the student with ready access to terminals as desired. The College also maintains a large microcomputer laboratory, with microcomputers connected to a variety of peripheral equipment including links to the mainframe computers.

Students interested in computer science have a choice of three formal programs: a major in mathematics/computer science, a major in computer information systems or a minor in computer science which can be combined with any other major.

Major in mathematics/computer science: CS 110, CS 205, CS 320, CS 325, Mt 131 (or Mt 124), Mt 132, Mt 233, Mt 250, Mt 303 or Mt 306, Mt 315, one additional Mt course numbered 300 or above, and one additional CS course numbered 300 or above or BA 345. Majors will receive a Bachelor of Science degree.

Major in computer information systems: CS 110, CS 205, CS 210, CS 320, CS 325, CS 330, BA 105, BA 140, BA 230, BA 206 or BA 315, BA 230, BA 270, BA 333, BA 345, Mt 124 (or Mt 131) and DS 224. Majors will receive a Bachelor of Science degree.

Minor in computer science: CS 110, CS 205, CS 320, CS 325, Mt 131 (or Mt 124), and two courses chosen from the following: CS 210, CS 330, CS 335, CS 450, CS 495, Mt 315, and BA 345.

Courses:

110 GS8 Introduction to Computer Programming

This course provides an introduction to structured programming using the high level structured language Pascal. After a brief discussion of the nature, functions, and limitations of a digital computer, the role of a stored program in a digital computer is studied in detail. Problem definition, algorithm design, coding and testing, documentation, and applications are taught through classroom examples, practice exercises, and programming assignments. Structured programming techniques and top-down design are taught throughout the course. Students will learn fundamental features of a time sharing operating system and will use terminals to develop and execute their programs. Prerequisite: Mt 114 or Mt 115. Each semester.

205 GS8 Advanced Programming and Elementary Data Structures

A continuation of CS 110, this course develops the concepts of advanced programming needed to solve more difficult problems, continuing to emphasize structured programming techniques and top-down design. Topics include advanced language constructs, advanced data types, nested procedures, nested record structures and pointer variables. Various data structures are introduced, including stacks and singly-linked lists. Programming style, documentation standards, program modularity, robustness, generality, and portability issues are presented. Additional topics are: data representation; binary search; some sorting; and recursion and activation records. Students

will program a variety of assignments and will experience programming within a team environment. Prerequisite: CS 110 and Mt 131 (or MT 124) or consent. Each semester.

210 GS8 COBOL Programming and Business Applications

Students will learn the COBOL language and use it to solve a variety of business problems. Structured programming and top-down design continue to be emphasized as well as: problem definition; system design tools including system flowcharts, decision tables and decision trees, algorithm design using structure charts, testing and debugging, and documentation. Students work in teams to complete system design projects for both batch and interactive applications. Teams are responsible for structured walkthroughs detailing information requirements, the design of data structures, report layouts and processing logic. Topics include: Identification, Environment, Data and Procedure divisions; report generation and control break logic; table processing; subprograms; file processing using sequential, indexed and relative files; the COBOL SORT; and various operating system utilities. Prerequisite: CS 205. Spring semester.

320 Data and File Structures

A continuation of CS 205, this course focuses on more advanced data structures, including file structures. Topics include: review of elementary data structures, removing recursion, multi-linked lists, additional sorting and searching techniques, hashing, trees and graphs. File and file structure topics include: file properties such as binary/

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coded, buffering and blocking; direct access files; indexing techniques using direct files; updating direct files and file system applications. Selected assignments will be implemented on the computer. Prerequisite: CS 205. Second semester, each year.

325 Machine Organization and Assembly Language

This course provides an introduction to the internal operations of digital computers. Topics include: computer architecture and memory control, processing and I/O units; machine language and registers; instruction types and formats; fetch-execute cycle; timing and I/O operations and interrupt handling; data representation and basic computer arithmetic; addressing modes, (indexing, indirect, absolute and relative); assembly language programming; procedures; macros and conditional assembly. Prerequisite: CS 205 or consent of instructor. First semester, each year.

330 Database Techniques and Modeling

After an introduction to the evolution of the database approach and a comparison to traditional file systems, the course provides a detailed examination of the techniques of database modeling and the various data structures needed to implement these models. Database structures: a review of file properties; data structures for processing keys (unique and secondary) indices and segmentation of indices; representing relationships through trees, networks, and record pointers. Database modeling: logical and physical design; schemas and sub-schemas; analysis of hierarchical, network, and relational database systems. Data administration. Prerequisite: CS 320. First semester, each year.

335 Compiler Writing

This course provides an analysis of the software required to translate user-oriented languages into machine code. Topics included are: an overview of compiling, including lexical analysis, syntax analysis, and code generation; grammars; symbol table design; error processing within the parser; intermediate code generation, including quadruples; and run-time organization. The course requires a major project in which the student writes a compiler for non-trivial language. Prerequisite: CS 320 and CS 325. Intended second semester each year.

450 Special Topics

A course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. Prerequisite: junior or senior standing, and consent of the instructor.

495 Independent Study

A course offering which allows students to pursue an area of study on an individual basis, with consultation and evaluation. The methodology and objective will be mutually agreed upon by the faculty member and the student. Prerequisite: junior or senior standing, and consent of the instructor.

Other Related Courses

Besides the CS courses listed above, BA 140, BA 345, Mt 310, Mt 315, and Mt 317 are also computer-related courses.

Environmental Science (ES)

The Environmental Science program has several objectives: a) to provide the student with a solid science foundation balanced with a liberal arts education; b) to provide for a solid environmental science foundation in the specifics, theory, and concepts of ecology as an attractive prerequisite for postgraduate studies, and to prepare students for positions in government service and industry; c) to develop research skills in the student; and d) to develop in the student a contemporary environmental ethic.

Major (14 courses, 8 in Biology): The major is expected to satisfy all the requirements for each of the areas below. (See Biology, Natural Science, and Chemistry sections of the catalog for course descriptions).

1. Major core courses — Bl 120, 121, 228, 338, 428, DN 300.
2. Biological electives (one course from each area):
 - A. Systematics — Bl 220, 221, 225, 337, 355, 390, or 450.
 - B. Botany — Bl 210, 375, 376, or 380.
3. Chemistry — Ch 105, 107, and either 216 or 220.
4. Required cognates — CS 110, DS 224, Mt 124 or 131.

It is recommended that the student select courses as electives in the physical and earth sciences such as Py 121 and 122 and DN 105 GS4 or DN 307 GS4. For students interested in graduate study, we also recommend course work in biology at the suborganismal level.

Academic Minor (6 courses): Bl 121 or 180, Bl 228 and DN 300, and three electives above the Bl 200 level chosen from the core or elective listing of the environmental science major program.

Geology (Gl)

Geology involves the study of the processes and events which shape the earth. Because of the integrative aspects of geology, it is an appropriate field of study in the liberal arts. The program also serves as a foundation for postgraduate studies in geology. At the present time geology is an elective area of study (an area of concentration within a Natural Science Major) within the division of Natural Sciences.

300 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 of them. Topics that will also be included are: crystallography, crystal chemistry, and microscopic identification of minerals.

320 Petrology

This course provides an overview of the formation, occurrence and recognition of the igneous, sedimentary, 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 the macroscopic and microscopic identification of the various rock types and their associated textures. Prerequisite: Gl 300.

325 Structural Geology

A laboratory and lecture course in the study of the structure of the earth including theories of mountain formation and crustal deformation: folds, faults, cleavage, and lineation. Prerequisite: DN 105. Alternate years.

330 Geologic Field Methods

A laboratory and lecture course involving the principles and techniques of acquisition and interpretation of geologic information in the field. Prerequisite: DN 105. Alternate years.

Also see DN 105, 120, 301, 307, 344.

Mathematics (Mt)

The mathematics program 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.

Major (10 courses): CS 110, Mt 131 (or Mt 124), Mt 132, 233, 250, and at least five mathematics courses numbered 300 or above. The major receives a Bachelor of Arts degree.

Transfer students majoring in mathematics must earn satisfactory credit in at least three mathematics courses at St. Norbert College which are numbered 300 or above.

It is recommended that students majoring in mathematics take courses in at least one area where mathematics is applied; for example, computer science, physics, economics or business administration.

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

Academic Minor (6 courses): Mt 131 (or Mt 124), Mt 132, Mt 233, Mt 250, and two mathematics courses numbered 300 or above.

Teaching Minor: The program shall consist of CS 110, Mt 131 (or Mt 124), Mt 132, 250, 306, and 321 or 350.

Major in mathematics/computer science: CS 110, CS 205, CS 320, CS 325, Mt 131 (or Mt 124), Mt 132, Mt 233, Mt 250, Mt 303 or Mt 306, Mt 315, one additional Mt course numbered 300 or above, and one additional CS course numbered 300 or above or BA 345. The major receives a Bachelor of Science degree.

Courses:

H02 Basic Algebra

Numbers and their properties, operations with rational numbers, fundamental operations in algebra, linear equations in one variable, special products and factoring, algebraic fractions, systems of linear equations, exponents and radicals, quadratic equations. Prerequisite: two years high school mathematics or consent. Each semester.

114 GS8 Algebra and Finite Mathematics

Primarily intended for students planning to take Mt 124, Mt 131, or DS 224, but who need more preparation. Algebra, functions, mathematics of finance, matrices, systems of equations, exponential and logarithmic functions, and probability.

Prerequisites: advanced algebra in high school, Mt H02, or consent. Note: Students may not receive credit for both Mt 114 and Mt 115. Each semester.

115 GS8 Pre-Calculus Mathematics

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

124 GS8 A Survey of Calculus

Intended primarily for business students, this

course provides a working knowledge of calculus in one semester. Topics include: functions and their graphs, exponential and logarithmic functions, present value, differentiation and applications, integration and applications, functions of several variables. Prerequisite: four years of college preparatory math in high school or Mt 114 or Mt 115. Note: Students may not receive credit for both Mt 124 and Mt 131. Each semester.

131 GS8 Calculus and Analytic Geometry I

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

132 GS8 Calculus and Analytic Geometry II

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

200 Topics in Mathematics

The course topic and title will be announced at the time the course is offered. This course is intended for students at the freshman/sophomore level.

233 Calculus and Analytic Geometry III

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

250 Advanced Foundations of Mathematics

This course is intended to be a transition to abstract mathematics. Logic; the axiomatic method and the nature of proof; sets; relations, functions and 1-1 correspondences; countability. Selected topics in discrete mathematics. Prerequisite: Mt 132 or consent. Second semester each year.

303 Linear Algebra

Vector spaces and inner product spaces, linear transformations, matrices and determinants, eigenvalue problems, generalized eigenvectors and Jordan form. Prerequisite: MT 233 and Mt 250 or consent. Second semester, each.

306 Abstract Algebra

Groups, cyclic groups, permutation groups, quotient groups; Lagranges theorem; homomorphism theorems; rings, ideals, matrix rings, polynomial rings; number theory; modular arithmetic; integral domains; fields; field extensions. Prerequisite: Mt 250. First semester, each year.

310 Differential Equations

Solutions and applications of ordinary differential equations of types including: variables separable, homogeneous coefficients, exact, linear, and non-linear. Includes introduction to differential operators, variation of parameter, Laplace transform, power series, and numerical solutions. Prerequisite: Mt 233 or consent. Second semester, alternate years.

315 Numerical Analysis

Algorithms for numerical solutions to mathematical problems, with an emphasis on error analysis. Power series, roots of equations, linear and nonlinear systems, numerical differentiation and integration, differential equations, interpolation and difference equations, curve fitting. Most algorithms will be tested on a computer. Prerequisites: CS 110 and Mt 233. Second semester, each year.

317 Operations Research

Linear programming, duality, sensitivity analysis, transportation and assignment problems. Computer implementation of selected algorithms. Selected topics from the following: game theory, network analysis, integer programming, and decision theory. Prerequisite: Mt 233 or consent. First semester, each year.

321 Probability and Statistics

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

350 Modern Geometry

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

355 Topology

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

102 Physics

373 Real Analysis

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

376 Complex Analysis

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

450 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: consent of the instructor and junior or senior standing.

495 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: consent of the instructor and junior or senior standing.

Physics (Py)

The physics program is designed (1) to prepare students for graduate study in physics or a related field of science or engineering, and for careers in high school teaching, industry and other areas, (2) to meet the needs of students in pre-engineering and other pre-professional as well as chemistry and biology major programs, and (3) to provide an opportunity to secure a general knowledge of physics for students whose major program is outside of natural science.

Physics Major (14 courses, 8 in physics): Prospective physics majors are encouraged to begin their study of physics and mathematics in the freshman year. Physics courses are mostly sequential and are developed in close association with mathematics courses.

Required courses for the major are Py 121, 122, 211, 241, 311, 321, 411 and one physics elective. Courses numbered above 300 may be substituted with the approval of the advisor. (For secondary education certification in physics, the student must select one additional Py course; Py 141 is recommended).

Additional courses required are Mt 131, 132, 233, 310, one elective in mathematics and one in computer science. Another computer science course can be substituted for the mathematics elective.

Courses that are often recommended include Py 225, 322, 325; Mt 303, 315, 321; Ch 105, 107. Graduate study in physics toward a Ph.D. degree often requires a reading knowledge of a foreign language — German, French, and Russian are most valuable.

The following paradigm lists science and mathematics courses that are recommended for a student who wishes a strong background for graduate study in physics. More courses are listed than the minimum for a physics major.

Year 1: Py 121, Py 122, Mt 131, Mt 132, Cs 110

Year 2: Py 241, Py 211, Mt 233, Mt 310, Ch 105, Ch 107

Year 3: Py 321 or Py 311, Py 322 or Py 411, Py 225, Py 325, Mt elective

Year 4: Py 321 or Py 311, Py 322 or Py 411, Py 495, Mt elective

Academic Minor (6 courses): Py 121, 122, 211, 241, 311 or 321, plus one of the following: CS 110, Mt 310, Mt 315. Cognate requirements are Mt 131, 132, and 233.

Teaching Minor (6 courses): Py 121, 122, 141, 241, and two physics courses numbered above 200 chosen in consultation with the advisor.

Pre-engineering: The physics and the pre-engineering programs are closely related since students in both groups will be taking many of the same courses. Pre-engineering students should enroll in the General Physics courses (Py 121 and 122) and take selected advanced physics courses (numbered above 200) as well as a full year of chemistry (Ch 105 and 107) and math courses in calculus (Mt 131, 132, 233, and 310). Each student will develop his/her own pre-engineering program in consultation with the advisor. See also the catalog section on Pre-professional programs.

Students with majors in biology, chemistry, mathematics, and pre-professional students are advised, or required, to take Py 121 and 122.

Courses:

101 GS4 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. What laws govern the motions of golf balls, raindrops, gymnasts, airplanes, and other objects of our experience? How does energy serve as a unifying principle throughout the various branches of science? How can radar, radio, radiant heat, visible light, and X-rays all be different aspects of the same physical entity? Presentation is by lectures, demonstrations, and laboratory experiments. No mathematical background beyond high school algebra will be assumed. Not open to students majoring in chemistry, mathematics, or physics, or to students who have taken PY 121. Second semester, each year.

121 GS4 General Physics I

An introductory course presenting 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, and oscillatory motion. Lectures and one laboratory period per week. Working knowledge of trigonometry and advanced high school algebra will be assumed. Corequisite: Mt 131. First semester, each year.

122 General Physics II

Continuation of Py 121, completing a full-year introductory sequence required of chemistry majors and pre-engineering students as well as physics majors. Topics include: wave motion and sound, electric and magnetic fields and their interaction with matter, electromagnetic waves, and physical and geometrical optics. Lectures and one laboratory period per week. Prerequisites: Py 121 and Mt 131. Second semester, each year.

141 GS4 Astronomy

The course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. The student will be acquainted with the scientific methods and developments that have enabled our current understanding of the dynamic universe. Topics include: ancient astronomy, the appearance of the night sky, the solar system, stellar properties and evolution, observational techniques, interstellar gas and dust, structure and dynamics of our galaxy and beyond, and

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cosmology. Some laboratory periods will meet in the evening for the purpose of making astronomical observations. No mathematical background beyond high school algebra will be assumed. First semester, each year.

211 Classical Mechanics

An analytical treatment of Newtonian mechanics. Topics include: equations of motion and their solutions, conservation laws, the harmonic oscillator, central force motion, rigid body motion, and systems of particles. May include an introduction to Lagrangian and Hamiltonian mechanics. Prerequisites: Py 121 and Mt 132. Second semester, each year.

225 Circuit Analysis

An introductory course in linear circuit analysis. DC and AC circuits; properties of basic circuit components. Lectures and one laboratory period per week. Prerequisites: Py 122 and Mt 132 or consent of instructor. First semester, each year.

241 Modern Physics

An in-depth survey of the essential experimental and theoretical developments of twentieth-century physics. Topics include: the atomic view of matter, electricity and radiation, relativity, the Rutherford-Bohr atom, X-rays, wave-particle duality, basic quantum mechanics, elementary solid state physics, radioactivity, nuclear reactions, and nuclear models. Lectures and one laboratory period per week. Prerequisites: Py 122 and Mt 132. First semester, each year.

311 Statistical and Thermal Physics

A presentation of thermodynamics, statistical mechanics, and kinetic theory from a unified and modern point of view. The microscopic content of the theory and the relationship of macroscopic quantities to the underlying microscopic structure will be emphasized. Topics include: probability and statistics, quasi-static processes, irreversible processes, temperature, heat, entropy, the general laws of thermodynamics, canonical distribution, equipartition theorem, ideal gas laws, and introduction to quantum statistics. Prerequisite: Py 241 or consent of instructor. First semester, alternate years.

321 Electricity and Magnetism

A study of the classical electromagnetic theory. Topics include: electrostatic fields, magnetostatic fields, time varying fields, and Maxwell's equations. Vector calculus is extensively used. Prerequisites: Py 122 and Mt 233. First semester, alternate years.

322 Electromagnetic Radiation and Optics

Applications of Maxwell's equations, including: the propagation of electromagnetic waves, radiation from accelerated charges, dipole radiation, radiation reaction, and scalar diffraction theory. Selected topics from classical and modern optics. Prerequisite: Py 321. Second semester, alternate years.

325 Modern Electronics

A laboratory approach to analog and digital circuits; application of circuits to measurement, control, and processing of signals. Experiments are performed that demonstrate how integrated circuits function in these applications. Prerequisite: Py 225 or consent of instructor. Second semester, each year.

