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# ACADEMIC REGULATIONS



College





during the add/drop period of classes, only the date of withdrawal will be recorded. No record of specific course enrollment will be made. If a student withdraws from the college



## Guidelines for Readmission After Medical/Mental

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

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

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

## **Grading Policies**

Mid-term Performance Evaluation

To assist students in the evaluation of their

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

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

## **Selecting a Major**

### Choosing a Major

Students are asked to formally declare their degree program and major od

## **Services for Students with Disabilities**

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

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

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

1. The student shall have a medical and/or psychological assessment prepared by a licensed and/or certified professional that diagnoses the problem and suggests appropriate academic accommodations. The assessment shall be on file



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

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

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Accounting (M)

Business Administration (M, m, G)

Economics (M, m)

Intl. Business and Language Area Studies (M)

**DIVISION OF HUMANITIES [HUMA]**

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# THE CORE CURRICULUM

*Course*

## **FOUNDATION COURSES**

>>**Theological Foundations** [CORE

## GENERAL CORE AND ADVANCED CORE COURSES

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

### **Beyond Borders [Core: BB]**

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

ENGL 228 The Continental Novel

GEOG 140 World Regions and Issues

HIST 117 Survey of African History 1

HIST 119 Survey of African History 2

HIST 120 Survey of Middle Eastern History

HIST 122 Modern East Asia

HIST 131 Colonial Latin America

HIST 132 Modern Latin America

HUMA 252 French Society and Culture

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

HUMA 337 Communio and the Norbertines  
PHIL 322 Aquinas' Philosophy & Theology  
THRS 310 Marriage and Family as Vocation  
THRS 312 Church: Yesterday, Today & Tomorrow  
THRS 314 Origins of Biblical Monotheism  
THRS 316 Who is Jesus?  
THRS/WMGS 318 Feminist Theology  
THRS 320 The Christian Tradition  
THRS 322 Survey of the Hebrew Bible  
THRS/WMGS 324 Women in the Bible  
THRS 325 Providence, Suffering, Freedom

THRS/CLAS 327 Ancient Wisdom and the Modern  
Search for Meaning  
THRS 329 The New Testament  
THRS 331 The Holocaust  
THRS 333 Christian Ethics  
THRS 337 Character & the Moral Life  
THRS 350 Christianity & Religious Diversity  
THRS 355 Theology of Spirituality  
THRS 360 Exploring Catholic Theology  
THRS 361 Catholic Intellectual Tradition  
THRS 433 Christian Ethics

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

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

AMER 261 Introduction to American Studies  
ENGL/WMGS 206 Sexuality & Literature  
ENGL 221 American Short Story  
GEOG 225 Social Geography

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

ART 324 Intermediate Sculpture	GERM 304 German Composition
ART 330 Intermediate Printmaking	GERM 305 Intro to German Lit and Criticism
ART 340 Intermediate Painting	HUMA 313 Stories of War
ART 424 Advanced Sculpture	PHIL/CLAS 334 Tragedy and Philosophy
ART 430 Advanced Printmaking	PHIL 336 Mozart, Metallica & Metaphysics
ART 440 Advanced Painting	SPAN 301 Intro Spanish/Spanish American Lit 1
FREN 305 Intro to French Lit and Criticism	SPAN 302 Intro Spanish/Spanish American Lit 2

### **Individual and Society [Core: IS]**

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

BUAD 215 Entrepreneurship	LEAD 200 Introduction to Leadership Studies
ECON 101 Principles of Macroeconomics	POLI/AMER 130 U.S. Politics and Government
ECON 102 Principles of Microeconomics	PSYC 100 General Psychology
EDUC 130 Educational Psychology	SOCI 100 Introduction to Sociology

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

COME 320 Crisis Communication	POLI 310 Fascism and Socialism
COME 352 Media Effects	POLI 333 American Conspiracy Theories
CSCI 310 Computing in a Global Society	

### **Physical and Natural World [Core: PN]**

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

BIOL 105 Human Biology and Society  
BIOL 106 Humans and the Environment  
BIOL 108 Biodiversity  
BIOL 121 General Biology 2  
C7bnv ant-7.7 3.8-11.9 (d) -11..1 oc tieT Q q0.24 y16.1 (r) 7bn. y

## **Western Tradition [Core: WT]**

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



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

### **Freshman Year**

ACCT 205 Financial Accounting  
BUAD 142 Computer Applications in Business  
ECON 101 Principles of Macroeconomics  
ECON 102 Principles of Microeconomics  
MATH 128 Introductory Statistics for Business

### **Sophomore Year**

ACCT 305 Accounting Information Systems (spring)  
ACCT 325 Intermediate Accounting 1 (fall)  
ACCT 326 Intermediate Accounting 2 (spring)  
BUAD 210 Business Ethics (2 cr)  
BUAD 231 Introduction to Organizational Behavior  
(2 cr)  
BUAD 232 Intro to Human Resource Management  
(2 cr)  
BUAD 233 Intro to Supply Chain Management (2 cr)  
BUAD 270 Marketing Concepts and Issues  
BUAD 284 Statistics for Business and Economics **or**  
MATH 321 Probability and Statistics

### **Optional**

ACCT 229 Fraud Investigation 1 (2 cr)

### **Junior Year**

ACCT 315 Managerial Cost Accounting (fall)  
ACCT 316 Advanced Managerial Accounting  
(2 cr; spring)  
ACCT 319 Federal Income Tax (fall)  
ACT 321 Advanced Tax (2 cr; spring)  
BUAD 350 Corporate Finance

### **Senior Year**

ACCT 418 Auditing (fall)  
BUAD 390 Business Law  
BUAD 485 Strategic Management Seminar



## **COURSE REQUIREMENTS**

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### **American Studies Minor - (24 credits)**

AMER/HIST 114 History of the US 1 **or**

AMER/HIST 115 History of the US 2

AMER 261 Introduction to American Studies

AMER 499 American Studies Interdisciplinary Research Project (0 cr), taken concurrently as part of the final American Studies 300 level or above elective course (see following list) outside of student's major.

AMER /POLI 130 US Politics and Government

AMER/

## ART FACULTY

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**Brandon Bauer**, assistant professor of art, discipline coordinator

**Shan Bryan-Hanson**, director and curator of art galleries and collections

**Debbie Kupinsky**, assistant professor of art

**Rev. James Neilson, O.Praem.**, adjunct assistant professor of art

**Brian Pirman**, associate professor of art

**Katie Ries**, associate professor of art

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

## COURSE REQUIREMENTS

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

ART 110 History of Western Art

ART 115 History of Modern Art **or**

ART 205 Art, Technology, and Society

ART 130 Introduction to Design

ART 131 Introduction to Studio Art

ART 134 Basic Drawing

ART 224 Introduction to Sculpture

ART 230 Introduction to Printmaking

ART 240 Introduction to Painting

ART 460 Digital Studio

ART 480 Advanced Studio

ART 499 Senior Art Capstone

*Three of the following:*

ART 324 Intermediate Sculpture

ART 330 Intermediate Printmaking

ART 340 Intermediate Painting

ART 350 Computer Graphics

ART 380 Contemporary Photographic Strategies

ART 424 Advanced Sculpture

ART 430 Advanced Printmaking

ART 440 Advanced Painting

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

ART 110 History of Western Art **or**

ART 115 History of Modern Art

ART 112 History of Modern Design **or**

ART 205 Art, Technology, and Society

ART 130 Introduction to Design

ART 131 Introduction to Studio Art

ART 134 Basic Drawing

ART 280 Intro to Photography and Digital Imaging

ART 335 Advertising Design

ART 350 Computer Graphics

ART 460 Digital Studio

ART 480 Advanced Studio

ART 485 Design for the Web

ART 499 Senior Art Capstone

Any Studio Course at the 300 level or above

*One of the following:*

ART 224 Introduction to Sculpture

ART 230 Introduction to Printmaking

ART 240 Introduction to Painting

### Art Education Major - (52 credits)

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## **BIOLOGY FACULTY**

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**Deborah K. Anderson**, professor of biology