411 Quantum Mechanics

An introduction to quantum mechanics. Topics will include: the Schrodinger equation, the harmonic oscillator, the hydrogen atom, approximation techniques, and applications to atomic and nuclear physics. The formal operator methods will be introduced. Prerequisite: Py 211 and Py 241. Second semester, alternate years.

431 Solid State Physics

Classical and quantum methods are used to study condensed matter. Topics will include: crystal structure, lattice dynamics (phonons), classical and quantized free electron theories, the band theory of solids, superconductors and semiconductors. Prerequisite: Py 241.

441 Astrophysics

An in-depth, quantitative study of astronomical phenomena with particular emphasis on the physical concepts that are relevant to astrophysics. A broad foundation in physics will be developed through the study of astronomical phenomena. Recent developments in observational and theoretical astrophysics will be discussed. Prerequisite: Py 241 and 321.

495 Independent Study

This course is designed to allow students to pursue an area of study on an individual basis, with consultation and evaluation. The methodology and objectives will be mutually agreed upon by the faculty member and the student. Prerequisite: junior or senior standing, and consent of the instructor.

Division of Social Sciences



Division of Social Sciences

Elizabeth G. King, Chair

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

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

Social Studies Teaching Major (14 courses): The broad field social studies teaching major for students seeking certification as secondary school social science teachers consists of 14 courses chosen from the following social studies disciplines: Economics; Geography, History; Political Science; Psychology; and Sociology. Three options are available to the student. Option A: Nine courses in ONE of the above disciplines and five courses from the remaining disciplines with a two-course sequence in at least two of the disciplines. Option B: Six courses in ONE of the disciplines named above, and eight courses distributed over at least three other social studies areas. Option C: Six courses in ONE of the disciplines named above, two-course sequence in at least two other disciplines named, and the remaining four courses distributed over other social studies areas. The following courses are highly recommended as supportive of a Broad Field Social Studies Major: Ec 201; Pl 120; Hs 111; Hs 116; Ps 100; Sc 100; Sc 111; and Ge 225.

With the approval of the divisional chair, the broad field social studies teaching major may be used to satisfy college graduation major requirements. For the teaching major, other professional education requirements for secondary education must also be fulfilled.

Divisional Courses (DS)

220 GS3 Lifespan Human Development

The course provides an examination of the physical and psychosocial factors which influence human development. 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. Each semester.

224 GS8 Basic Statistics

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

310 GS2 Twentieth Century Ideologies

This course examines the political ideologies which have influenced the world in the Twentieth Century. By ideology is meant a body of political thought, belief in which motivates groups to take political action. The course will include studies of Democracy, Democratic Socialism, Marxism, Russian and Chinese Communism, Fascism, National Socialism, Anarchism, and various "radical" movements.

320 GS3 Nationalism

This course examines the roots of nationalism in the Greek and Biblical sense of nation, the relationship of nationalism to the development of the European nation-state, the European and Ameri-

can nationalist movements of the Nineteenth Century, and the varieties of Twentieth Century nationalism, including Middle Eastern, African, and other developing areas.

324 Issues of International Economics

An analysis of the process of the interaction between international politics and international economics and an examination of management techniques dealing with the issues of economic conflict, cooperation, and the achievement of common goals.

370 GS3 Comparative Education

Comparative education is the systematic examination of other cultures and systems of formal and informal education deriving from those cultures in order to discover similarities and differences, and why variant solutions have been attempted to educational problems that are often common to all. Problems of equality of educational opportunity, achievement of literacy in developing countries which have population explosions, allocation of resources to meet educational goals, freedom of choice, censorship, and thought control may be topics for discussion. Different countries (developed and developing) and educational problems may be studied from semester to semester.

375 Special Topics in the Social Sciences

An interdisciplinary course which deals with topics involving two or more social sciences. May be team taught by faculty from the academic areas from which the topic has emerged. Enrollment will be normally limited to upper division students. This course may be repeated since the topics will vary.

Business Administration (BA)

Business administration programs at St. Norbert College are broadly conceived to offer a comprehensive preparation for students who plan to enter the business world and to provide a liberal education that will contribute to our students' intellectual, personal and moral growth. Because the functional areas of business (accounting, finance, management and marketing) have their roots in such social

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

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

General Business Major (14 courses): The general business major is divided into basic, core, and advanced requirements.

A. The basic and core requirements will normally be taken in the following sequence:

1. FRESHMAN YEAR:

BA 105 Financial Accounting
BA 140 Business Computer Systems
Mt 124 Survey of Calculus or
Mt 131 Analytical Geometry and
Calculus

2. SOPHOMORE YEAR:

BA 206 Managerial Accounting
BA 230 Foundations of Management
DS 224 Basic Statistics or Mt 321
Probability and Statistics
Ec 201 Principles of Economics I
Ec 202 Principles of Economics II

3. JUNIOR YEAR:

BA 250 Corporation Finance
BA 270 Marketing Concepts and
Issues
BA 390 Business Law I

B. Advanced requirements: BA 485 Business Policy

Advanced business requirements should be taken in the third and fourth years, and there are both minimum and maximum limits. General business majors must take BA 485 and at least two advanced courses from the following list: any business administration (BA) course above the 100-level (other than the core requirements and courses designated for non-majors); any economics (Ec) course above the 200-level; and selected courses in communications (CO 322), English (En 306), mathematics (Mt 317), philosophy (Pl 320), political science (Po 338), psychology (Ps 221, 321, 325 and 360), and sociology (Sc 235). No more than four advanced business administration (BA) courses may be counted to satisfy the 32 total courses required for graduation one of which must be BA 485. Students must select their advanced courses in consultation with their advisors.

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

A. Basic

FRESHMAN YEAR:

BA 105 Financial Accounting
BA 140 Business Computer Systems
Mt 124 Survey of Calculus or
Mt 131 Analytical Geometry and
Calculus

JUNIOR YEAR:

BA 250 Corporation Finance
BA 270 Marketing Concepts and
Issues
BA 315 Managerial Cost Accounting
BA 327 Accounting Theory III

B. Core

SOPHOMORE YEAR:

BA 225 Accounting Theory I
BA 226 Accounting Theory II
BA 230 Foundations of Management
DS 224 Basic Statistics or
Mt 321 Probability and Statistics
Ec 201 Principles of Economics I
Ec 202 Principles of Economics II

C. Advanced

SENIOR YEAR:

BA 390 Business Law I
BA 391 Business Law II
BA 418 Auditing
BA 419 Federal Income Tax
BA H46 Seminar in Management
Accounting
BA H48 Advanced Tax

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

Major in computer information systems: CS 110, CS 205, CS 210, CS 320, CS 325, CS 330, BA 105, BA 140, BA 206 (or BA 315), BA 230, BA 270, BA 333, BA 345, MT 124 (or MT 131), and DS 224.

110 Business Administration

Courses:

H46 Seminar in Management Accounting

This course examines the role of the management accountant in modern business. Topics covered include international accounting, decentralization, performance measuring, quantitative techniques, and business ethics. Cases, simulations, written and oral presentations, as well as tests, will be used to evaluate students. The course is intended to be broad in perspective and will require the students to integrate material not only from previous accounting courses but from other business and general education courses as well. Prerequisites: BA 315 and Senior Accounting Major. Second semester.

H48 Advanced Federal Income Tax

Advanced study of corporations, partnerships, estates and trusts, gift taxes, specially taxed corporations, capital changes, securities. Prerequisite: BA 419. Second semester.

100 Introduction to Business

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

105 Financial Accounting

A complete and balanced treatment of the concepts and procedures used by businesses to measure and report their performance. Emphasizes the accounting cycle and preparation of income statements, balance sheets, and statements of changes in financial position. Financial statement analysis and interpretation is introduced. Covers profit and loss from commercial operations, trade accounts, notes payable and receivable, cash and marketable securities, bonds and interest, present value concepts, inventories and material resources, plant assets and depreciation, natural resources depletion, intangible assets, payrolls, and equity distribution in partnerships and corporations. Each semester.

140 Business Computer Systems

This course introduces the computer as a business problem-solving tool. Students will learn applications for mainframe and microcomputer systems through exercises with a variety of software packages, including word processing, operating systems, electronic spreadsheet, and data manage-

ment. Present value analysis and its use in business decision-making will be emphasized in the computer applications. Other topics may include computer hardware and software, data communications and organizational applications of computerized systems. Prerequisite: Mt 114 or 124. Each semester.

206 Managerial Accounting

Studies the ways that accounting can help businesses operate more efficiently and effectively, emphasizing management's use of accounting data for planning and control. Introduces manufacturing accounting using job order, process, and standard cost systems. Covers comprehensive and capital budgeting, responsibility accounting for cost allocation and control, cost/volume/profit analysis, inventory control, and management reports and analyses. This course is not open to accounting majors. Prerequisite: BA 105 and BA 140. Each semester.

225 Accounting Theory I

The first advanced course covering the more comprehensive and complex issues and details of financial accounting. Gives special attention to contributions to the accounting field made by its professional and research groups. Rigorous and in-depth study of the preparation of all financial statements. Considers cash, receivables and liquidity; temporary and long-term investments; complex inventory procedures for estimation, valuation and control; the acquisition, use, depreciation, retirement and replacement of plant assets; fixed asset valuation; depletion of natural resources; intangible assets; and risk management through life, fire and liability insurance. Prerequisite: BA 105. First semester each year.

226 Accounting Theory II

The further study of comprehensive and complex financial accounting concepts and procedures. Rigorous and in-depth treatment of financial statement analyses and the preparation of the statement of cash flows. Considers non-operating income components and supplemental disclosures; current, contingent and long-term liabilities; tax allocations; leases; payroll and pension costs; statements from incomplete records and correction of past compound errors; corporate capital formation; and the measurement and distribution of earnings, including complex earnings-per-share determinations. Surveys currently applicable FASB rulings and recommendations. Prerequisite: BA 225. Second semester each year.

230 Foundations of Management

This course introduces the management theories and methods that apply to all businesses and other human organizations in a domestic and interna-

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

250 Corporate Finance

As an introductory course in finance, this course acquaints students with the fundamental tools and concepts used in financial decision-making and financial management. In addition to an overview of the financial system, this course covers discounted cash flow analyses, security valuation, risk and return, financial forecasting, capital budgeting, short-term and long-term financing, working capital management, capital structure of the firm, dividend policy, and other selected topics including international dimensions of finance. Prerequisites: BA 206 or 315, DS 224, EC 201, and MT 124 or 131. Each semester.

270 Marketing Concepts and Issues

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

315 Managerial Cost Accounting

A study of the principles and procedures used in managerial cost accounting. Topics include: job order, process and standard cost systems, joint and byproduct, costing, budgeting, cost-volume-profit analysis, direct costing, manufacturing statements, cost behavior, cost allocations, and other selected topics. The course emphasizes the managerial decision-making aspects of account-

ing in addition to the traditional cost accounting approach. Prerequisites: BA 105 and 140; DS 224 and Mt 124 or 131. First semester.

327 Accounting Theory III

A study of advanced accounting which includes topics such as business combinations, equity method of accounting for investments, pooling of interest and purchases, consolidation at acquisition and subsequent to acquisition, various types of intercompany transactions and miscellaneous topics involving multiple corporations. Accounting for non-profit organizations such as governmental units, colleges and universities, hospitals and welfare organizations is covered. Prerequisite: BA 226. Second semester.

333 Production/Operations Management

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

336 Personnel and Industrial Relations

One of three advanced courses concerned with human behavior in management. This course focuses on the individual as the unit of analysis. Introduces the basic psychological issues of motivation, testing, and the measurement of human potential and performance. Considers the personnel administration functions of human resource planning, job description and specification, recruitment, selection, equal employment opportunity, orientation and training, occupational health and safety, wage and salary compensation, fringe benefits, performance review and appraisal, discipline and separation. Studies the history and background of the labor movement, the legal environment in which labor unions and management exist, labor union organizational activities and contract negotiations. Prerequisite: BA 230 or consent of instructor. First semester.

337 Behavior in Organizations

This behavioral course focuses on the micro-level of group behavior as a management concern. Topics include motivation of individuals and groups, group dynamics, leadership and influence processes, the exercise of social power and authority in groups, formal and informal organization, and the social context of decision-making processes. Elements of behavioral theory and research are presented. Prerequisite: BA 230 or consent of instructor. Second semester.

112 Business Administration

338 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 organizations. Prerequisite: BA 230 or consent of instructor. First semester.

342 Advanced Microcomputer Concepts

Designed for the student who desires an advanced skill level in business computer applications, the course focuses on the use of the computer in decision support systems. Students will learn to develop models using spreadsheet and database management software. They will apply computer models to various case studies involving ambiguous problems. In addition, students will demonstrate a microcomputer software package designed to solve a problem of their choice. Data communications and operating systems will also be covered. Prerequisite: BA 140 or consent. Fall semester.

345 Systems Analysis and Design

This course examines the phases of the systems life cycle by requiring students to complete system projects solving real organizational problems. Students will attend to all phases of the systems life cycle including problems identification, information requirements determination, alternative evaluation, file design, report layout, logical design, training, preparation of procedures manuals, system testing, installation and conversion. Students will complete formal walkthroughs of their projects and are responsible for detailed documentation of their systems. Prerequisite: CS 210 or CS 320. Second semester.

351 Investments

This course acquaints students with the characteristics of various types of investment securities, the evaluation of certain risks and rewards associated with investment securities, and an understanding of the principles underlying the selection of a portfolio of investment securities. Prerequisite: BA 250. Second semester.

352 Financial Institutions and Markets

This course will provide a conceptual and practical overview of financial institutions and markets.

The student 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: BA 250.

353 International Financial Management

This course will allow students to develop the body of knowledge, attitudes, and skills needed for the financial management of multinational corporations. The following areas will be covered from the perspective of a multinational corporation: international financial environment, foreign exchange risk management, long-term investment decisions, financing policies, working capital management, and other selected topics. Prerequisite: BA 250.

355 Advanced Finance Seminar

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

371 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. Students prepare and tape a sales presentation. Prerequisites: BA 270 and DS 224. Second semester.

372 Marketing Research

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

374 Marketing and Advertising Campaigns

This course provides a systems analysis approach to marketing. Advertising and sales promotions must be integrated into the firm's overall marketing effort, they must be an extension of the basic marketing strategy and plan, and they must be designed to suit a particular economic, social and cultural context. It is both a reading and a research course dealing with advanced problems in marketing, advertising, product promotion, and sales campaigns. Attention is also given to specific options inherent in selecting media, copy, and sales promotion variables. Prerequisites: BA 372. First semester.

375 Consumer Behavior

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

378 Not-for-Profit Marketing

Course emphasizes the application of marketing concepts to churches, government agencies, schools, hospitals, cultural centers, service clubs, unions, and other public and private not-for-profit organizations. Guest speakers from these organizations visit the class. Students demonstrate their ability to apply marketing concepts by writing a critical essay discussing the similarities and differences between for-profit and not-for-profit organizations.

379 International Marketing

The course differentiates between domestic and international marketing. It also treats international marketing in relation to cultural, economic, and political contexts. Other topics include structures for operating in foreign markets, strategic programs for international marketing, and relationship to international trade balances. Prerequisites: BA 270; EC 201; EC 202.

390 Business Law I

The student will study basic principles of law in the following areas: contracts, employer/employee, agency, partnerships, corporations, securities regulation, anti-trust, labor, and consumer transactions. Prerequisite: Junior standing. Each semester.

391 Business Law II

A continuing course in legal principles covering: real and personal property, commercial paper and banking, sales and product liability, bankruptcy, bailments, wills, trusts, insurance, and secured transactions. Prerequisite: BA 390. Second semester.

418 Auditing

General principles of auditing, auditing standards, professional ethics, legal liability, rules of evidence, internal control, EDP audits, statistical sampling, audit programs and procedures, audit reports and unaudited reports. Prerequisites: BA 327 and 315. Second semester.

419 Federal Income Tax

Individual, partnership, corporate and payroll taxes. Installment sales, depreciation and asset cost recovery systems, sales and exchanges, capital gains and losses, and legal basis for gain or loss. Prerequisites: BA 105 and senior standing. First semester.

478/ Senior Seminar I and II

479 (two semesters)

These two capstone courses, required for all senior IBLAS majors, attempt to integrate the knowledge and skills derived from prerequisite courses in business, language, mathematics, political science and economics. The course format includes lectures, oral presentations by students, panel discussions, field trips and visits to conferences, and "hands on" responsibility for a small company that imports labor-intensive articles from less developed countries. Some internships are available. Prerequisite: Senior IBLAS major or instructor consent. BA 478 is a prerequisite for BA 479. Each year.

485 Seminar in Business Policy

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

489 Special Topics in Business

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in business administration exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

490 Independent Study in Business

Individual study of an approved topic in business under the direction of a business faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required; written work is optional. Prerequisites: consent of instructor and approval of Division Chair.

492 Directed Research in Business

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

494 Internship/Cooperative Education

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. Prerequisites: Junior and senior standing; business major, minor, or concentration; consent of instructor, and pre-approved placement.

Economics (Ec)

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

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

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

Major (11 courses): The economics major consists of nine economics courses including Ec 201, 202, 310, 311 and five advanced economics courses; Mt 124 or 131; and DS 224 or Mt 321. Students contemplating graduate study in economics are strongly urged to take Mt 132 and Mt 303 in addition to the minimum requirements of the major.

Academic Minor (6 courses): The academic minor consists of six economics courses, including Ec 201, 202, 310, 311 and two advanced Ec courses.

Teaching Major (11 courses): The teaching major for secondary education certification in economics consists of the same courses required for the economics major.

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

Courses:

100 GS3 Evolution of Economic Ideas

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

201 Principles of Economics I

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

202 Principles of Economics II

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

310 Intermediate Microeconomics

Theory of consumer demand and theory of production. Pricing and output under pure competition, monopoly, monopolistic competition and

oligopoly; resource markets and income distribution. General equilibrium and Pareto-optimality. Prerequisite: Ec 202. First semester.

311 Intermediate Macroeconomics

National income determination; general equilibrium of the product and money markets; stabilization policy; contemporary policy issues. Prerequisite: Ec 202. Second semester.

320 Introduction to Mathematics Methods for Economics and Business

Applications of first and second derivatives in economics and business. Solutions of optimization problems. Fundamentals of linear programming. Prerequisites: Ec 202, Mt 124.

325 Introduction to Econometrics

Ordinary least squares method of estimating parameters of linear equations involving two or more variables. Problems of estimation, model building, and forecasting. Prerequisites: Ec 202; and DS 224 or Mt 321.