**David J. Bailey**, associate dean of natural sciences and professor of biology

**Adam L. Brandt**, assistant professor of biology

*Additional Required Courses in Chemistry:*  
CHEM 220 Organic Chemistry

**James Harris,**

**Junior Year**

BUAD 350 Corporate Finance

BUAD 390 Business Law

**Senior Year**

BUAD 485 Strategic Management Seminar

**2. Advanced Business Electives**

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

**3. Concentrations**

Students wishing to emphasize a particular area of business may select (

*One of the following:*

BUAD 371 Sales Management  
BUAD 372 Marketing Research  
BUAD 375 Consumer Behavior

BUAD 489 Special Topics (Marketing)  
BUAD 490 Independent Study (Marketing)  
BUAD 494 Internship (Marketing)

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

BUAD 231 Intro to Organizational Behavior (2 cr)  
BUAD 232 Intro to Human Resource Mgmt (2 cr)  
BUAD 336 Intermediate Human Resource

Management (fall)  
BUAD 436 Adv. Human Resource Mgmt (spring)

*One of the following:*

BUAD 337 Behavior in Organizations  
BUAD 438 Society for Human Resource  
Management (SHRM) Seminar (summer)  
BUAD 489 Special Topics (Human Resource  
Management)

BUAD 490 Independent Study (Human Resources)  
BUAD 494 Internship (Human Resources)  
ECON 330 Labor Economics  
PSYC 221 Industrial and Organizational Psychology

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

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

ACCT 205 Financial Accounting  
BUAD 142 Computer Applications in Business  
or CSCI 110 Intro to Computer Programming  
BUAD 210 Business Ethics (2 cr)  
BUAD 231 Intro to Organizational Behavior (2 cr)  
BUAD 270 Marketing Concepts and Issues



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

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**Susan Ashley**, English as an additional language instructor

**Jana Dettlaff**, English as an additional language instructor

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



## **COURSE REQUIREMENTS**

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

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



**Media Concentration - (32 credits)**

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

*Four of the following:*

COME 252 Writing for Media	COME 352 Media Effects
COME 310 Race/Ethnicity and Media	COME 364 Media Law and Regulation
COME 320 Crisis Communication	COME 384 Communication Tech & Social Change
COME 329 Political Communication	COME 389 Special Topics
COME 331 Gender and Media	COME 490 Independent Study

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

COME 122 Principles of Interpersonal Communication	COME 322 Business and Professional Speaking
COME 124 Principles of Mass Communication	COME 323 Nonverbal Communication
COME 180 Communication Research Methods	COME 324 Persuasion
COME 222 Small Group Communication	COME 426 Organizational Communication
COME 252 Writing for Media	COME 427 Communication Theory

**Speech Communication Teaching Minor - (28 credits)**

COME 122 Principles of Interpersonal Communication  
COME 124 Principles of Mass Communication  
COME 180 Communication Research Methods  
COME 322 Business and Professional Speaking  
COME 324 Persuasion  
COME 426 Organizational Communication  
COME 427 Communication Theory

Note: See Education section for certification requirements.

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

COME 122 Principles of Interpersonal Communication  
COME 124 Principles of Mass Communication  
COME 180 Communication Research Methods  
COME 426 Organizational Communication  
COME 427 Communication Theory

*Three of the following:*

COME 222 Small Group Communication	COME 327 Health Communication
COME 315 Conflict Communication	COME 328 Family Communication
COME 322 Business and Professional Speaking	
COME 323 Nonverbal Communication	
COME 324 Persuasion	
COME 325 Trends in the Modern Workplace	



opportunities to do good, to cause harm, or to influence others to do good or cause harm. The computer science program at St. Norbert College develops graduates who are morally and intellectually prepared to take on the challenges of a career in computing.

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

## **COMPUTER SCIENCE FACULTY**

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**Benjamin Geisler**, assistant professor of computer science

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

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

ART 130 Introduction to Design

ART 280 Intro to Photography/Digital Imaging **or**



## **Economics [ECON]**

### **PROGRAM DESCRIPTION**

Economics is the social science concerned with human thought and actions directed toward solving the problems of using resources



## **Education [EDUC]**

The Education discipline at St. Norbert College is an academic discipline and a professional program. The program prepares students for secondary, middle, elementary and pre-school teaching opportunities. The goal of teacher education at St. Norbert College is to prepare individuals who will carry on the Norbertine tradition of transmitting a heritage of wisdom, skills and moral commitment to the next generation. Through various opportunities throughout the four-year paradigm, students prepare for teaching careers, become active and effective participants in community life, and embark on a vocation of lifelong learning.

Teacher education at St. Norbert College includes preparation in the natural sciences, mathematics, humanities, foreign languages, fine arts and social science, as well as professional education. The teacher education program has a balance of theory courses, methods courses, and field experiences. St. Norbert College students gain practical knowledge through working directly with cooperating teachers in local public and private schools. Teacher

- THRS 117 Theological Foundations
  - PHIL 120 Philosophical Foundations in the Study of Human Nature
  - MATH 120 Numbers and Operations (elementary education majors only) **or** Quantitative Reasoning course
  - ENGL 150 Introduction to Literary Studies or Expression and Interpretation
  - If ENGL 150 is not taken and none of the above courses are writing intensive, then the course that satisfies the college's writing intensive requirement must also be a grade of B or better.
- Option 3- Pass the

- Option 2 - Those seeking ESL and/or Modern Language minors for certification may alternatively demonstrate content competence by earning a Wisconsin passing score on the *Praxis*® Subject Assessment or ACTFL OPI/WPT associated with the add on certification/minor **and** earn a minimum GPA of 2.75 in the relevant certification minor

- Academic major/minor content competency for Early Adolescence/Adolescence & Early Childhood/Adolescence certification
  - Option 1- Earn a 3.0 GPA in major(s) and/or minor(s) for which the pre-service teacher intends to be certified
  - Option 2- Earn a Wisconsin passing score on the *Praxis*® Subject Assessment or ACTFL OPI/WPT associated with each major/minor in which the pre-service teacher intends to be certified **and** a minimum GPA of 2.75 in each major/minor for which the pre-service teacher intends to be certified
- Successful completion of student-teaching experiences
- Satisfactory cooperating teacher and supervisor evaluations for both student teaching placements
- Evidence of successfully passing edTPA
- Human-relations hours completed (25 hours each, part A and part B)
- Evidence of St. Norbert College teacher dispositions
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**Required Certification Minor (Early Childhood)**

EDUC 269 Fine Arts in the Growth and Development of Young Children  
EDUC 275 Play and Health in Early Childhood Education  
EDUC 278 Positive Behavioral Support and Assessment  
EDUC 292 History and Philosophy of Early Childhood Education Programs  
EDUC 372 A Multicultural Approach to Early Education Curricular Issues and Instructional Methods  
EDUC 394 Curriculum and Instructional Planning for Young Children

**Education Major with Middle Childhood-Early Adolescence Certification**

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

EDUC 125 Foundations of U.S. Education  
EDUC 130 Educational Psychology  
EDUC 226 Elem/Middle School Social Studies  
Methods  
EDUC 235 Teaching Methods in the Arts  
EDUC 249 Pre-Student Teaching Experience,  
Elementary School  
EDUC 262 Children's Literature  
EDUC 281 Teaching Children with Exceptionalities  
EDUC 287 Integrated STEM Methods  
EDUC 330 Non-Academic Needs of the Adolescent  
EDUC 332 The Adolescent: Psychology and  
Methods in the Middle School

Broadfield Social Studies



**Certification in Music Education**

This certification requires students to complete the theatre major and coursework in professional education. Please refer to the Music section of this catalog for a complete description of the music education major.

**Certification in Art Education**

**Broadfield Science Certification**

Completion of at least one academic major in physics, chemistry, geology or biology, plus the introductory sequence

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

**Content Assessment**

All pre-



**English Major with Secondary Certification - (40 credits)**

ENGL 150 Introduction to Literary Studies  
ENGL 225 Survey of English Literature 1 **or** ENGL 226 Survey of English Literature 2  
ENGL 235 Survey of U.S. Literature 1 **or** ENGL 236 Survey of U.S. Literature 2  
ENGL 290 The English Language  
ENGL 305 Literary Theory and Writing  
ENGL 310 Race and Sex in Contemporary U.S. Texts **or** ENGL 356 Postcolonial Literature  
ENGL 325 Chaucer **or** ENGL 334 Milton **or** ENGL 339 Shakespeare's Drama  
ENGL 489 Advanced Seminar in English Literary Studies  
ENGL 499 Senior portfolio\*\* (0 credits)  
Two ENGL electives\*