330 Labor Problems

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

340 Urban Economics

Application of economic theory to problems of the cities: central-city decay, erosion of the tax base, the mass-transit dilemma, hardcore unemployment; analysis of remedial legislation; urban planning. Prerequisite: EC202 or consent.

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361 Government and Business

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

370 Comparative Economic Systems

A study of major types of economic systems: capitalism, mixed market, market socialism, and command (socialism/central planning). Primary focus is comparative, with emphasis given to the economies of Japan, Soviet Union, France, Great Britain, Yugoslavia, Poland, Mexico, China, and several others. Prerequisite: Ec 202 or consent.

371 International Economics

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

372 Economic Development

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

390 Money, Income and Price

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

391 Public Finance

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

489 Special Topics in Economics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in economics exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

490 Independent Study in Economics

Individual study of an approved topic in economics under the direction of an economics faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: consent of instructor and approval of Division Chair.

492 Directed Research in Economics

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

494 Work-Study in Economics

Appropriate work experience with business firms or government agencies may be undertaken for course credit, when directly related to the educational goals of the student. Prerequisites: consent of instructor and approval of Division Chair.

Education (Ed)

Education is both an academic discipline and a professional program that prepares students for secondary, elementary and pre-school teaching careers.

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

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

Student teaching is required by all states for teacher certification. By working with cooperating teachers in local public or parochial schools, students gain practical classroom experience that prepares them for professional responsibilities. Opportunities for student teaching in England, Ireland, Scotland, Wales and Australia are also available. Students must apply for acceptance into the Teacher Education Program by the end of their sophomore year and for acceptance as a student teacher during their junior year. There are also opportunities in the area of special education through additional teacher certification program in adaptive education and art, music or early childhood exceptional needs.

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

The St. Norbert College Handbook for Teacher Education contains full details on all teacher education and certification programs, and it establishes the currently effective requirements for the Teacher Education Program. Wisconsin State Department of Public Instruction rules have gone into effect for all education students who matriculate at college after July 1, 1987 and who will graduate after August 30, 1990.

Most, if not all, of the new regulations are written into this catalog. Students who are under the old rules should consult previous catalogs. All prospective teachers in the Teacher Education Program should consult with their advisors on a regular basis. Completion of degree/certification requirements within four years may not be possible unless the student plans carefully with an advisor in Teacher Education from the beginning of study at St. Norbert College.

Elementary Education Major (17 courses): The elementary education major consists of 12 half-courses and eleven full courses (including Ed H20, H21, H23, H25, H26, H31, H34, H49, H81, H86, 270, 285, 350, 445 through 448); two half-courses in physical education (PE H68 and H69); and General Education courses: DS 220, SC 347, and DN 300. Prospective elementary teachers ordinarily take DS 220, Ed H20 and H25 in the freshman year. The first "professional semester" (usually taken in sophomore year) provides supervised pre-student teaching experience as teacher assistants (Ed H49) that lets students explore their

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aptitude for teaching. There is a full professional semester of student teaching (Ed 445 through 448) in the senior year. Elementary education majors must complete a teaching minor. Teaching minors are state certified for grades 1-9. Teaching minors are described in the catalog under the various divisional and disciplinary programs or in the Teacher Education Handbook. They are available in biology, chemistry, coaching, economics, English, foreign languages (French, German, Latin or Spanish), history, mathematics, music, early childhood, physical education, physics, psychology, religious studies, or sociology/anthropology. Elementary education majors must also choose general education courses that satisfy both St. Norbert College graduation requirements and certain state requirements for teaching certification. Students must consult their advisors when selecting courses.

Middle School Certification (Grades 5-9): The St. Norbert Teacher Education Program does not offer an independent middle school certification but rather appends such a certification to either its Elementary or Secondary Education Programs. A prospective Elementary Education teacher who wishes to add the middle school certification must take additional courses in Adolescent Psychology and Methodology as well as complete a segment of student teaching in middle school grades.

A prospective secondary education teacher who desires the middle school add-on certification must take further course work in reading, in addition to the above mentioned course work in adolescent psychology, methodology, and student teaching.

Secondary Education Teacher Certification (8½ courses): There is no secondary education major; but students who wish to qualify to teach in secondary schools can do so by completing the secondary education minor in addition to a teaching major in an academic discipline, which corresponds to a normal college graduation major. The secondary education certification program consists of eight half-courses and six full-courses (including Ed H20, H21, H23, H25, H50, H70, H81, DS 220 (GS3), Sc 347 (GS3), Ed 455 through 458) plus one teaching methods course appropriate for the teaching major or minor (from among Ed H51, H52, H53, H54 or H55). In addition, all prospective Social Science and Science teachers must take DN 300 — Environmental Science to satisfy certification requirements, (Psychology majors are excluded). Teaching majors are described elsewhere in the catalog under the various divisional and disciplinary programs. Secondary teaching majors or minors are available in art, biology, chemistry, coaching of athletics, economics, English, foreign languages (French, German, Latin or Spanish), history, mathematics, music, physical education, physics, psychology, religious studies, or sociology/anthropology. Prospective secondary teachers generally become involved in professional education courses in the sophomore year although DS 220 may be taken in the freshman year. The first professional semester (usually taken in the sophomore year) is divided into two blocks of time. During the first ten weeks students take a series of courses: DS 220, Ed H20, H21, H23, H25, and H81. In the last five weeks of the semester, students become involved in a pre-student teaching experience in secondary schools, Ed H50, that allows them to explore their aptitude for teaching. There is a full public school semester of student teaching (Ed 455 through 457 and H58) in the senior year. Students must consult their advisors and the Director of Teacher Education when selecting their courses.

Early Childhood Teaching Minor (6 courses): The teaching minor for elementary education majors who wish to qualify for nursery school or kindergarten teaching certification consists of five education professional courses (Ed H72, H75, 362, 392, 394) that are normally taken in the junior year. Kindergarten student teaching, Ed 440 and 441, is taken in the senior year with Ed 445 and 446. Students seeking an Illinois license are also required to complete Sc 234, or Sc 222.

Early Childhood-Adaptive Education Special Field: (859) This certification prepares early childhood teachers to work effectively with children who have exceptional education needs and may be mainstreamed or integrated into the regular classroom. The Early Childhood Adaptive Education requires the following courses: ED H81, H82, H85, H90 and ED 487. All courses except ED H81 are taken during Summer School. All courses can be taken for graduate credit.

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

Art-Adaptive Education: Special Field: (859) This certification enables one to teach art to special children. The details of this program are outlined in the art section of this catalog.

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

Music-Adaptive Education: Special Field: (859) This certification enables a music teacher to teach music to special children.

The Adaptive Education certification, Art or Music, requires three courses: Ed H81, H82, H84, H85 and 488. Summer school attendance is required.

Student Teaching:

Student must complete a full semester of student teaching. The following are half-semester modules of student teaching practicums. Depending on the type of certification desired, a student must combine two such modules to constitute a full semester of student teaching.

Early Childhood:

H75 Nursery School Student Teaching
440/441 Student Teaching, Kindergarten
I-II

Elementary:

445/446 Student Teaching, Primary I-II
447/448 Student Teaching, Elementary
School III-IV

Middle School:

450/451 Student Teaching, Middle
School I-II

Secondary:

455/456 Student Teaching, Secondary
School I-II
457/H58 Student Teaching, Secondary
School III-IV

Art K-12:

460/461 Student Teaching Art,
Elementary I-II
462/H63 Student Teaching Art,
Secondary I-II

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Music K-12:

465/466 Student Teaching Music,
Elementary I-II
467/H68 Student Teaching Music,
Secondary I-II

Overseas Student Teaching:

Ed 477/478 Overseas Student Teaching

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

Human Relations Requirement: Every prospective teacher is required to take the following courses to provide a broader understanding of the diverse racial, economic, and ethnic backgrounds of children and young adults: In the lower biennium: RS 106 (GS1), Pl 120 (GS2) and DS 220 (GS3). In addition to course work, each prospective teacher must spend 50 hours of contact hours with minorities. Twenty-five of these hours are to be spent with minority leaders (seminars/-conventions/ speakers) and the other 25 hours are to be spent in direct teaching experiences with minority students. The Human Relations Program is described in detail in the Teacher Education Handbook.

Half Courses

H20 Psychology for Teaching

The course is designed to provide students of elementary and secondary education with specific opportunities to master concepts associated with theories of learning and motivation. Historical and contemporary perspectives will be covered. The course will help the students build relationships between theories of learning and motivation and what these mean to teachers in elementary and secondary classrooms. Each semester.

H21 Classroom Appraisal and Evaluation

A first course in assessment for those whose careers require understanding and informed use of assessment data. The primary purpose is to have students 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 sampled by particular tests. Each semester.

H23 Instructional Technology

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

H25 Foundations of American Education

This course introduces the development of American education from an historical and philosophical perspective. It traces the evolution of schools, educational systems and educational thought in America in relation to the major traditions of education and the larger movements of American life. Each semester.

Ed H26 Elementary School Social Studies Methods

This course provides the theoretical and philosophical foundations for the teaching of social studies in elementary education (K-8). The goals, objectives, instructional procedures, and evaluative measures involved in teaching social studies are also considered.

H31 Visual Art in Elementary Schools

An introduction to art education theory and practice for the elementary school classroom. Content includes study of child growth and development as it relates to art, use and preparation of curriculum materials, lesson planning, evaluation, and instruction resources for art. Teaching-learning experiences will be explored in relation to four aspects of art: seeing and feeling visual relationships, performing with art materials, knowing and understanding about art objects, and developing skills in criticism and evaluation. H31 is followed by H32 (Art Education Majors) or with Ed H34 (Elementary Education Majors). Prerequisite: DS 220 and Ed H20. Each semester.

H32 Art Education

This course is an application of art content and skills in planning art activities for the prospective elementary and secondary art specialist. Pre-student teaching experiences with children and art as well as studio work in a variety of media will provide a foundation for student teaching. Prerequisite: Ed H31; Art Education majors only, sophomore standing. Second semester.

H33 Art Education II

A study of concepts and changes in art and art education, research in the visual arts, and preparation of art curricula. Taken with Ed 460-1-2-3. Prerequisite: Art Education major; Ed H31 and Ed H32. First semester.

H34 Elementary Art Workshop

An exploration of art content, materials, processes, motivation, and selection of activities appropriate for varied age and development levels. Prerequisites: DS 220 and Ed H20. Taken with H31 by Elementary Education majors. Each semester.

H49 Pre-student Teaching Experience, Elementary School (150 Clock Hours)

A practicum experience for elementary education majors. For five weeks, students who aspire to be teachers are assigned full time to a certified teacher at a public or parochial elementary school. Emphasis is placed on direct application of theory in the classroom. The focus is on the discrimination of effective teaching-learning practices. Prerequisites: Ed H25, and DS 220. Each semester.

H50 Pre-Student Teaching Field Experience, Secondary (150 Clock Hours)

A practicum experience for prospective secondary education majors in art or music or those minor-ing in secondary education. Students who aspire to be teachers are assigned 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 practice. Prerequisites: DS 220; Ed H20, H21. Each semester.

H51 High School Math-Science Methods

A course designed to prepare future high school mathematics and science teachers. This course stresses lesson planning, methodology, techniques unique to these areas, observation in high school classes and curriculum trends and developments in order to prepare students adequately for teaching mathematics or science. Prerequisite: Ed H20, H21, H25. First semester.

H52 High School English Methods

A study of the present approaches to the teaching of English in American secondary schools. Emphasis is placed on planning, preparation, presentation, measurement, and evaluation. Students are introduced to the modern high school through classroom observation. Prerequisite: Ed H20, H21, H25. First semester.

H53 High School Social Science Methods

This course will examine the objectives of the social studies curriculum in secondary schools. Implementation of desired objectives through lesson planning, approach, methodology, and evaluation will be stressed. Observation of existing practices in social studies teaching and investigation of curriculum trends and developments is intended to create an awareness of needs and background necessary for teachers of social studies in high school. Prerequisite: Ed H20, H21, H25. Second semester.

H54 High School Language Methods

A comprehensive treatment of teaching modern foreign languages based on the nature of language and the new discoveries in psychology, physiology, pedagogy, and linguistics. Films and discussions which will enable future teachers to evaluate their observations of high school classes, prepare lesson plans and tests, and enable them to provide opportunities for their students to acquire and develop habits and skills which will ultimately lead to mastery of the foreign language are used. Prerequisite: Ed H20, H21, H25. Second semester.

H55 High School Religious Studies Methods

A study of the various methods by which religious educators approach their task. Both theological and social science models will be examined so both the content of religion and the process of communicating its meaning will be taken into account. Prerequisite: Ed H20, H21, H25. Second semester.

H56 Elementary Religious Studies Methods

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

H58 Student Teaching, Secondary School

Prospective teachers who seek only a High School Certification must spend another nine weeks of direct observation and participation in a local public or private high school under the direction of a cooperating teacher and a College supervisor. Application must be made in the preceding semester. Prerequisite: Approval of the Teacher Education Faculty; Senior Standing. Each semester.

122 Education

H63 Student Teaching Art, Secondary

Prospective art 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. Taken with ED H33, ED 460, 461, and 462. Prerequisites: ED H32 and approval of Teacher Education Faculty and Art Faculty. First semester, each year.

H65 Choral Music Methods for Junior and Senior High Schools

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

H66 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: Mu H64. First semester.

H67 General Music in the Elementary School

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

H68 General Music in Junior/Senior High Schools

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

H72 Early Education Curriculum and Instructional Methods

The focus of this course is the pre-school child. Students examine current curricular issues from philosophical, historical, pedagogical and ethical perspectives. Topics such as parent involvement, TV, plays, literature, mastery learning, computer-assisted instruction as well as tradition curricular issues will be studied and analyzed. Taken with Ed H75. Prerequisites: Ed 392 and 394. Second semester.

H75 Nursery School Student Teaching

A practicum experience for early childhood education majors. Students who aspire to be licensed educators of young children engage in supervised laboratory experiences in the St. Norbert Community Nursery. Through observation, clinical teaching experiences, and seminars students acquire knowledge in the observation and interpretation of child behavior, familiarity with materials appropriate for young children, and techniques of selecting, planning, organizing, presenting, and evaluating educational experiences appropriate to the development level of the children. Prerequisites: Ed H25, Ed H72, DS 220, Junior standing, and approval of the Teacher Education Faculty. Each semester, and summer.

H76 The Adolescent: Psychology and Methods in the Middle School

This course reviews the principles and theories of young adolescent growth and development already introduced in DS 220 and ED H20. It focuses on the cognitive, emotional and social development of young adolescents especially as they relate to pedagogy for the middle school. The course also includes the study of the educational research and practice related to middle school curriculum development, implementation, and evaluation as well as the history and organization of the middle school. Prerequisite: DS 220 and ED H20.

H81 Educating Exceptional Children

In this course emphasis will be placed on the study of children for whom the presence of physical, cognitive, emotional, behavioral, or social factors makes difficult the realization of their needs and full potential. Research project/paper required of graduate students. Graduate credit available only during summer sessions.

81H Educating Exceptional Children

In this course emphasis will be placed on the study of children for whom the presence of physical, cognitive, emotional, behavioral, or social factors makes difficult the realization of their needs and full potential. Research project/paper required of graduate students. Graduate credit available only during summer sessions.

H82 The Emotionally Disturbed Child

Students will be provided the experiences and knowledge to understand the characteristics of emotionally disturbed students, and how to effectively teach and manage behaviors. Summers of even numbered years.

82H The Emotionally Disturbed Child

The graduate level course for certified personnel who wish to acquire knowledge of the characteris-

tics of emotionally disturbed students and gain experience in effective teaching and management of these children. Research project/paper required of graduate students. Graduate credit available only during summer sessions. Summers of even numbered years.

H84 Teaching Techniques for Exceptional Children

An introduction to classroom management, task analysis and other teaching techniques for the classroom teacher or subject area specialist working with children having exceptional educational needs. Summers of even numbered years.

84H Teaching Techniques for Exceptional Children

A graduate level course for certified personnel. Classroom management, task analysis, and other teaching techniques for the teacher or subject area specialist working with children who have exceptional educational needs. Summers of even numbered years.

H85 Exceptional Education Practicum

Practicum with exceptional educational needs (EEN) youth ages 3-22. Students work with arts and special education staff as part of an instructional team in a 12-day program for three hours daily. A variety of disabling conditions are present in Young Artist Workshop participants: They include early childhood EEN, physically challenged, communication disorders, mentally retarded, gifted and talented, and learning disabled. Summer sessions only. Must be taken either concurrently with ED 488/589 or following completion of ED 488/589.

85H Exceptional Education Practicum

Practicum with exceptional educational needs (EEN) youth ages 3-22. Students work with arts and special education staff as part of an instructional team in a 12-day program for three hours daily. A variety of disabling conditions are present in Young Artist Workshop participants: They include early childhood EEN, physically challenged, communication disorders, mentally retarded, gifted and talented, and learning disabled. Summer sessions only. Research project/paper required of graduate students. Graduate credit available only during summer sessions. Must be taken concurrently with ED 488/589 or following completion of ED 488/589.

H89 Special Topics in Education

This is a seminar course that is offered whenever a mutual interest in a more special topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

H90 Independent Study

This course provides the opportunity to investigate, through independent inquiry and critical analysis, the relative value of educational theories, practices, and agencies which influence the work of teachers. Students are permitted to institute their own theme or they may select from themes. Prerequisites: consent of instructor and approval of Division Chair.

90H Independent Study

This course provides the opportunity to investigate, through independent inquiry and critical analysis, the relative value of educational theories, practices, and agencies which influence the work of teachers. Students are permitted to institute their own theme or they may select from themes. Prerequisites: consent of instructor and approval of Division Chair. Research project/paper required of graduate students. Graduate credit available only during summer sessions.

H91 Adolescent Literature: An International Approach

This course is designed to link the reader in a human fashion with people around the world through its literature written for the adolescent. Special emphasis will be placed on the relationship between the literature and contemporary issues of society. Students will engage in reading primary sources and materials rather than reading about books. In addition, students will study the literary elements that make literature meaningful for the adolescent. Further emphasis will focus on the application of trade books in middle and secondary school curricular planning. First semester.

Full Courses

270 Elementary School Music Education Methods

This course is designed to give future classroom teachers who have had little previous musical experience the necessary musical skills and understanding needed for teaching music in the elementary schools. Music fundamentals, basic keyboard knowledge, and beginning guitar techniques, plus musical activities (listening, singing, playing, moving, creating, and reading) are stressed. Prerequisites: Ed H20, H25 and DS 220. Each semester.