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

ENGL 150 Introduction to Literary Studies  
ENGL 225 Survey of English Literature 1 **or** ENGL 226 Survey of English Literature 2  
ENGL 235 Survey of U.S. Literature 1 **or** ENGL 236 Survey of U.S. Literature 2  
ENGL 305 Literary Theory and Writing  
ENGL 307 Fiction Workshop **or** ENGL 308 Poetry Workshop **or** ENGL 304 Creative Nonfiction Workshop

## **ENVIRONMENTAL SCIENCE [ENVS]**

Environmental science is an interdisciplinary major which requires advanced coursework in the areas of biology, geology and chemistry. The environmental science program has several objectives: 1) to provide students with a



### **French for the Professions Track – (16 credits)**

FREN 325 French for the Professions

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

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

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

FREN 305 Readings in French Literature and Society

FREN 375 French Civilization and Identity

FREN 400 Senior Capstone Seminar: Contemporary French Society

One elective at 300 level or above

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

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

### **French Language Certificate**

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

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

## **GEOGRAPHY [GEOG]**

Geography provides a broad perspective for studying and connecting human and natural phenomena — locally, regionally and at the global scale. It is an integrative discipline that brings together natural and human dimensions of our world in the study of peoples, places and environments. Geography’s hallmark is the analysis of spatial





## **GERMAN [GERM]**

The foreign language disciplines offer courses in foreign languages, cultures and literature which may lead to both



Additionally, by investigating events through the interpretation and comparison of sources, students learn the fundamental skills of analysis and critical thinking. By making these contributions to the college's liberal arts curriculum, the history discipline prepares its major and minor students for care

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

**Africa**

HIST 320 Genocide

## HONORS PROGRAM [HONR]

### Mission

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

### HONORS PROGRAM PROCEDURES AND INFORMATION

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The Honors Program is multifaceted and includes coursework, Honors-only classes and seminars, and participation in a living/learning community.

#### THE FIRST-YEAR DIFFERENCE

First-year Honors students enroll in the Honors common course (Honors 101) for the fall semester. This one-semester course satisfies the Intensive Writing component of the Core Curriculum as well as serving as the foundational course for the Honors Program. Emphasis is placed on critical thinking skills, communication skills, and information literacy. A summer reading assignment helps prepare students for the course.

First-year Honors students also live together in Bergstrom Hall, where they actively engage in building a community of student scholars. The community assistant and the resident assistants in Bergstrom are typically members of the Honors Program.

#### THE HONORS CURRICULUM

Honors students enroll in Honors-only sections of St. Norbert College's foundation courses, Theological

Foundations and Philosophical Foundations 12 (y) 2 (of) (r) 23.5 (os) 8 (o) 4 1 Tf [ .3 (s) 8 (-8 11.9 (a) -8.4 ud(l) -7.7 (y) 23.8( ) -11.9 (of)

## **IMPORTANT DETAILS**

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### **Registration**

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

### **National Collegiate Honors Council**

St. Norbert College is an active institutional member of the National Collegiate Honors Council (NCHC), and our Honors students may take advantage of the program, publications, and conferences sponsored by this organization. The St. Norbert College Honors Program strongly encourages program members to present their research at the national conference of the NCHC and offers them support in order to achieve this goal.

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

## **HUMANITIES DIVISION [HUMA]**

## **INTEGRATIVE STUDIES [INST]**

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

Integrative Studies is a forty credit (10-course) major that can only be declared as a second major. The objective of the program is to enable students to complement their majo



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



### **International Integrated Studies English Courses**

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

#### **Beginning Level Courses (infrequently offered)**

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

#### **Elementary Level Courses**

ESLI 051 Grammar Topics 1  
ESLI 052 Building Reading Vocabulary



4.

SNC-approved program in a country in which the primary language is English such as England, Scotland, Wales, Ireland, New Zealand, South Africa, Australia, or the Washington Semester.