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285 Elementary School Math/Science Methods

Students participate in laboratory activities and field experiences which focus on the processes essential to modern mathematics and science programs. The process style of learning is emphasized and applied to various current environmental curricula, including Project WILD and Project Learning Tree. Prerequisites: Ed H20, H25 and DS 220. Each semester.

350 Developmental Reading and the Language Arts

This course is designed for pre-service elementary/middle school teachers to study the interrelationships among reading, writing, speaking and listening and how these language arts work across the curriculum. Models of both the reading process and the writing process are closely examined. Specific approaches and strategies are taught that allow for the integration of the language arts. Prerequisites: DS 220 and ED H49. Each semester.

351 Reading and Language Arts Across Content Areas

A study of current literature and research in the teaching of reading and language arts across the content areas for prospective middle and secondary teachers. The course is designed to develop skills in the teaching of vocabulary comprehension and study skill strategies as well as investigate models of the reading and writing processes and how they apply across content areas. Prospective teachers will also participate in a clinical experience providing explicit reading instruction to a middle/secondary student.

362 Children's Literature

The course is a personal journey through the vast work of children's literature. Pre-service elementary teachers are required to read widely from the collection of children's books. The children's literature course examines all forms of literature written for pre-school, elementary and middle school children. Lectures, discussion, writing and performance are the major instructional methods employed in this course.

386 Reading Improvement in the Elementary/Middle School

This course consists of seminars and directed teaching experiences. Students learn to diagnose reading disabilities and to design and implement remedial reading instruction. Students are supervised in a clinical experience as they tutor one reading-disabled child for two hours each week. Prerequisite: Ed 350. Each semester.

392 History and Philosophy of Early Childhood Education Programs

This course is based on readings in early childhood education and related literature. It introduces students to various historical, philosophical, and theoretical bases for early childhood programs. The course introduces recent developments in the education of the young child. It is designed to aid in the selection and guidance of appropriate curriculum and activities. Special emphasis is given to the development and administration of early childhood programs. Taken with Ed 394. Prerequisites: Ed H20, H25 and DS 220. First semester.

394 Early Childhood Activities and Practicum

This course gives prospective early childhood teachers laboratory experiences under the supervision of qualified teachers of young children. Through actual teaching experiences and seminars students acquire knowledge in the observation and interpretation of child behavior, familiarity with materials appropriate for young children, and techniques of selecting, planning, organizing, presenting, and evaluating educational experiences appropriate to the developmental level of the children. Taken with Ed 392. Prerequisites: Ed H20, H25 and DS 220. First semester.

Student Teaching Seminar

During the student teaching practicum each student must participate in a seminar once a week. Seminar topics will cover state mandated requirements enabling prospective teachers to deal with children at risk, the gifted and talented pupil service programs, legal issues, preparation of pupils for work, working with other school personnel and community involvement. Every Thursday, 4:00 p.m.

440/441 Student Teaching, Kindergarten I-II

Early Childhood Education majors spend nine weeks of direct observation and participation at a kindergarten under the direction of a cooperating teacher and College supervisor at a local public or private school. A weekly seminar is held. Prerequisites: Ed H72 and ED H75; Approval of the Teacher Education Faculty.

445/446 Student Teacher, Primary I-II

Prospective teachers spend nine weeks of direct observation and participation in a primary grade under the direction of a cooperating teacher from a local public or private school and a College supervisor. Application must be made in the preceding semester. Seminar included. Prerequisite: Approval of the Teacher Education Faculty; Senior Standing. Each semester.

447/448 Student Teaching, Elementary School III-IV

Subsequent to the completion of ED 445 and 446, a student may spend another nine weeks in an elementary grade under the direction of a cooperating teacher from a local public or private school and a College supervisor. Arrangements must be made in the preceding semester. Prerequisite: Approval of the Teacher Education Faculty; Senior standing. Each semester.

Middle School

450/451 Student Teaching, Middle School I-II

Prospective teachers who seek a Middle School Certification spend nine weeks of direct observation and participation in a local public or private middle school under the direction of a cooperating teacher and a College supervisor. Application must be made in the preceding semester. Weekly seminars are included. Prerequisite: Approval of the Teacher Education Faculty; Senior Standing. Each semester.

Secondary

455/456 Student Teaching, Secondary School I-II

Prospective teachers who seek a High School Certification spend nine weeks of direct observation and participation in a local public or private high school under the direction of a cooperating teacher and a College supervisor. Application must be made in the preceding semester. Weekly seminars are included. Prerequisite: Approval of the Teacher Education Faculty; Senior Standing. Each semester.

457/H58 Student Teaching, Secondary School III-IV

Prospective teachers who seek only a High School Certification must spend another nine weeks of direct observation and participation in a local public or private high school under the direction of a cooperating teacher and a College supervisor. Application must be made in the preceding semester. Prerequisite: Approval of the Teacher Education Faculty; Senior Standing. Each semester.

477/478 Overseas Student Teaching

Teach for 9 weeks in one of the following English speaking countries: England, Ireland, Wales, Scotland, Australia, or New Zealand. Along with ED 477/478 take the following student teaching courses: Ed 440 and Ed 445 for Early Childhood/Elementary; Ed 445 and Ed 447 for Elementary; Ed 447 and Ed 450 for Elementary/Middle; Ed

450 and Ed H55 for Secondary/Middle; Ed 457 and Ed H55 for Secondary; Ed 460/462 for Art; Ed 465/467 for Music. Prerequisite: Approval of Teacher Education Faculty, Overall GPA of 3.0, Senior Standing. Each semester.

Art K-12

460/461 Student Teaching Art, Elementary I-II

Prospective art teachers spend nine weeks of direct observation and participation in a local public or private elementary school under the direction of a cooperating teacher and a College supervisor. Taken with ED H33, ED 462 and 463. Prerequisites: ED H32 and approval of Teacher Education Faculty and Art Faculty. First semester each year.

462/H63 Student Teaching Art, Secondary

Prospective art 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. Taken with ED H33, ED 460 and 461. Prerequisites: ED H32 and approval of Teacher Education Faculty and Art Faculty. First semester, each year.

Music K-12

465/466 Student Teaching Music, Elementary I-II

Prospective music teachers spend nine weeks of direct observation and participation in a local public or private elementary school under the direction of a cooperating teacher and a College supervisor. Taken with ED 467 and ED 468. Prerequisites: Approval of Teacher Education Faculty and Music Faculty. Each semester.

467/468 Student Teaching Music, Secondary I-II

Prospective 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. Taken with ED 465 and ED 466. Prerequisites: Approval of Teacher Education Faculty and Music Faculty. Each semester.

487 Educators Workshop — Early Childhood Adaptive Education

Intensive two-week full-time workshop bringing together the collective expertise of visiting faculty, therapists, and consultants from the content areas of special education and early childhood education. The workshop will provide a foundation for effective planning to integrate young children

126 Geography

with exceptional educational needs (EEN) into early childhood programs. The workshop is followed by Ed H85/85H, a practicum (3 weeks, half days) in EC:EEN during Summerville or Young Artist Workshops programs at St. Norbert College. Ed 487 is open to undergraduate juniors or seniors with early childhood concentrations. Summers only.

488 Arts and the Special Child

Introduction to arts enrichment for the special child with orthopedic/communication disorders, learning disabilities or mental retardation. Presentations by guest educators, visual and performing artists will be followed by experience working with children in one of the programs. Planning for implementation of arts experiences into teaching of mainstreamed EEN children and special classes will be part of the workshop. (Two week workshop, summer sessions only). Prerequisites: ED H81/81H completed or taken with ED 488.

489 Special Topics in Education

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students. Prerequisite: Junior standing.

490 Independent Study in Education

Individual study of an approved topic in education or teacher training under the direction of an education faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required; written work is optional. Prerequisites: consent of instructor and approval of Division Chair.

492 Directed Research in Education

Qualified students may perform projects in educational research under the supervision of an education faculty member. Prerequisites: consent of instructor and approval of Division Chair.

494 Work-Study in Education

Appropriate work experience in schools, government agencies, or firms and foundations supporting education may be undertaken for course credit, when directly related to the educational goals of the student. Prerequisites: consent of instructor and approval of Division Chair.

587 Early Childhood: Exceptional Educational Needs

Intensive two-week full-time workshop bringing together the collective expertise of visiting faculty, therapists, and consultants from the content areas of special education and early childhood education. The workshop will provide a foundation in effective planning to integrate young children with exceptional educational needs (EEN) into early childhood programs. The workshop is followed by ED H85/85H, a practicum, (3 weeks -half days) in EC:EEN during Summerville or Young Artist Workshops programs at St. Norbert College. ED 587 is open to DPI Certified teachers. The graduate student is required to complete a research paper or project as part of the practicum. (Summers only). Prerequisites: ED H81 or 81H (Exceptional Child) and Early Childhood background.

589 Arts and the Exceptional Educational Needs Child

Introduction to arts enrichment for the EEN child with orthopedic/communication disorders, learning disabilities or mental retardation. Presentations by guest educators, visual and performing artists will be followed by experience working with children in one of the programs. Planning for implementation of arts experiences into teaching of mainstreamed EEN children and special classes will be part of the workshop. A graduate course which requires a research paper or project. (Summers only). Prerequisites: Elementary or secondary teaching experience.

Geography (Ge)

Geography studies the interaction between people and their environments including the ways in which the people, the environments, and the interactions among them vary from place to place over the earth. Because it is concerned with the character of people and their cultures on the one hand, and with the character of the earth's surface and its resources on the other, it is both a social and a natural science. Being broad and integrative, geography provides an appropriate foundation for a liberal education.

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

Courses:

GE 120 GS4 Physical Geography

Systematic survey of the earth's atmospheric and surface features, including energy transfer, weather patterns, climates, soils, vegetation, and landforms. This course stresses the spatial variation and regional distribution of these phenomena, both locally and at the global scale. Consistent emphasis on the interrelationships between these features, their locations, and those natural and human processes which have shaped them promotes an integrated understanding of the physical landscape and its significance for human. The course addresses current environmental issues and includes a substantial laboratory component.

GE 140 World Regional Geography

An exploration of the world's variety of landscapes, both cultural and physical, this traditional approach to geography examines features and processes which account for similarities and differences between places on Earth. Comparisons of major culture realms, such as Latin America and Western Europe; smaller regions, such as Central

America and Scandinavia; and individual countries provide a firm spatial context for understanding current and historical world conflicts, issues, and events. Consistent emphasis on place names and map work.

GE 225 GS3 Social Geography

An introductory, systematic survey of global variation in social and cultural phenomena. Particular topics include population dynamics, migration, language, religion, customs, political units, urbanization, agriculture, industry, and economic development. No comprehensive analysis is made of any particular country or region; rather, examples are drawn worldwide with emphasis on reasons for the spatial variation of, and interrelationships between, human practices. Substantial map work with some emphasis on place names.

489 Special Topics in Geography

Examination of special topics of interest to faculty and students, such as a study of the processes by which the spatial environment is mentally organized by people, geographical problems in economic development, etc. Prerequisites: consent of instructor.

Political Science (Po)

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

Political science is a valuable component of liberal or general education, because it enhances our understanding of human relations and behavior, of how we make decisions, and of the factors that influence these. Power, justice, law, social order and the creation of effective and equitable human relationships are the essential concerns of politics. Politics affect virtually all aspects of our cultural, economic, religious and social lives; and almost all public decisions are made through collective political activity. Politics 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.

A major in political science prepares students for graduate study and research; for professional careers in business, law, government, or public administration; for active participation in local, state, and national politics; and for living effective lives as members of a democratic society in a diverse and complex world.

128 Political Science

Major (10 courses): The political science major consists of nine political science courses including Po 130, Po 200, one course in political thought (from among Po 314, 316 or P1 240), one course in United States politics (from among Po 332, 333, 335, 336, 337, 338, 341, 342 or 353), one course in international relations and comparative politics (from among Po 260, 262, 350 or 365, 368), and four political science electives numbered 200 or above, plus DS 224. Students are advised to take Po 130 as freshmen, DS 224 and Po 200 as sophomores, and one course in each of the three content areas (political thought, United States politics and international relations and comparative politics) during the sophomore or junior years.

Academic Minors:

Political Science (6 courses): Po 130, 200, one elective course numbered 200 or above and one course from each of the following groups: political thought: Po 314, 316 or P1 240. United States politics: Po 231, 332, 333, 335, 336, 337, 338, 341, 342, 353. comparative politics/international relations: Po 260, 262, 350, 365, 368.

United States Politics (6 courses): Po 130, 200, DS 224 and three electives from the following: Po 231, 332, 333, 335, 336, 337, 338, 341, 342, 353.

Courses:

130 GS6 United States Politics and Government

A survey of the United States political system at the national level; including examination of the Constitution, social and political ideology, mass political behavior, parties and interest groups, the Congress, the presidency, the courts, and the development of national public policy. Focuses on the problems of policy-making in a pluralistic democratic system. Each semester.

200 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. Prerequisite: Po 130. Second semester each year.

231 State and Local Politics

A comparative examination of state and local political systems, stressing the interrelationships among political culture, government structure, and public policies. First semester alternate years.

260 GS7 Soviet Politics

An assessment of the nature of the Soviet political system which focuses upon the role of ideology, the Communist Party, and the government in the Soviet Union. Second semester each year.

262 Comparative Politics of Developing Countries

A comparative analysis of the political problems affecting developing areas. The course provides an overview of the theories of political modernization and examines the political consequences of the breakdown of traditional society and the problems of developing new institutional forms and procedures.

314 Classical Political Thought

An examination of basic political concepts and problems in ancient and medieval thinkers. Problems such as the origin, purpose, nature and types of political societies, the meaning of citizen, the relation of citizen to political societies, the meaning of authority and law will be investigated through such authors as Plato, Aristotle, Augustine, Thomas Aquinas, Dante and Marsilius of Padua. May be taken for philosophy credit. First semester alternate years.

316 Modern Political Thought

An introduction to such concepts as power, social contract, sovereignty, liberty, and revolution as these are treated in basic writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mill, and Marx. May be taken for philosophy credit. First semester alternate years.

332 Political Parties and Interest Group

An examination of the development, structure, functions and behavior of political parties and

interest groups in the United States. The focus is on the relationships of parties and interest groups to democratic government. First semester alternate years.

335 Legislative Politics

An examination of the power, structure and functions of legislative bodies at the national and state levels in the United States. Focuses on the various factors that influence the performance of these bodies. Prerequisite: Po 130. Second semester alternate years.

336 The Presidency

A study of the presidency and the executive branch of government in the United States. Historical antecedents, the structure of the institution, and current trends are reviewed. Considers both the need for effective leadership in national and international affairs, and the potential for abuse of power. Prerequisite: Po 130. First semester alternate years.

337 Judicial Process and Behavior

An examination of the functions, structure, participants and decision-making in the U.S. judicial system. Focuses on the political nature and the public policy-making role of the judicial system. Prerequisite: Po 130. First semester alternate years.

338 Public Policy and Administration

An introduction to the basic concepts, theories, practices and problems in public policy and administration. A critical examination of the development of policy and the role of administration in the U.S. Prerequisite: Po 130 or consent of instructor. Second semester, alternate years.

341 Constitutional Law I

An examination of the constitutional evolution of the doctrines of judicial power, federalism, and separation of powers with emphasis on the historical circumstances in which the developments took place and the impact of the judicial decisions on the United States social, economic, and political systems. Prerequisite: sophomore standing. First semester alternate years.

342 Constitutional Law II

An examination of major judicial decisions in the areas of civil rights and civil liberties and their impact on United States society. Prerequisite: sophomore standing. Second semester alternate years.

350 GS3 International Relations

An examination of the various methods of analysis of world politics in the twentieth century.

Includes the balance of power, alliance systems, decision-making, integration theory, and others. First semester, each year.

353 United States Foreign Policy

The formulation, conduct, and content of contemporary United States foreign policies, defense policies, changes in Cold War diplomacy, and policy toward the new states and developing countries. First semester alternate years.

365 GS7 European Governments

An examination of the political systems of England, West Germany, and France; attention will be given to their historic evolution, ideology, and political culture. Prerequisite: sophomore standing. First semester, alternate years.

368 Politics and Governments of Latin America

An overview of the governments and politics of Latin American countries from a comparative perspective. The course examines the structure, functioning, and interaction of Latin American political institutions as well as the process of political change and development in the region. Second semester.

489 Special Topics in Political Science

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in political science exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

490 Independent Study in Political Science

Individual study of an approved topic in political science under the direction of a political science faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required; written work is optional. Prerequisite: consent of instructor and approval of Division Chair.

492 Directed Research in Political Science

Qualified students may perform political science research projects under the supervision of a political science faculty member. Prerequisites: consent of instructor and approval of Division Chair.

494 Work-Study in Political Science

Appropriate work or active political experience with government agencies or partisan political groups may be undertaken for course credit, when directly related to the educational goals of the student. Prerequisites: consent of instructor and approval of Division Chair.

Psychology (Ps)

Psychology is the social science that studies human nature, behavior, social relations, the human mind and personality, and the processes of learning and human development. It shares with the natural sciences an orientation toward empirical observation, experimentation, and formal analysis; but it also has humanistic concerns about the total human experience and about people as individuals.

Psychology is an important component of a liberal or general education, because psychologists are interested in all aspects of human nature, from the influence of the complex external environment on our lives to our inner worlds of emotion and thought. By expanding and enriching our awareness of human relations and behavior, the study of psychology stimulates our intellectual growth. Personal growth comes through the self-insight that develops along with a better understanding of people in general. The study of psychology also fosters moral awareness and growth, because in studying human nature, psychologists are in essence studying themselves. We, as human beings, have a moral character, too; and any definition of "humanity" must acknowledge and consider its moral and ethical dimensions.

A psychology major prepares students for graduate study and research; for careers in counseling, human relations management, law enforcement, personnel administration, teaching and various helping or social service agencies; for professional study in business, government or public administration, law, medicine, the ministry, and social work; and for full lives as sensitive and compassionate adults making valuable contributions to their communities and our general society.

Major (10 courses): The psychology major consists of ten courses, including Ps 100, DS 224, and Ps 301, plus one course from each of the five concentration areas below, plus two additional psychology electives. Concentration areas include: Biological (Ps 310, 370, 373, 380); Clinical (Ps 212, 312, 345, 360); Developmental (Ps 231, DS 220); Learning and Cognition (Ps 333, 337); Social (Ps 221, 321, 325).

Minor (6 courses): The psychology minor consists of six courses, including Ps 100, DS 224, Ps 301, plus three additional psychology courses selected from the five concentration areas. Only one course may be selected from a given concentration area. Concentration areas include: Biological (Ps 310, 370, 373, 380); Clinical (Ps 212, 312, 345, 360); Developmental (Ps 231, DS 220); Learning and Cognition (Ps 333, 337); Social (Ps 221, 321, 325).

Courses:**100 GS3 General Psychology**

The 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 social and 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. Each semester.

212 Abnormal Psychology

This course develops the view of psychological abnormality understood in the light of the biological, sociological, and psychological factors involved. Prerequisite: Ps 100 or consent of instructor. Annually.

221 Industrial and Organizational Psychology

This course examines the ways in which psychological principles and methods are applied in business and industry. Topics include personnel selection, training, and evaluation; human engineering; motivation and morale; problems of management; decision-making and group dynamics. Students will become familiar with current theory and research and gain practical knowledge about how behavioral science affects our working lives. Prerequisite: Ps 100 or consent of instructor. Second semester, alternate years.

231 Early Childhood Activities

This is essentially a work-study course in which the student works in the college nursery school as a teaching assistant for 4 to 8 hours (usually 6) per week. In addition to this, there is a weekly, two-hour seminar in which fundamental theories of learning and cognitive development are explored with emphasis on their practical applications in the nursery school. Students develop skills in defining educational goals, conducting individual, small and large group learning activities, and in designing and using cognitive assessment instruments. Prerequisite: Ps 100 or consent of instructor. Second semester, alternate years.

301 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: Ps 100; DS 224. Each semester.

310 Chemical Substances and Behavior

This course provides a foundation of information concerning a variety of chemical substances and their effects on physical and psychological functioning and behavior. Most of the chemicals considered are drugs; those used and abused recreationally, those used therapeutically, and 'non-drug' drugs. Students will learn about the characteristics of the chemicals, their biological and chemical actions, side effects, interactions, tolerance, abuse potential and theories of abuse. The course also considers the impact of drug use and abuse on the social functioning of the individual and on society, legal aspects of drug use and abuse, public costs of drug dependence, and sources of aid to those with drug-related problems. Prerequisites: Ps 100 or Bl 100 or Bl 121. Second semester, alternate years.

312 GS2 Theories of Personality

This course consists of an examination of theories of personality from Freud to the present day. Theorists considered include Freud, Jung, Adler, Maslow, Rogers, Skinner, and Fromm. In addition to an examination of key theoretical concepts associated with each theory, the course will explore each theorist's assumptions about human nature and the value implications of such assumptions. Students will be encouraged to view each theory critically and to make comparisons among the theorists. The theories will be considered in the context of traditional Western views of human nature. Annually.

321 Social Psychology

This course examines contemporary theory and research in social psychology, which is the study of human behavior and cognition in interpersonal contexts. Topics include social perception, interpersonal attraction, aggression, altruism, attitude formation and change, group dynamics, and potential psychological stressors such as crowding and urban living. Students will gain practical insights about social behavior, and familiarity with how social behavior is systematically studied. Prerequisite: Ps 301 or consent of instructor. First semester.

132 Psychology

325 Group Dynamics

A study of group dynamics and processes. Formal presentation of theory and research findings covering such topics as group formation, norms, power, conflict, conformity, and groupthink. Prerequisite: Ps 100 and DS 224 or consent of instructor. Second semester alternate years.

333 Conditioning and Learning

This is an advanced course on basic learning processes. This course investigates the physiological changes that underlie the learning process, issues in classical conditioning which have yet to be resolved (e.g. CS-blocking and overshadowing, the mechanisms underlying spontaneous recovery, discrimination and generalization, etc.), and many similar issues in operant conditioning theory. The course is conducted as a seminar/discussion course with related laboratory experience. Each student is required to conduct an individual research project. This course is designed to meet the needs of junior/senior psychology majors, but should also prove useful to others interested in understanding the learning process. Prerequisites: Ps 301 or consent of instructor. Annually.

337 Memory and Cognition

Examines historical and contemporary research in the study of human cognitive processes, with particular emphasis on the area of memory. Topics covered include attention, perception of symbolic material, mental imagery, problem solving, and language. The course includes labs which provide indepth applications of course concepts. Prerequisite: Ps 301 or consent of instructor. Annually.

340 Cross-Cultural Psychology

This course examines a number of important topics in psychology as they relate to a variety of cultures other than our own. These topics include: ways in which thinking and language are shaped by culture, different patterns for child-rearing and care, cross-cultural dimensions of gender roles, relative competitiveness and cooperativeness in different groups, and ways in which motives, beliefs, and values are influenced by culture. It explores the various meanings of culture, and how culture both results from and shapes human behavior.

345 Approaches to Psychotherapy

A survey of major systems of psychotherapy, including psychodynamic, behavioral, and cognitive approaches. Representative therapies from each approach are studied. Basic assumptions, limitations, and effectiveness are reviewed for each theory. Prerequisite: Ps 212 or Ps 312.

351 Advanced Psychological Research

This course considers many of the topics introduced in Ps 301, but in greater depth, and adds new research methods which were not considered previously. More advanced analytical procedures will be covered as well. Students will be required to complete a research project as a fundamental pursuit in this course. Prerequisite: Ps 301. Second semester, alternate years.

360 Psychological Testing

This course surveys instruments used to assess a variety of phenomena including intelligence, personality, and classroom and occupational performance. Emphasis is placed on informed selection and use of tests based on their normative data, reliability, and validity. Social and ethical issues concerning confidentiality, competency testing, drug testing, and polygraph testing are also considered. Prerequisites: Ps 100 and DS 224 or consent of instructor.

370 Physiological Psychology

A course on the physiological bases of behavior. Emphasis is on sensory systems, motor functions, and the physiological correlates of emotional expression and learned behaviors. Prerequisites: Ps 100, BI 100, or BI 121, or consent of instructor. First semester alternate years.

373 Behavioral Medicine and Health Psychology

A survey of the interdisciplinary field which develops and integrates psychological and medical science knowledge and techniques, and applies them to the prevention, diagnosis, and treatment of such disorders as heart disease, chronic pain, cancer, and various stress-related disorders. The laboratory component introduces biofeedback training procedures and measurement of stress-related arousal. Prerequisites: Ps 100 or BI 120; and junior and senior standing.

380 Comparative Behavior

This course examines many aspects of behavior from the perspective of several scientific fields. The survey includes individual behaviors such as sleep, eating, and biological rhythms, reproductive behaviors, learning, and social behaviors. Four classes of questions concerning each type of behavior are considered: those pertaining to development, to mechanisms, to evolutionary history, and to function. The goal of the course is to familiarize students with a broad range of behavioral patterns, some of which humans have in common with other animals, and some of which differ between humans and other species. Prerequisite: Ps 100, BI 100, BI 121, or consent of instructor. First semester alternate years.

489 Special Topics in Psychology

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in psychology exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

490 Independent Study in Psychology

Individual study of an approved topic in psychology under the direction of a psychology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required; written work is optional. Prerequisites: consent of instructor and approval of Division Chair.

492 Directed Research in Psychology

Qualified students may perform psychology research projects under the supervision of a psychology faculty member. Prerequisites: consent of instructor and approval of Division Chair.

494 Work-Study in Psychology

Appropriate work experience with government or private agencies or business firms may be undertaken for course credit, when directly related to the educational goals of the student. Prerequisites: consent of instructor and approval of Division Chair.

Sociology-Anthropology (Sc)

Sociology and anthropology are closely related social sciences that increase our awareness and understanding of human social and cultural life. Courses in these disciplines examine our own customs and institutions and introduce students to different heritages and traditions through the comparative study of peoples whose ways of life differ from ours. Sociology emphasizes social relations and interaction; it focuses upon groups, institutions, the nature of social life, and social problems and policies. Anthropology emphasizes a holistic approach considering all aspects of human nature, a comparative or cross-cultural perspective on customs and behavior that is not limited to our own society, and the concept of "culture" as a distinctively human characteristic that integrates our understandings, beliefs and institutions.

Sociology and anthropology are important parts of a liberal or general education. A mature understanding of social and cultural phenomena, an honest objective and rational evaluation of our own society, and an appreciation for the diversity of human life all contribute to a student's intellectual and personal development. Concern for the implications of beliefs, customs and institutions and for social justice promote our moral and ethical growth. The knowledge acquired through the study of sociology and anthropology enables us to lead more satisfying and effective lives.

Research or teaching careers in either sociology or anthropology usually require a master's or doctoral degree; but both disciplines provide excellent preparation for graduate study in business, law, medicine, the ministry, public administration or social work. Other career possibilities for sociology and anthropology majors include government service, law enforcement, marketing, personnel management, social service agencies, urban and regional planning, and other fields where a knowledge of human relations and behavior are important.

Major (10 courses): Students majoring in sociology may elect to concentrate in sociology itself or to concentrate in the related fields of anthropology or human services sociology. Requirements for each area are stated below.

134 Sociology - Anthropology

Sociology Concentration: The basic general sociology major focuses on substantive social issues, theory and research. It consists of nine sociology courses including Sc 100, 111, 300, 351 and 355; plus DS 224. Students are advised to take Sc 100 and 111 as freshmen, DS 224 and Sc 300 as sophomores, and Sc 351 and Sc 355 as juniors.

Anthropology Concentration: The sociology major with concentration in anthropology consists of nine sociology/anthropology courses plus DS 224. Course requirements include Sc 100, Sc 111, and Sc 300, at least one social theory course (from among Sc 310, 351 or 355); and at least four anthropological courses (from among Bl 100, En 290, and Sc 216, 219, 312, or 333). Because professional and graduate education programs in anthropology require study in all aspects of the discipline (biological or physical anthropology, linguistics, archaeology or prehistory, and ethnology or sociocultural anthropology), students interested in the anthropology concentration are strongly urged to take Bl 100, and En 290 in addition to Sc 111. Students are advised to take Sc 100 and 111 as freshmen; Bl 100, DS 224, En 290 as sophomores; and Sc 300 and the social theory course as juniors.

Human Services Concentration: The sociology major with concentration in human services consists of nine sociology/anthropology courses plus DS 224. Core courses must include Sc 100, 222, 300, 351, 355; and 494 plus DS 224; one course in personality or social psychology (from among DS 220 and Ps 212, 221, 312, 321, 325 and 360); and two additional sociology/anthropology courses. The human services concentration exists to prepare students for entry level positions in the fields of social work, social geriatrics, human relations counseling, and corrections occupations. Students are advised, however, that successful careers in these fields eventually require further study at the graduate level.

Teaching Major (10 courses): Teaching majors for secondary education certification in these fields consist of the same courses required for the sociology major or the anthropology concentration.

Academic Minor (6 courses): The academic minor consists of six courses, including Sc 100, 300, 310 or 351 and three additional sociology or anthropology courses.

Teaching Minor (6 courses): The teaching minor in sociology/anthropology for elementary education majors consists of six courses in sociology or anthropology including Sc 100, 111 and 300; either Sc 310, 351 or 355, and two additional sociology or anthropology courses.

Courses:

100 GS3 Introduction to Sociology

This course examines the basic nature of human relationships, customs, institutions, social structure, and culture. It emphasizes how they affect our beliefs and behavior, and how they express our fundamental concerns and values. The course teaches the basic concepts, methods and perspectives of sociology as a social science; and it uses them to consider such topics as family life, groups and organizations, sex and age roles, minorities and social classes, religious and political movements, and social problems. Each semester.

111 GS3 Cultural Anthropology

This course examines the anthropological concept of "culture" as a means for understanding human relationships, and for explaining both our common humanity and the differences that exist among us. Culture integrates our societies, influences our relationships with one another, affects our behavior and beliefs, and expresses our fundamental concerns and values. The course considers the nature of culture, social patterns and variations, and cultural processes and change. It introduces the major methods and theories of anthropology as a social science, involving the comparative study of societies on a world-wide basis. Surveys human family life and kinship, technology and ecological adaptation, economic and political institutions, religious beliefs and practices, and aesthetic creativity. Extensive use of films, slides and videotapes. Each semester.

122 Deviance and Criminology

Sociological approaches to deviance, crime, and the social institutions which encourage and discourage deviant and illegal behavior. Tour of G.B.C.I., a maximum security prison, or other sites included. First semester.

216 Religion and Culture

An anthropology course focusing on the religions of pre-literate societies. Stresses the cross-cultural dimensions of religious phenomena. Approaches the origins and functions of religious beliefs and practices from an anthropological perspective. First semester, alternate years.

219 Myth and Folklore

An anthropology course beginning with an historical survey of theories which have attempted to explain the origin, function and structure of myth, from Euhemerus to Levi-Strauss. Emphasis on anthropological view of myth as "charter of belief" incorporating central values of society. Selected myths of both old and new world cultures. First semester, alternate years.

222 Human Services Institutions and Practice

An examination of the human services, whether in private or public community agencies or within institutions such as hospitals or schools. The historical development of the welfare state and the human service professions, the various fields of human service, and their professional standards, requirement, and methods are covered in a seminar format. The Brown County human service system will be studied as an example of the typical institutions involved, their interrelationships, and the types of professionals they employ. Prerequisite: sophomore standing. Second semester.

225 Urban Sociology

Modernity has brought the extraordinary growth of cities, a phenomenon which has posed significant problems in both the developed and developing nations. The theoretical positions of Weber, Simmel, Park, and Wirth are examined along with current research having implications for city management. Offered occasionally.

234 Society, Sex and Marriage

This course examines the patterning and significance of sexual relations, marital and family patterns in modern society. It contrasts the functions and the conflicts of dating, courtship, marriage and family life in the context of other social institutions. Marital dissolution is examined along with the strains that the institution of marriage and family undergo in modern society. Second semester.

235 GS6 Work in America

Few sets of life obligations are more pervasive in the societal as well as in the personal sphere than those associated with work and occupations. This course examines the social patterns, corresponding roles and expectations, meanings and impacts of work in various American contexts. Comparative contexts from other cultures are also studied. Work is examined historically, from the pre-Industrial Revolution to the present. Shifts in the cultural meaning and symbolism of work are analyzed. Various sets of research findings and numerous critiques of work and occupations are studied as drawn from industrial sociology, the sociology of bureaucracies and complex organization and other sources. Careers are analyzed for their impact upon autonomy and family obligations. First semester.

243 Sociology of Sex Roles

The cultural and social organizations of the sexes into male and female roles is examined. Various theoretical debates concerning the origin of sexual inequalities and how they are maintained or changed are considered along with their social implications. First semester, alternate years.

136 Sociology - Anthropology

262 Sociology of Human Values

Most sociology emphasizes the power of social structure. This course, by contrast, emphasizes the cultural order of modern society, especially focusing on values and beliefs. The methods appropriate for the study of values are considered. International cases will be used throughout as illustration and as contrast with American cultural values. The value-implications of high technology, mass society, alienation, consumerism, and nuclear war are discussed. First semester alternate years.

265 GS6 American Culture

This course concerns the evolution of American visions of the individual, the community, and the sacred. It explores central ideas in American culture from the Puritan settlement through the Revolution, industrialization, the rise of an urban consumer society, and the social and political ferment of the past 20 years. The connections between institutional change and cultural change is emphasized. Contradictions and problems which affect us both as individuals and as a nation are critically explored. Second semester.

289 Special Topics in Sociology or Anthropology

A seminar course primarily designed for freshmen, sophomores, and juniors, on a special topic in sociology or anthropology. It may be proposed either by students or an interested faculty member. Prerequisite: consent of instructor.

300 Social Research Methods

The methods used by sociologists include surveys, participant observation, experiments, and historical research. Examples of each of these methods will be studied to learn their strengths and weaknesses. In addition, students will participate in original research. Prerequisites: Sc 100 and DS 224 or consent of instructor. Second semester.

310 Anthropological Theory

An anthropology course that presents a historical survey of major trends in cultural anthropology such as evolutionary and ecological explanation, the diffusionists, functionalism, American eclectic ethnology, the culture and personality approach, and modern structuralism. Introduces the work of Tylor, Morgan, Boas, Schmidt, Malinowski, Radcliffe-Brown, Sapir, Kroeber, Benedict, Mead, White, Steward, Levi-Strauss and other influential anthropologists. Considers the problems and techniques of participant-observer ethnography, data collection, and anthropological fieldwork methods. Prerequisite: Sc III or consent of instructor. Available as an independent study course.

312 GS3 Native American Ethnology

An anthropology course which surveys the cultures, languages, and history of indigenous peoples of North America. The course can be divided into three parts: part one being the prehistoric record of the first migrants to North America; part two, the Native American experience from European contact to the present; and, part three, the contemporary Native American. Each year.

333 Latin American Ethnology

An anthropology course introducing the peoples and cultures of Latin America. Beginning with their prehistoric origins, it surveys the development of major cultural areas in Latin America (e.g., Andean, Amazonian, Mexican). Modern and traditional institutions will be studied for selected contemporary societies in rural and urban settings. Prerequisite: Sc III.

340 GS11 Global Development and Cultural Diversity

This course explores the contemporary perspectives and interdependence among countries and peoples involved in international development projects. Networks in such fields as agriculture, community development, education, business, social welfare, and health and medical services will be examined. It will analyze communication patterns and resulting cultural impact from the perspectives of those involved in or affected by the development projects. Second semester, alternate years.

345 Social Stratification: Class, Status, and Power

An examination of the distribution of rewards and privileges in society and the theoretical basis for that distribution. As it has often been put, who gets what, and why? Theories of Spencer, Marx, and Weber as well as their modern descendants on the organization of power and class structure are considered. Social stratification on the basis of wealth, occupation, education, income, race, religion, sex, and age is examined. Prerequisite: Sc 100 or consent of instructor. First semester, alternate years.

347 GS3 Social Inequalities: Race and Minorities

Examines the roots of prejudice and the practice of discrimination among American racial and ethnic groups. Historical differences in access to status, power and opportunity as well as cultural and social barriers to advancement will be studied. Theoretical explanations of why inequalities persist will be critically addressed including the recent reemergence of the biosocial arguments on the effect of heredity. Recent policy initiatives and their effects will be discussed. Each semester.