1. ENGL 235 Survey of U.S. Literature 1 **or** ENGL 236 Survey of U.S. Literature 2 **or** one course in literature of study abroad country
2. HIST/AMER 114 History of the United States 1 **or** HIST/AMER 115 History of the United States 2 **or** HIST 113 History of Western Civilization 2 **or** HIST 350 Modern European History if studying abroad in an English-speaking European country **or** a history course about the country where studying abroad
3. POLI 130 U.S. Politics and Government **or** politics of the country where studying abroad **or** politics of the region such as the European Union if studying abroad in an English-speaking European country
4. One course emphasizing an aspect of U.S. culture in AMER, ENGL, HIST, POLI, or another discipline. Students who study abroad in an English-speaking country may satisfy this requirement by taking a course relating to the culture of that country. A for-credit semester-long internship may also count to satisfy this requirement.

## **JAPANESE**

## **COURSE REQUIREMENTS**

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### **Japanese Minor**

Japanese language study through JAPN 204

*Four of the following:*

JAPN 305 Intermediate Readings, Conversation and  
Composition  
JAPN 306 Intensive Intermediate Composition and  
Grammar  
JAPN 375 Japanese Civilization

JAPN 389 Special Topics **or** JAPN 390 Advanced  
Conversation, Grammar and Composition **or**  
JAPN 490 Independent Study (at St. Norbert  
College), **and** JAPN 320 Advanced Intermediate  
Conversation (or equivalent) at Sophia University  
or Tsuru University in Japan

### **Japanese Area Studies Minor**

Japanese language study through JAPN 204

*Three of the following:*

JAPN 305 Intermediate Readings and Composition  
JAPN 306 Intensive Intermediate Composition  
JAPN 320 Adv Intermediate Conversation (or  
equivalent) at Sophia or Tsuru University in

## **LEADERSHIP STUDIES [LEAD]**

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





statistics, modern geometry, real analysis and complex analysis. The precise combination of areas will depend on the student's particular interests and career objectives

3. Each student should understand the connections and the differences between pure and applied mathematics. Students should be able to reason rigorously in mathematical arguments, and use mathematical models and algorithms to solve problems



## **MILITARY SCIENCE [MILS]**

The Military Science program of instruction is a core-type curriculum consisting of military skills and professional knowledge subjects. The ultimate purpose of the program is to provide college-trained officers for the Regular Army, U.S. Army Reserve, and the Army National Guard. The program supports

**Two-year Program**

The Military Science program also offers a course of study designed specifically for students who are unable to take ROTC during their first two years of college. Such applicants must successfully complete a five-week Basic Camp prior to attending advanced camps. This summer training takes the place of the Basic Course of the four-year program and qualifies students to enter the professional course. Qualified veterans with prior military service are eligible to enroll in the Advanced Course without participating in the Basic Course once they have obtained junior status.

**Simultaneous Membership Program**

Under the Simultaneous Membership Program, a person may enlist in the Army National Guard or Army Reserve,

**Graduate school advisor:** Thomas Conner

**COURSE REQUIREMENTS**

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A language certificate in Latin is also available. See the **Classical Studies [CLAS]** section of the catalog for more information.

**IBLAS Major**  
Modern Lan

**Kortney James**, adjunct assistant professor of music flute

**Philip Klickman**, assistant professor of music band, horn, bell choir, music education

**Justin Krueger**, adjunct assistant professor of music piano

**Sharon Lin**, adjunct instructor of music bassoon

**Theresa Martin**, adjunct assistant p



**Special requirements for vocal performance majors:**

MUSI 246 Vocal Diction

MUSI 345 Vocal Literature

MUSI 349 Vocal Pedagogy

Two semesters of MUSI 016 Opera Workshop

Eight principal ensembles on primary instrument

Second language competency (102 level or above) in French or German

**Special requirements for composition majors:**

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

Composition students studying voice as a secondary instrument also take:

- MUSI 246 Vocal Diction
- MUSI 349 Vocal Pedagogy

Composition students studying piano as a secondary instrument also take:

- MUSI 321 Piano Pedagogy I
- MUSI 329 Piano Literature

Composition students

### **Instrumental music education majors**

MUSI 051 Voice (2 cr)

MUSI 102 Group Voice **or**

two principal choral ensemble courses (2 cr)

MUSI 362 Woodwind Methods (2 cr)