351 GSX Classical Sociology Theory

Classical sociological theory (1830-1925) was an intellectual response to the traumatic birth of modern society. The nation-state, industrial capitalism, modern individualism all raised difficult questions for the inheritors of the Western tradition. What is the nature of industrial society? What has caused it to develop as it has? Above all, what is the fate of humankind in the advanced, bureaucratic, industrial states? We shall approach these questions by way of a critical reading of Karl Marx, Emile Durkheim, and Max Weber, accompanied by selections on and from Hegel, the "utopians," the utilitarians, and the social Darwinists.

355 Modern Sociological Theory

The development of modern sociological theory in the century, since the end of the classical period that is covered in Sc 351. The course emphasizes the intellectual debates which formed modern social theory and modes of sociological enquiry. It focuses upon functionalism, conflict theory, exchange theory, symbolic interaction, and phenomenological theories of society. Prerequisite: Sc 351 or consent of instructor. Second semester.

375 GS3 Social Change

Human history is a story of change, ranging from the spectacular to the barely discernible. Wars, revolutions, mass migrations, technological inventions, organizational innovations, and the abstract ideas of particular individuals, communities, and classes have all had their impact on the world as we find it today. In this class we examine the major forms of society which preceded modern industrialism and consider the factors which have encouraged and discouraged change both in the industrialized and developing countries. Evolutionary Theory, Modernization Theory, Dependency or World Systems Theory will all be read, along with recent attempts to synthesize the major insights of each.

489 Special Topics in Sociology or Anthropology

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in sociology or anthropology exists for a member of the faculty and a sufficient number of students. Prerequisite: consent of instructor.

490 Independent Study in Sociology or Anthropology

Individual study of an approved topic in sociology or anthropology under the direction of a sociology or anthropology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required; written work is optional. Prerequisites: consent of instructor and approval of Division Chair.

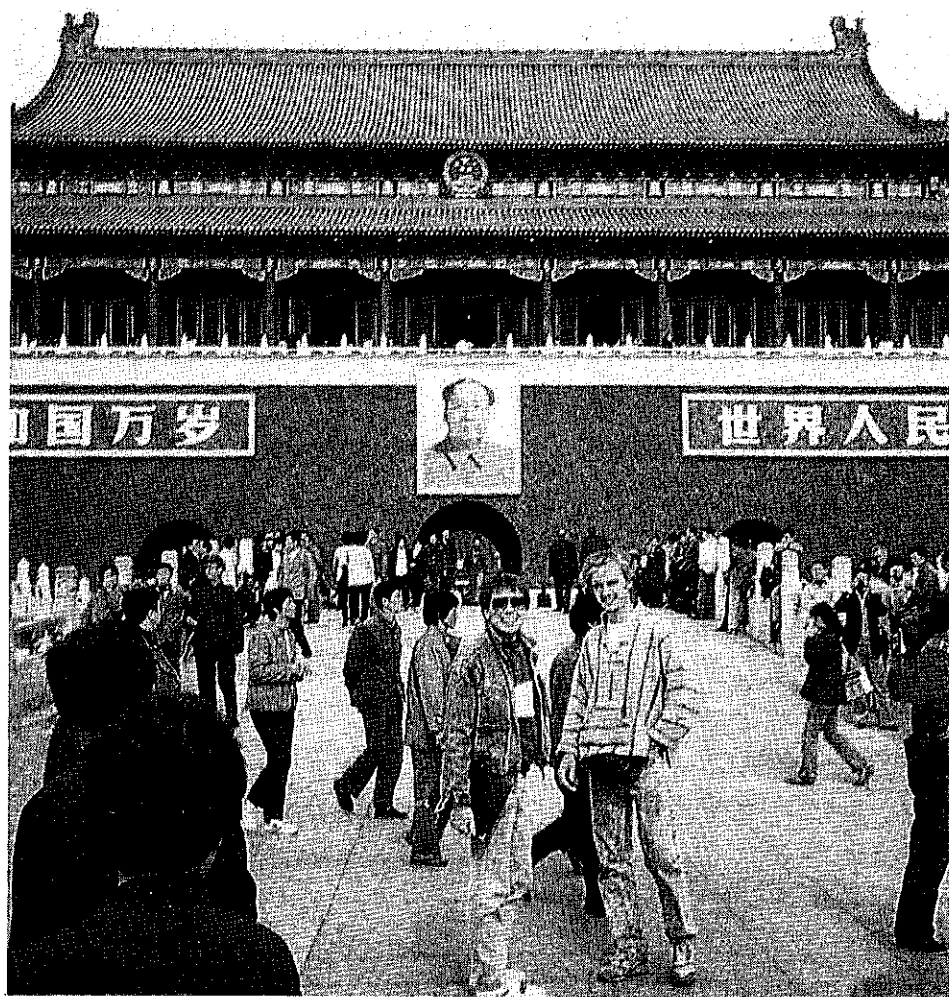
492 Directed Research in Sociology or Anthropology

Qualified students may perform sociology or anthropology research projects under the direction of a sociology or anthropology faculty member. Prerequisites: consent of instructor and approval of Division Chair.

494 Internship in Sociology or Anthropology

Appropriate work experience with government, private agencies or business firms may be undertaken for course credit, when directly related to the educational goals of the student. A seminar generally accompanies the internship experience. Prerequisites: consent of instructor and approval of Division Chair.

Inter-Divisional Programs



Inter-Divisional Majors (ID) Computer Information Systems (CIS)

The objective of the CIS program is to integrate the theory and applications of both business and computer science. Students majoring in CIS prepare for entry-level positions as programmer-analysts, system analysts, and information center staff, or for entry into graduate school.

The major program is consistent with the recommendations of the Association for Computing Machinery for small college CIS programs. It emphasizes oral and written communications skills by requiring thorough documentation of system projects, topical papers, a variety of team projects and several oral presentations.

The program reinforces theoretical concepts with a wide variety of hands-on experiences beginning with small programming exercises during the freshman year and culminating with a semester-long project during the senior year. Throughout the program course assignments are designed to develop analytical and problem-solving skills. Students work in both microcomputer and mainframe environments and focus on both the technical and behavioral aspects of CIS.

During the senior year students take two capstone courses (CS 330 and BA 345). Small class sizes in these courses enable the students to pursue independent projects involving real organizations under the close supervision of a faculty member. Upon completion of these projects students are well-prepared to work on system teams in organizations.

For descriptions of the course listed below see the pages under the appropriate discipline headings.

Requirements for Majors:

Business Administration

BA 105	Financial Accounting	CS 205	Advanced Programming and Elementary Data Structures
BA 140	Business Computer Systems	CS 210	COBOL Programming and Business Applications
BA 206	Managerial Accounting	CS 320	Data and File Structures
	OR	CS 325	Machine Organization and Assembly Language
BA 315	Managerial Cost Accounting	CS 330	Database Techniques and Modeling
BA 230	Foundations of Management		
BA 270	Marketing Concepts and Issues		
BA 333	Production/Operations Management		
BA 345	Systems Analysis and Design		

Other Courses

Mt 124	(or 131) Calculus
DS 224	Basic Statistics

Computer Science

CS 110	Introduction to Computer Programming
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International Business and Language Area Studies (IBLAS)

The goal of this program is to prepare students for entry into the international business field or graduate school. IBLAS majors often receive advanced standing upon acceptance as graduate students in various graduate schools.

The program seeks to help meet the need for persons who are well grounded in many areas of business, and fluent in one or more foreign languages. It also provides the student with an appreciation and understanding of other cultures.

Students are normally required to spend a semester in another country, preferably during their junior year. Some may take a semester or an academic year of study abroad through a St. Norbert College foreign study program. Other cultural experiences are provided through activities scheduled at the campus' International Culture House.

The IBLAS Senior Year Seminar provides students with the opportunity to operate a business corporation. The corporation, Discoveries International, was granted a charter in the spring of 1978. Currently, the students who manage and operate the corporation have devoted their attention to import dimensions of international business.

During the Senior Seminar students also conduct research projects which are devoted to study, analysis and recommendations relative to a foreign market. The unique feature of these projects is that they frequently are conducted for a business firm which is seeking to expand its foreign markets or for a business which is beginning to explore the potential of the export market for the first time.

Seniors in the IBLAS program are also required to attend various local world trade association meetings.

Requirements for Majors:

Business Administration (8 courses)

BA 105	Financial Accounting
BA 140	Business Computer Systems
BA 206	Managerial Accounting
BA 230	Foundations of Management
BA 250	Corporation Finance
BA 270	Marketing Concepts and Issues
BA 478	Senior Seminar I
BA 479	Senior Seminar II

Foreign Languages

Four courses beyond the 201 level to include:
Fr/Gr/Sn 225 Intermediate Readings, Conversation and Composition
Fr/Gr 375 Civilization/Sn 375 Spanish or 385 Latin American Civilization
Two Language Electives

Economics (3 courses)

Ec 201	Principles of Economics I
Ec 202	Principles of Economics II and one of the following:
Ec 370	Comparative Economic Systems
Ec 371	International Economics
Ec 372	Economic Development

International Studies (1 course)

IS 100	Introduction to International Studies
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Mathematics (1 course)

Mt 124	A Survey of Calculus OR
Mt 131	Calculus with Analytic Geometry I

142 International Studies

Political Science and History (2 courses)

Po 350 International Relations and an appropriate course taken during the Semester of Overseas Study

Other (1 course)

BA 390 Business Law I
DS 224 Basic Statistics
Mt 321 Probability and Statistics

International Studies Major (IS)

The major emphasizes five concepts: (1) the philosophical and theological basis for our shared humanity (2) diversity of culture, (3) international political relationships, (4) economic interdependence, and (5) ecological interdependence. In addition to the theoretical approach the major allows the student to focus on a specific area of the world. These options include Western Europe, Russia/Soviet Union, East Asia and Latin America. Each student is required to take a language and to study outside the U.S.

The International Studies major is designed for the student who is interested in many aspects of governmental service, international law, and working for non-profit multi-national organizations.

Requirements for the major:

Lang 225	Conversation and Composition	Ge 225	Social Geography
IS 100	Introduction to International Studies	DS 324	Issues in International Economics
Ec 201	Principles of Economics I	Po 350	International Relations
PI 340	Political Philosophy	DN 300	Environmental Science
Sc 111	Cultural Anthropology OR	RS 350	Christianity and Cultural Diversity
Ge 140	World Regional Geography OR	IS 400	World Issues and Conflict

Four additional courses, selected from among one of the following areas of concentration:

Western Europe:

Hs 350* Modern European History
Po 365* European Governments
DH 213 Modern Continental Drama
DH 222 Continental Novel
Any 300 level FR or SN modern literature courses except those dealing with Latin America
Fr 375 French Civilization
DH 208 Spanish Life and Culture
Gr 375 German Civilization
Sn 375 Spanish Civilization

Russia/Soviet:

Hs 240 History of Russia
Po 260 Soviet Politics
DH 210 Soviet Literature and Culture
DH 320 19th Century Russian Fiction

East Asia:

Hs 122 Modern East Asia
Hs 260* Traditional East Asia
Hs 361 Modern China
Hs 362 Modern Japan
Hs 364 Modern Korea
Hs 463 Communism in China
DH 212 Japanese Literature and Culture

Latin America:

Hs 130* - or History of Latin America
Sn 385 Latin American Civilization
DH 207 - or Contemporary Latin American Literature and Culture
Sn 387 20th Century Latin American Prose
DH 318 Mexican Literature and Civilization

Inter-Divisional Courses 143

Hs 318	Dictatorship and Democracy in Latin America	Sn 382	20th Century Latin American Poetry
Po 368	Politics and Governments of Latin America	DH 316	Central America: History and Literature
Sn 380	Early Latin American Literature		

*Courses required for this option.

For descriptions of the courses listed above see the pages under the appropriate discipline headings.

Courses:

IS 100 GS3 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 versus The Concept of an International Community; U.S. Foreign Policy and Human Rights; Foreign Policy of Communist Countries; Cultural Diversity and International Cooperation.

IS 400 World Issues and Conflict

This course addresses major contemporary world issues, including economic development and sustainable growth, power politics and nuclear proliferation, diversity of political and social structures, support of human rights, natural resources and pollution, and the impact of technology. The course will analyze governmental, institutional, and non-institutional approaches to addressing these issues and conflict resolution in general, from the perspective of the interdependence of the world's economic, political, and ecological systems. Prerequisite: Po 350.

Inter-Divisional Courses (ID)

H01 Basic Verbal Skills

This half course is intended for students who need to enhance their verbal skills competence before taking a lower biennium General Education course from Area 9: Verbal Skills. Students receive classroom instruction from the director of the Verbal Skills Workshop, or an assistant to the director. The director selects the particular combination of methods and activities that best meets each student's needs.

H10 Academic Survival Skills

Student Survival Skills is a course designed to increase the student's success in college by assisting the student in obtaining necessary skills to reach his or her educational objectives. Topics in the course include time management, study techniques, beginning career decision-making, test-taking, reading for understanding and retention, notetaking, college resources, decision-making, and memory techniques.

H30/31/32/33 Debate Theory and Practice

A study of the fundamentals of debate, including techniques of persuasive speaking, the use of

analysis and logic, and the development of the skills of cross-examination and research. The course will include student participation in inter-collegiate competition.

101 Freshman Seminar

The purpose of this course is to help students: a) develop a personal hierarchy of values and become aware of how this personal hierarchy fits within the context of societal values; b) crystallize educational objectives by employing a variety of educational philosophies and approaches; and c) develop a better understanding of their own life goals through various exercises requiring the reading of texts from various disciplines, and careful self-analysis.

200 Honors Seminar

Seminar discussion for students enrolled in the Honors Program. A special topic will form the focus for the course. Topics will change each time the seminar is offered, and may be interdisciplinary in nature. Freshmen and sophomore Honors students only.

144 Inter-Divisional Courses

350 GS2 Topics in Human Nature

This course will take as its focus an interdisciplinary topic in human nature. It could, for example, include a study of the psychological/philosophical view of human nature found in the writings of a Freud or a William James, or it might address more broadly the effects of technology on our conception of the person. As an interdisciplinary course it will bring different perspectives to bear on the issue and it will include a discussion of the value consideration implicit in the topic.

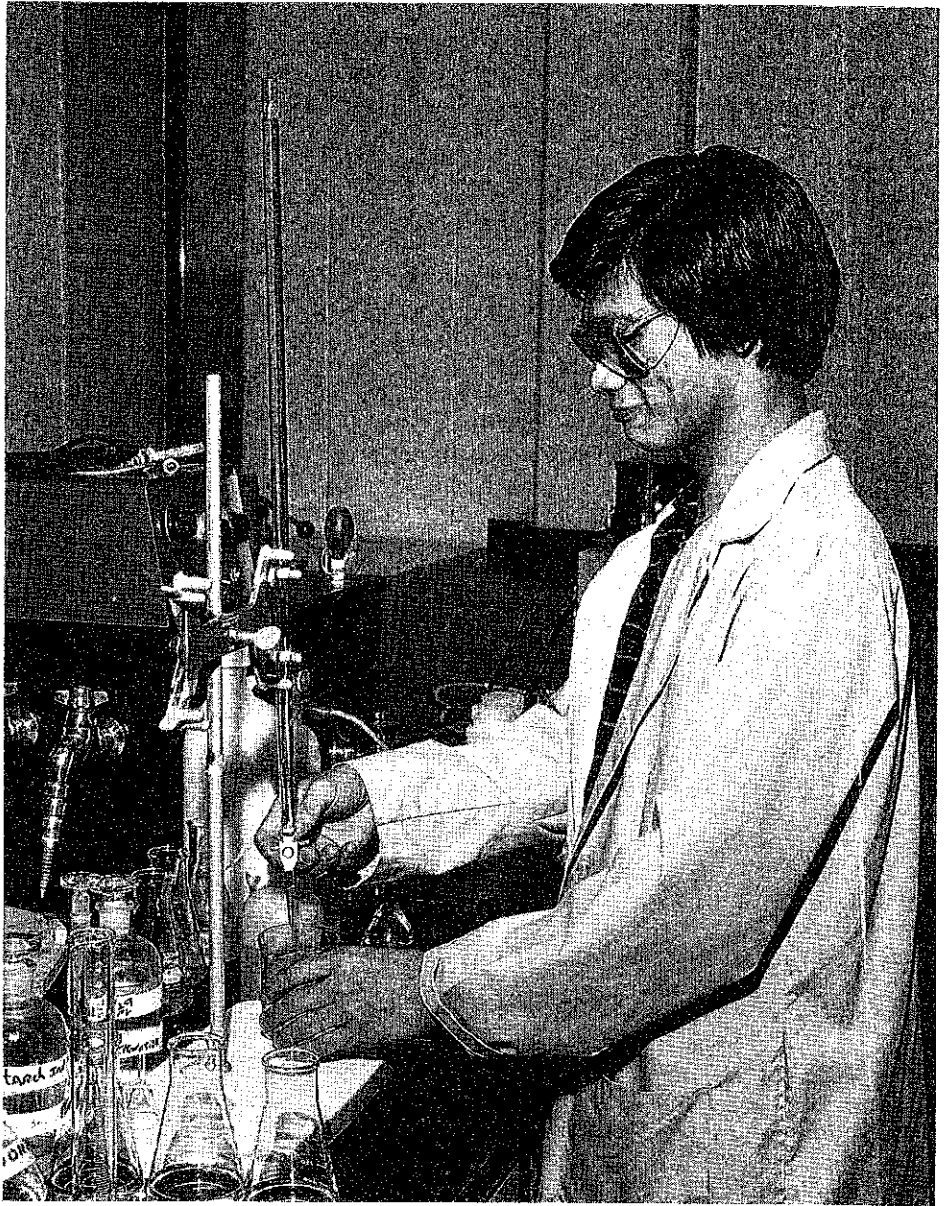
375 Special Topics in Inter-divisional Studies

This course will concentrate on a topic pertinent to the current needs and interests of students. Primarily, it will focus on topics which cross divisional lines and will involve two or more inter-divisional disciplines.

494 Service-Learning Seminar

Students will participate in a community-service internship and share their experiences and personal reflections in an effort to increase student awareness of civic needs and community services; further emotional, intellectual, moral, social and personal growth; and develop community service skills and life-long civic responsibility. Open discussions, led by guest speakers from the College and local community, will focus upon topics such as: An individual's responsibility to serve, community needs and services, the effects of service and the role of the served. Prerequisites: Consent of the instructor and approval of the Associate Academic Dean.

Pre-Professional Programs



Pre-Professional Programs

Students may choose to be considered pre-professional students, that is, they may pursue a course of study that fulfills the requirements of a professional school such as medical, dental, veterinary, or pharmacy, without actually seeking a degree from our college. Students may at any time declare their intent to complete a major program, in which case they are subject to the requirements of that program. Practically all pre-professional students who finish a degree program do so in biology, chemistry, or natural science. For pre-law, see later in this section.

It is wise for these students to allow for the possibility of finishing a degree after four years, since admission to a professional school is not assured and the competition is keen, especially for medical school.

Advisors can assist students in selecting courses to fulfill the professional school requirements and will also help students select a major, if that is their intent, or to choose an alternative objective if they are not admitted to the school of their choice.

There is a standing Pre-Professional Careers Committee which provides recommendations for our students at the time of their application to a professional school. For more information on all science-based pre-professional programs, the chairman of the Division of Natural Sciences should be consulted.

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

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

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

Pre-Medical: There are well over 100 medical schools in the United States and their admissions requirements vary slightly. Most will not consider applicants unless they are an undergraduate degree candidate, so it is advisable to participate in a disciplinary major program such as biology, chemistry, or natural science.

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

Adequate performance in the national Medical Aptitude Test, usually taken during the third year of undergraduate study, is also a requirement.

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

Pre-Engineering: Pre-engineering studies include an emphasis in physics and mathematics plus basic courses in chemistry and computer science. St. Norbert College offers several ways in which students can enter the engineering profession while gaining a foundation of liberal arts studies.

The **Marquette Program** involves three years of pre-engineering study at St. Norbert followed by two academic years of study in engineering at Marquette University. This leads to conferment of a Bachelor of Science degree from St. Norbert and the conferment of a degree in engineering from Marquette. It is necessary for the student to fulfill the General Education Requirements of St. Norbert College as well as to take basic science and math courses, so careful planning is required for the three years of study at St. Norbert.

A similar arrangement has been made with the **University of Illinois at Urbana-Champaign**. Transfer students are admitted to UIUC on a competitive basis depending on space available. In any given year, admission may be limited to Illinois residents. Students who are interested in this possibility should contact a member of the physics staff.

It is possible to transfer to other schools of engineering after two or three years at St. Norbert even though no official affiliation exists. In such cases, a St. Norbert degree is not awarded. The Division of Natural Sciences maintains a collection of information about engineering colleges in Wisconsin and surrounding states. Students with an interest in engineering should contact a member of the physics staff or the chairman of the division early in their studies.

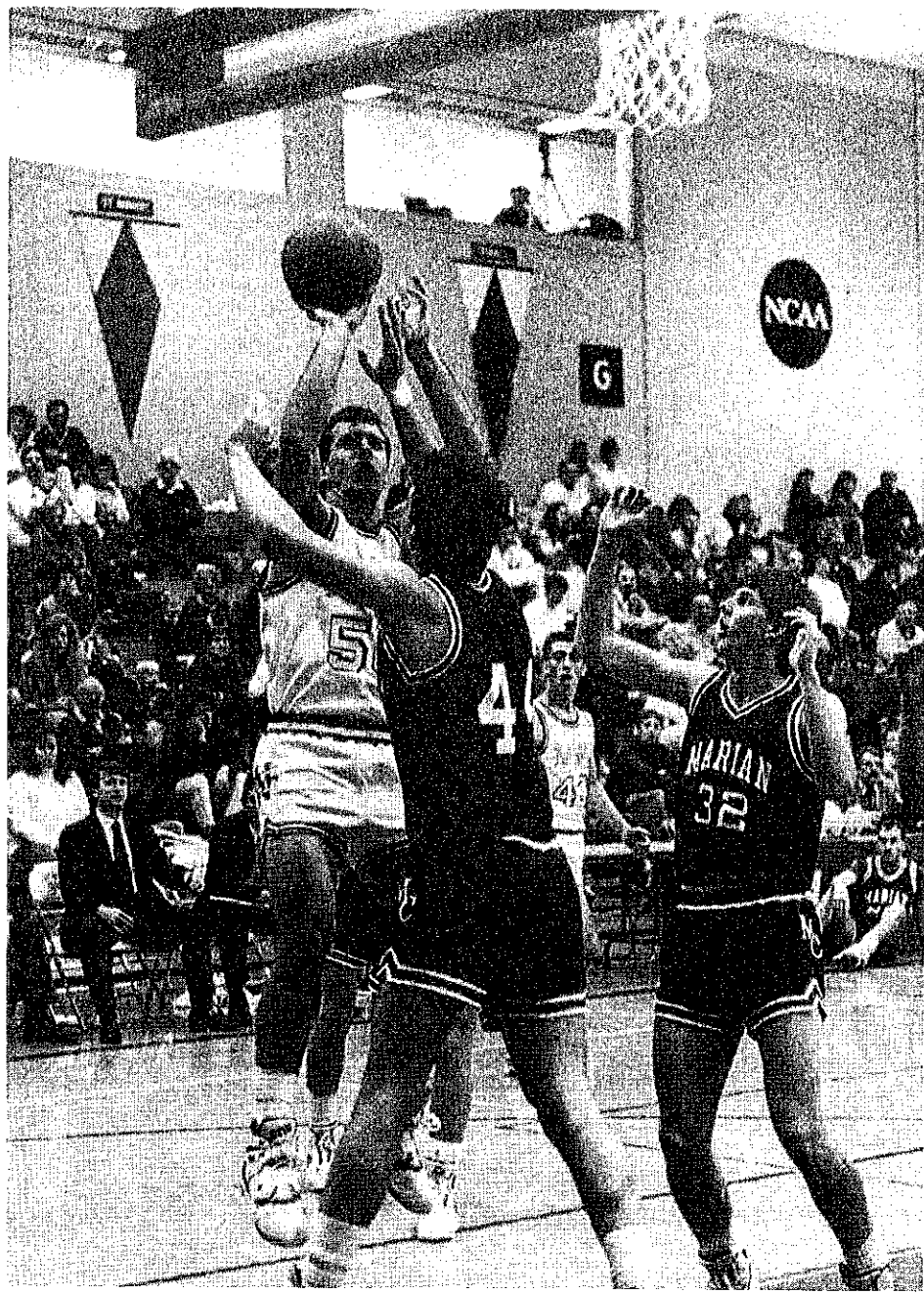
Pre-Law: Law schools require a bachelor's degree from an accredited college or university but no specific fields of major study or particular courses are prescribed. The law relates to many aspects of human activity and law schools look for diversity in undergraduate courses that may present a highly desirable pre-law background. Students should obviously seek to develop a high degree of competence in reading and writing the English language, and to develop the skills of critical analysis and logical reasoning. Thus, courses in literature, composition, communication, mathematics, and logic offer obvious and useful preparation. In addition, applicants to law school should have a sound grounding in the economic, social and political institutions of the United States.

148 Pre-Professional Programs

Given such a broad undergraduate background, students interested in law should feel free to choose a major program consistent with their interests, or to devise a personal major. Although the broad background mentioned above should be pursued, it is also highly advisable that a student obtain a mastery of some definite field, whatever that might be.

Students applying for law school should take the Law School Admission Test (LSAT) no later than eight months before graduation. Applications can be obtained from Career Services.

Extra-Divisional Programs



Extra-Divisional Programs

Military Science (MS)

Military Science is concerned primarily with the exploration and development of topical areas contributing to competence in leadership and management. The Military Science Program of Instruction is a core-type curriculum consisting of military skills and professional knowledge subjects integrated in both the Basic and Advanced course. While the ultimate purpose of the program is to provide college-trained officers for the regular army, U.S. Army Reserve, and the Army National Guard, it supports college goals by emphasizing intrapersonal depth and the development of personal qualities necessary for leadership such as integrity, candor, moral courage, strength of character and honor. The course of study is conducted under the auspices of the Reserve Officers Training Corp (ROTC) and is a four-year program divided into two parts—the Basic Course and the Advanced Course.

Basic Course (Pre-professional): The Basic Course is 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 incurred and students may withdraw at any time before the end of the second year. Additionally, no cost is incurred for course registration and necessary textbooks and materials are furnished without cost to the student. The courses introduce students to select military skills and professional knowledge subjects. Students attend class two hours every week, two two-hour laboratories each semester, 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. Instruction in this program includes the introduction of military skills that must be developed prior to attendance at an Officer Basic Course (OBC). They are fundamental to the military profession and serve as the basis for all future branch-directed specialty training. Professional knowledge subjects are also provided. They describe in very foundational terms what it is that the United States Army does and how it goes about doing it.

Cadets in the Advanced Course receive uniforms, necessary military science textbooks, salary during an Advanced Camp and an allowance up to \$1,000 each year.

A six week Advanced Camp is held during the summer between the junior and senior years. This camp permits students to put into practice the principles and theories they have acquired in the classroom and exposes them to more military skills. Successful completion of the advanced camp is required prior to commissioning.

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 the traditional Military Ball and the formal Military Dining In to basic mountaineering, raft and canoe trips and backpacking excursions.

Cadets routinely participate in the Cadet Professional Development Training Program (CPDT). The CPDT supplements campus training with practical leader development experiences. The CPDT program is comprised of Practical Field Training and Cadet Troop Leader Training. Practical Field Training includes Basic Airborne, Air Assault, Jungle Warfare Orientation, Northern Warfare Orientation, Master Fitness Trainer, and Russian Language Training. Students successfully completing the six-week advanced camp are eligible to participate in Cadet Troop Leader Training (CTLT). The CTLT sends cadets to train as junior leaders with active army units in the continental United States, Europe, Korea, Alaska, or Hawaii. The CTLT program places cadets in charge of up to forty 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 six-week basic camp prior to attending advanced camps. This summer training takes the place of the Basic Courses of the four-year program and qualifies students to enter the professional courses. Qualified veterans with prior military service are eligible to enroll in the Advanced Course without participating in the Basic Courses, once they have obtained sophomore 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 as early as the first semester, sophomore year. Upon successful completion of the Advanced Course, the cadet would receive a commission as second lieutenant with the Regular Army, Army National Guard, or Army Reserve upon completion of a baccalaureate degree.

152 Extra-Divisional Programs

ROTC Scholarship Program: Army ROTC offers three and two year scholarships that are awarded competitively to students who are already enrolled in college. Students who attend the Basic Camp under the two-year program may also compete for two-year scholarships while at camp. These scholarships pay for tuition, lab fees and other educational expenses, plus providing a textbook allowance each semester and an allowance of up to \$1,000 each year the scholarship is in effect.

Scholarship candidates are not obligated to serve on active duty, and may serve in the Reserves or National Guard to meet their commitment.

Students interested in any aspect of the program are encouraged to consult with Military Science faculty members.

Distinguished Military Student Program: Each year a few senior ROTC students are selected as Distinguished Military Students. This distinction enables them to apply for a Regular Army Commission. A Distinguished Military Student will be considered for appointment as a Distinguished Military Graduate upon graduation, provided he or she fulfills requirements prescribed by Army Regulation.

Courses:

H11 Introduction to Military Science

Basic Course. Designed to introduce freshman first-year students to the ROTC Program, an overview of the role of the U.S. Army, Army Reserve and Army National Guard, the Department of Defense and the Army's task in national defense and community activities. Provides fundamental knowledge and applicable skills in leadership, time management, drill and ceremonies, first aid, and physical fitness through practical application in the classroom and two required leadership labs. Includes a summary of the current Army organization and a discussion of the Army branches and their roles as part of the Army team. All scholarship cadets are required to attend physical training three times per week. All students are required to attend two two-hour laboratories each semester. First semester, first year.

H12 Leadership and Land Navigation

Basic Course. Designed to expand upon experiences in MSH 11, including land navigation, orienteering, map reading, cold weather training, physical training, and drill and ceremonies. Two leadership labs are required. All scholarship cadets are required to attend physical training three times per week. Second semester, first year.

DH 275 Total War: World War I and II

This course is mandatory for all ROTC scholarship and contracted cadets. It is offered by the college each spring and takes the place of MSH 22. Cadets in this course must also participate in two laboratories and physical training.

H21 Basic Leadership and Management

Basic Course. Designed to review leadership traits and fundamentals. Examines leadership theory relative to the military environment and challenges the student to solve leadership problems through the use of case studies portraying specific problems encountered in military units. Professional skills related to leadership positions will be discussed. An additional benefit is provided to each student who must participate in a Leadership Assessment Program designed to evaluate strengths and weaknesses in various leadership indices. This provides a valuable resource for improvement and evaluation as a leader, manager, or supervisor in any field of study. Two leadership labs are required for skills training in drill and ceremony and physical readiness. All scholarship cadets are required to attend physical training three times per week. First semester, second year.

H22 Leadership and Management Seminar

Basic Course. Designed to advance student's understanding of leadership principles and management techniques used by successful organizations. The student will become familiar with 16 leadership dimensions and use these dimensions in case studies of noted leaders. Values and ethical behavior will be studied as well as leadership that provides, implements, and motivates. Management of human resources and management styles will be addressed to help the student understand human resources in planning, decision-making, and delegation. All scholarship cadets are required to attend physical training three times per week. A leadership lab is required for skills training in specific Army topics. Second semester, second year.

H31 Small Unit Tactics

Advanced Course. Teaches cadets basic tactical operations of the squad and platoon. Discusses duties and responsibilities of leaders within such units. Familiarizes cadets with basic skills in patrolling, artillery support, intelligence, enemy prisoner of war (EPW) handling, and preparation for nuclear, biological, chemical (NBC) attack. Provides skill development and diagnostic evaluation of the cadet's abilities in land navigation. Familiarizes cadets with the Soviet Army, principles of war, Army branches and inspection procedures. Two hours of leadership lab are required every week to assist in military skill development in preparation for Advanced Camp. Field Training Exercise (FTX) attendance is required. All cadets are required to attend physical training three times per week. First semester, third year.

H32 Professional Ethics and Management

Introduces cadets to the profession of arms, its characteristics, uniqueness, roles and responsibilities. Provides a fundamental understanding of the professional soldiers ethical and moral responsibilities to the Nation and Army. Develops an understanding of the need for ethical conduct and a greater awareness and sensitivity to ethical issues. Improves cadets ethical decision making skills through case studies of real world situations. Introduces cadets to counseling techniques. Familiarizes cadets with Army training management procedures. Reviews basic tactical skills taught during fall semester as a final preparation for Advanced Camp. Two hours of leadership lab are required every week to assist in military skill development in preparation for Advanced Camp. Field Training Exercise (FTX) attendance is required. All cadets are required to attend physical training three times per week. Second semester, third year.

H41 Contemporary Military Seminar

Advance Course. Designed to provide the student with an understanding of Army expectations concerning the commission and oath of office, conduct and behavior while on or off duty, duty performance and public responsibility. Introduces the student to the military law and justice system and prepares them for their role in the administration of military justice. Reviews counseling techniques that will be used during the year while serving as a leader in the cadet battalion. Examines many other aspects of military organization and planning to include conducting meetings, command and staff functions, logistics system, and post installation support. Promotes further development of oral and written communication skills through group discussions, briefings, and written exercises. All cadets are required to attend organized physical training three times per week. Two hours of leadership lab are required every week to assist in military skill development/instruction, advanced camp preparation of MS III cadets, and enrichment seminars. First semester, fourth year.

H42 Practicum in Managerial Activities of the Commissioned Officer

Advanced Course. Designed to provide the student with a medium to plan, organize, implement and evaluate major activities and functions using selected managerial and behavior science techniques. Examines the US Army and Soviet force structure of today and the future. Provides the students skills required for active duty to include military movement, financial management, insurance coverage, and career progression. Promotes further development of oral and written skills through the preparation of military correspondence and afteraction reports and conducting briefings. All cadets are required to attend organized physical training three times per week. Two hours of leadership lab are required every week to assist in military skill development/instruction, advanced camp preparation of MS III cadets, and enrichment seminars. Upon successful completion of this course and all other military science requirements, contracted cadets meeting the Army standards of education, health and moral character are commissioned second lieutenants in the U.S. Army. Second semester, fourth year.

Department of Physical Education (PE)

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

1. To provide students with the opportunity to become qualified teachers of physical education in elementary and secondary schools. The physical education minor satisfies the required competencies as set forth by the Wisconsin Department of Public Instruction.*
2. To provide education majors with a coaching certification program. This program also allows students majoring in another academic discipline to become qualified athletic coaches.
3. To provide all students with an opportunity to acquire skills in sports for recreation, intramural or lifetime activities.

Physical Education Minor: A minimum of 24 semester hours, plus a methods course, must be earned for a minor in physical education. The required courses are: BI 100, PE H73, PE H85, PE 101, PE 120, a minimum of four half courses in lifetime sports and PE H70 if a secondary education major.

Coaching Certification: This program is designed to certify both men and women for athletic coaching. The certification requires a minimum of 26 semester hours for coaching preparation. The required courses are: BI 100, PE H75, PE 400, PE 120, PE 301, PE H97, plus a minimum of three half courses in coaching theory.

Lifetime Sports: A wide range of lifetime sports will be offered for all students. Through lifetime sports individuals will have a better understanding of the need for a planned activity program. A major objective of lifetime sports is to have each student incorporate physical activity into his or her daily lifestyle.

**Physical education minors must achieve a major in three years to remain certified.*

Half Courses:

H68 Curriculum and Methods of Teaching Elementary Physical Education

This course is designed to acquaint students with the elementary physical education curriculum. Teaching methods for movement exploration, games, rhythms, fitness testing and sports skills will be surveyed.

H69 Health and Nutrition for Children

Innovative and experiential approaches to teaching wellness concepts with special emphasis on nutrition, substance use/misuse, cardiovascular health, emergency first aid/safety, and sexuality. Focus is on the lifestyle approach with positive self-image as the basis for health decision-making.

H70 Methods of Teaching Secondary Physical Activity

The course is designed to analyze the approaches and systems for teaching physical activities. Students will develop skills in teaching activities in a variety of instructional situations, including health clubs, community recreation programs, corporate fitness programs and schools.

H73 Field Experience

This course is designed to provide students with an opportunity to experience teaching of physical education under the supervision of qualified elementary or secondary school teachers. Students will be expected to outline the objectives of their experience with the supervising teacher and the departmental advisor. Prerequisite: junior or senior standing; physical education minor only.

H75 Organization and Administration of Physical Activity Programs

This course is designed to provide students with administrative techniques and procedures in physical activities and related fields. Emphasis on theories and philosophies of administration; policies and practices; leadership, management, budgeting, planning, construction and maintenance of facilities; public relations and legal liabilities.

H85 Tests and Measurement

This course is designed to develop an understanding and ability to apply measurement and evaluation in physical activity. Topics include uses and philosophy of measurement; selection, construction, administration, and interpretation of tests; basic statistical interpretation of data; and classification of students.

H91 Theory of Coaching Baseball/Softball

This course is designed to develop an understanding of the different theories, techniques and philosophies of coaching baseball/softball. The students will develop their personal coaching philosophies with the help of the instructor. The emphasis of the course will be placed on the teaching and analysis of the individual techniques involved in developing baseball/softball skills. Situations and strategies will also be discussed, along with the importance of utilizing statistics and scouting reports.

H92 Theory of Coaching Basketball

This course is primarily designed for students interested in coaching basketball at all levels of competition. It will provide an in-depth study of basketball from its basic elements through the complexities of team organization. Emphasis on individual player offense fundamentals, coordinating individual offensive techniques into team offense, basic defenses (individual and team), game situations, scouting, game organization, team strategy and coaching aids.

H93 Theory of Coaching Football

Emphasis will be placed on theories, procedures and techniques used in coaching football on the secondary level. All aspects of offensive football will be covered, including: line play, pass blocking, trap blocking, wide receiver play, pass maneuvers, passing trees and pass patterns, backfield play and quarterback play. Also included will be defensive football, line play, line backer play and defensive back play. Film analysis, scouting techniques, practice planning and staff organization are all important aspects of the course.

H94 Theory of Coaching Tennis

The purpose of this course is to familiarize students with the techniques and procedures used in coaching tennis. An emphasis will be placed on practice organization and fundamental skills.

H95 Theory of Coaching Track and Field

The foundations of this course are the theories and techniques used in coaching track and field. Students will be given an opportunity to teach performance skills and set up drills to develop the basic skills. Also included are the strategies of running races and relay races. Practice, planning, staff organization and meet management are vital considerations of the course.

H96 Theory of Coaching Volleyball

This course is designed to familiarize students with the techniques and procedures used in coaching volleyball. (Basic skills will also be reviewed with an emphasis placed on techniques of analysis and drills for development of these skills in athletes.) Course content will include offensive and defensive strategies; obtaining and utilizing statistics; use of coaching aids; structuring practice schedules; competition organization before, during and after the event; team management and utilization and duties of managers and the assistant coach.

H97 Conditioning and Training for Athletes

The fundamental principles of training and conditioning for participation in varsity sports are the vital issues of the course. The concerns of aerobic and anaerobic training are studied in detail. The training of female athletes is given special consideration with a concentration on the growth of women's sports. Diet, ergogenic aids, environment and their effects on performance are also discussed.

H98 Officiating

The techniques of officiating team sports will be taught and will include the philosophy of officiating, rule knowledge, floor position, tactics and preventive officiating. Special emphasis will be placed on the sports of volleyball, football, baseball and basketball.

H99 Theory of Coaching Soccer

This course is designed for students interested in learning the techniques, methods and strategems of coaching soccer, primarily at the elementary and secondary level. Emphasis will be placed upon individual techniques, team offense, team defense, and the overall strategy of coaching soccer.

156 Lifetime Sports

Full Courses:

PE 101 Concepts of Healthful Living

This course will provide students with a knowledge of the concepts of "wellness" and will tell them how they can apply this information to maintain and/or improve their own lifestyles. Knowledge of health-related topics such as nutrition, health legislation, health consumerism, interpersonal communication skills, and assertiveness will be presented through lectures. Small group discussions will further investigate these topics and outline how students can apply this information to their lifestyles. Fitness topics such as physiology of the body at rest and in exercise, types of exercise programs, and methods of establishing a personal exercise program will be presented through testing, demonstrations and participation in weekly lab sessions.

PE 120 CPR, First Aid, Care and Prevention of Athletic Injuries

This course involves the study of a variety of topics in three areas: CPR—artificial ventilation

and circulation; First Aid—care of injuries, dressings and bandages, shock, burns, fractures, control of bleeding and transportation of the sick and injured; and care and prevention of athletic injuries; taping techniques, protective equipment, injury recognition and evaluation, and selected modalities such as massage, cryotherapy and thermotherapy.

PE 301 Physiology of Exercise

This course is designed to provide students with a basic knowledge of the physiological changes which occur in the human body as a result of exercise and training. Prerequisite: Bl 150, junior standing.

PE 400 Coaching Experience

This course gives students an experience in coaching a particular sport or sports. Students are expected to submit to the college departmental advisor the objectives that have been approved by the supervising coach of an elementary or secondary school. Prerequisite: theory courses of the sport or sports being coached; junior or senior standing; coaching minors only.

Lifetime Sport Activities (LTS)

This program emphasizes the study of movement as a force in one's life. Just as the forces of intellect and imagination give meaning and support to self development, so too can movement. For this to occur, however, people must have the skills to move effectively and efficiently. They must also have knowledge and attitudes about how participation in movement can give added meaning to life, help fulfill one's potential, and counter-balance stresses of today's world. The courses listed below have these goals as their objectives and will include readings, reports, exams, and field experiences which will give students an opportunity to develop skills by participation in various sports.

H40 Archery

This course is designed to teach students the basic skills and knowledge of archery. Emphasis will be placed on care and selection of equipment, scoring, terminology, the art of shooting, stance, nocking, draw, anchor, release and follow through, clout and field shooting, and aiming with point of aim and sight.

H41 Badminton

This course teaches students the basic skills and knowledge of badminton. Content will include the learning of basic skills such as serves, clears, drives, the drop shot, the smash, and net shots, rules and strategy for doubles and singles, terminology, and an understanding of the history of the sport.

H42 Basketball

The class will provide an opportunity for the development of fundamental skills, knowledge and rules necessary for successful participation and enjoyment in recreational play.

H43 Bowling

This course will give students the basic skills and knowledge of bowling. Content will include history, terminology, equipment, approaches, releases, aiming, and starting positions.

H47 Football/Soccer

The class will give students an opportunity to participate in and enjoy recreational play of these two popular team sports. Emphasis will be on

fundamental skills, knowledge of rules, and strategy necessary for participation in the activity.

H48 Golf

The class will provide golf students with the basic knowledge, skills, and attitudes of golf. It will include fundamental skills such as grips, stance, swing, putting, rules and etiquette.

H50 Lifesaving

This course gives students the skills and knowledge required to save their own lives or the life of another person in the event of an emergency. Students must have sound swimming skills to be eligible. Red Cross Certification will be given upon successful completion of this course.

H51 Racquetball

This course gives students the skills and knowledge, strategy, and rules of racquetball.

H53 Softball

This course teaches students the basic skills and knowledge of softball. Content will include rules, terminology, scoring, care and selection of equipment, offensive and defensive strategies, and the basic skills of pitching, catching, throwing, batting, bunting and fielding.

H54 Swimming (Beginning and Intermediate)

Beginner and advanced beginner skills will be taught during the second half of the semester. Individuals may register for one or both sections (once for credit, once for audit) of the course but may only receive credit for one half course. Both courses will also include boat safety, diving, safety and self-rescue techniques.

H55 Tennis

This course gives students the basic skills and knowledge of elementary tennis. Content will include basic skills, singles strategy, doubles strategy, courtesy, equipment, rules and tournament play.

H56 Track and Field

This course is designed to familiarize students with all aspects of track and field. The history of track and the Olympics will be included, along with techniques used in the various field events. The order of runners and strategy of relay races as well as the latest theories in the other running events will be discussed.

57 Volleyball

This course teaches students the basic skills and knowledge of volleyball. Content will include warm-ups, rules, terminology, serve/receive infor-

mation, basic offenses and defenses, spiking coverage, and basic skills — serving, forearm pass, setting, blocking, dunking, spiking, dives and digs.

H60 Weight Training for Men (Beginning)

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

H61 Weight Training for Women (Beginning)

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

H62 Intermediate Weight Training

A continuation of H60 and H61 with the student in an intermediate phase, selects and applies an indepth Olympic or Nautilus Weight Training Program. Prerequisite H60 or H61 or consent.

H63 Advanced Weight Training

This course provides the student with advanced knowledge and techniques and an opportunity to develop his/her own Weight Training Program. This program would include lifts for the development of specific muscle groups as well as pre and post testing procedures. Prerequisite: H62 or consent.

Aviation (Av)

H10 Introduction to Aviation

This course includes all the subject matter necessary to successfully pass the F.A.A. Private Pilot written examination. At the end of the course students are encouraged to take the exam, however it is not required for course completion. The course includes: the theory of flight; aerodynamics; communications; air traffic control; FAA regulations; aircraft systems and performance; meteorology; radio navigation systems; cross-country flying; physiological aspects of flying; and flight instruments. The course is designed not only to help students acquire a basic academic flight background but also to help direct their judgments towards the end of conducting safe flight in today's modern aircraft environment. Optional orientation and cross-country flights, plus an integrated flight training program leading to a private pilot license is available through arrangements made with a local airport. The course also includes a lab hour to view correlated media materials. First semester only.

Master of Theological Studies

Rev. Richard Ver Bust, Director

In 1987, St. Norbert College began a Master of Theological Studies. The program was developed in response to a request from the Catholic Diocese of Green Bay which sought graduate training in pastoral studies for those persons who are, or will be, occupying key pastoral and administrative positions in the parishes of the diocese. The diocese foresaw an increasing need for the involvement of the laity in filling these positions and sought a local educational institution to ensure an appropriate ministerial preparation. Since the program's inception, participation has expanded to other Midwestern dioceses.

St. Norbert College, in accrediting the program, seeks to provide the necessary intellectual challenge that will help students explore their strengths, gifts, and skills through a rigorous program of theological and pastoral studies. The student who successfully completes this summer program achieves a professional degree.

Complete information about the program, admission requirements, and financial aid is available by writing to: Rev. Richard Ver Bust, Master of Theological Studies, St. Norbert College, De Pere, WI 54115-2099.

College Directory



John Neary, Ph.D., Director of Freshman Seminar (1985).

John F. Sutton, Ph.D., Associate Dean for Instructional Services (1980).

John F. Craghan, Th.D., Director of the Theological Institute (1986).

Jon D. Curtis, M.A., Registrar (1970).

Barney G. Johnson, M.F.A., Director of Theatre Facilities (1980).

Kathleen K. Molnar, M.B.A., Director of the Computer Center (1986).

James W. Neuliep, Ph.D., Workshop Director (1985).

Thomas G. Smith, M.S., Director of Media Services (1986).

Susan A. Stussy, Ph.D., Director of the Todd Wehr Library (1988).

Donald P. Taylor, M.F.A., Director of the Godschalx Gallery (1984).

Robert H. Boyer, Ph.D., Chair of the Division of Humanities and Fine Arts (1968).

David A. Duquette, Ph.D., Assistant Chair, Division of Humanities and Fine Arts (1985).

James R. Hodgson, Ph.D., Chair of the Division of Natural Sciences (1970).

Elizabeth G. King, Ph.D., Chair of the Division of Social Sciences (1973).

Rev. E. Thomas De Wane, O.Praem., Ph.D., Director of Teacher Education (1983).

Jeffrey D. Ritter, M.B.A., Director of Business Administration and IBLAS (1983).

Lawrence C. Van Alstine, M.A., Director of Physical Education and Athletics (1972).

Kenneth J. Zahorski, Ph.D., Director of Faculty Development (1969).

Vice President for Student Life

Richard C. Rankin, Ed.D., Vice President for Student Life (1978).

Cynthia Barnett, M.S., Associate Dean of Student Life (1977).

Victor W. Barr, Ph.D., Director of Academic Mastery (1984).

Barbara H. Bloomer, R.N., B.S.N., Director of the Health Center (1977).

Linda L. Clay, M.A., Director of Career Services (1979).

Kathy Callahan, M.A., Director of Student Activities (1987).

Thomas F. Hartford, M.Ed., Director, Center for Leadership Development (1984).

Shaun O'Keefe, Pastoral Associate (1986).

Lori Pollard, M.S., Associate Director of Student Activities (1986).

Mary Koch Ruiz, M.A., Counselor/Student Development (1988).

Ferial Deer Skye, Ed.D., Director of Multi-cultural Affairs (1989).

Rev. James Stein, O.Praem., M.A., Pastor/Director of Campus Ministry (1988).

Susan Torbenson, M.Ed., Professional Practice Program Coordinator (1989).

Sally Watson, M.A., Associate Director of Career Services (1984).

John A. Williamsen, Ph.D., Director of the Center for Student Development (1968).

Vice President for Institutional Advancement

Donald L. Salmon, M.A., Vice President for Institutional Advancement (1982).

Jo F. Bates, Research Director (1989).

Jim Brehm, Assistant Director of Development (1989).

Dennis Day, Director of Development and Planned Giving (1983).

Betsy Foley, M.S.W., Director of Communication and Public Relations/Knight Life Editor (1980).

Vivian Foss, M.A., Assistant Director of Foundations, Government, and Corporate Relations (1989).

Carolyn N. Hoke, M.A., Director of Alumni and Parent Relations (1990).

Brent Jaeger, Director of Research and Records (1986).

Stuart G. Lang, M.A., Executive Director of Institutional Advancement (1984).

Mark Lindemood, M.Div., Director of Capital Resources (1986).

Susan Martin, Assistant Director of Development (1989).

Vice President for Business and Finance

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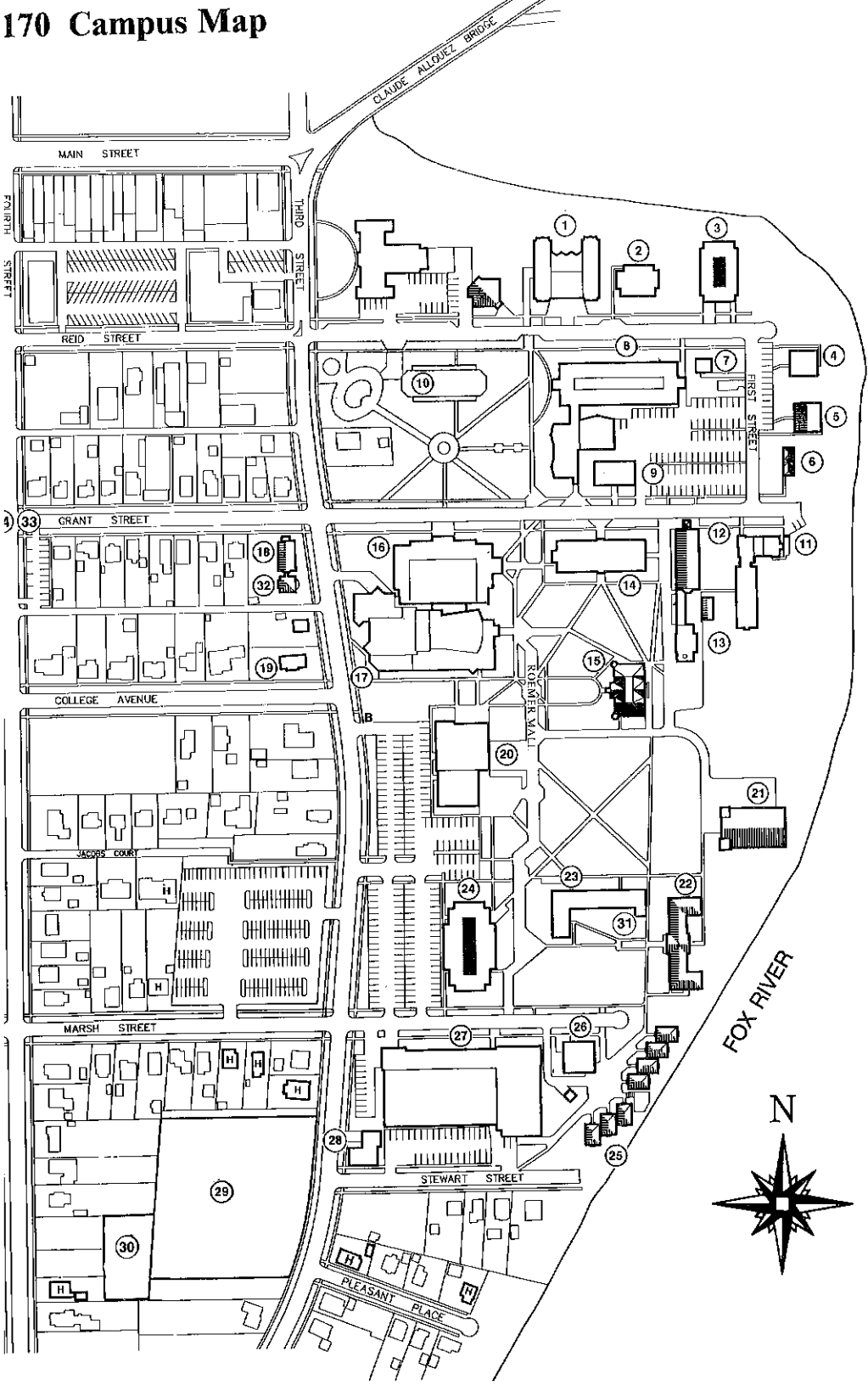
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- Flanigan, Norbert J.** (1963), Professor Emeritus of Biology; B.A., St. Norbert College; M.S., Ph.D., State University of Iowa.
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170 Campus Map



1. Madelaine and Lorraine Hall
 2. Gertrude S. Bergstrom Hall
 3. Mary Minahan McCormick Hall
 4. Vander Zanden Hall/
Language Apartments
 5. Riverside South
 6. CHI-RHO Commons
 7. Student Life/Housing
 8. Dr. John R. Minahan Science Hall
 9. St. Joseph Hall
 10. Future Academic Building
 11. St. Joseph Priory
 12. Old St. Joseph Church
 13. Central Utility Plant
 14. Francis H. Boyle Hall
 15. Main Hall
 16. Todd Wehr Library
 17. Abbot Pennings Hall of Fine Arts
 18. St. John's Hall/
Admission and New Student Assistance
 19. Military Science — ROTC
 20. Frank J. and Margaret Sensenbrenner
Memorial Union
 21. Van Dyke Hall — Mailroom/
Textbook Sales
 22. Rev. Dennis M. Burke Hall
 23. Frank J. Sensenbrenner Hall
 24. Victor McCormick Hall
 25. Townhouse Village
Patrick House
Michael House
Gregory House
Anselm House
Kerscher House
Neufeld House
Olejniczak House
 26. Carriage House
 27. Schuldes Sports Center
 28. Personnel Services
 29. Intramural Field
 30. Leadership Confidence Course
 31. Nursery School
 32. Spanish Language House
 33. St. Boniface School
 34. St. Boniface Hall
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