MUSI 363 String Methods (2 cr)

MUSI 365 Brass Methods (2 cr)

MUSI 366 Percussion Methods (2 cr)

MUSI 383 Advanced Instrumental Conducting (2 cr)

EDUC 316 Instrumental Music in the Schools (2 cr)

EDUC 469 Student Teaching: General Music (8 cr)

EDUC 475 Student Teaching: Instrumental Music (8 cr)

### **Music Liberal Arts Music Major - (44 credits)**

MUSI 170 Music Theory 1

MUSI 171 Music Theory 2

MUSI 270 Music Theory 3

MUSI 271 Music Theory 4

MUSI 371 Music History 1

MUSI 372 Music History 2

MUSI 381 Introduction to Conducting

Six principal ensemble courses on primary

## **NATURAL SCIENCES DIVISION [NSCI]**

Within the context of a liberal arts college, the curricula in the various disciplines of the natural sciences division are designed to allow students to achieve confidence as self-educating persons. Through interaction with faculty and peers, students are able to identify and pursue their own personal goals.

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

### **Natural Sciences**



## **COURSE REQUIREMENTS**

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**Philosophy Major** - (40 credits)

**Required Courses** (24 credits)

**PHYSICAL EDUCATION STAFF**

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**Donald Augustine**, lecturer in

## **COURSE REQUIREMENTS**

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### **Physics Major** - (9 courses = 36 credits, plus a concentration)

PHYS 121 General Physics 1

PHYS 122 General Physics 2

PHYS 211 Classical Mechanics

PHYS 225 Electronics

PHYS 241 Modern Physics

PHYS 250 Advanced Laboratory

PHYS 499 Senior Examination (0 cr)

MATH 131 Calculus and Analytic Geometry 1  
(or equivalent)

MATH 132 Calculus and Analytic Geometry 2

MATH 233 Calculus and Analytic Geometry 3

### **General Physics Concentration** - (6 courses = 24 credits)





## **Elective Courses**

POLI 231 State and Local Politics	POLI 343 Administrative Law & Politics
POLI 232 American Political Polarization	POLI 346 Policy Analysis
POLI 237 Courts and Justice in the U.S.	POLI 348 U.S. Environmental Politics
POLI 248 Trial Advocacy *	POLI 349 Global Environmental Politics
POLI 249 Mock Trial *	POLI 350 International Relations
POLI 310 Fascism and Socialism	POLI 352 Conceptions of Human Rights
POLI 314 Classical and Medieval Political Thought	POLI 353 United States Foreign Policy
POLI 316 Modern Political Thought	POLI 355 International Organizations
POLI 317 American Political Thought	POLI 362 Globalization and the Developing World in the 21 <sup>st</sup> Century
POLI 329 Political Communications	POLI 368 Latin American Politics Through Film, Poetry, and Music
POLI 332 Parties and Elections	POLI 389/POLI 489 Special Topics courses
POLI 333 American Conspiracy Theories	POLI 400 United Nations Seminar
POLI 335 Congressional Politics	POLI 410 Global Political Extremism
POLI 336 The U.S. Presidency and Executive Leadership	POLI 490 Independent Study in Politics
POLI 338 Introduction to Public Administration	POLI 492 Directed Research
POLI 341 Constitutional Law: Institutional Powers	POLI 494 Internship
POLI 342 Constitutional Law: Rights and Liberties	

Students are encouraged to participate in the Washington Semester, Washington Media Institute, and/or Study Abroad. Please visit the Center for Global Engagement website for more information on all these programs.

\*Trial Advocacy and Mock Trial may be repeated for credit toward general course credits, but may not be repeated for credit toward the major, minors, or the American Politics concentration

## **Political Science Teaching Major – (40 credits)**

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

Note: See Education section for certification requirements.

## **Political Science Minor - (28 credits)**

POLI/AMER 130 US Politics and Government **or**  
POLI 131 American Multicultural Politics  
POLI/INTL 150 Intro to International Studies  
POLI 200 Research Methodology and Techniques  
Four additional POLI courses at or above the 200-level

## **International Politics Minor - (24 credits)**

**United States Politics Minor - (24 credits)**

POLI/AMER 130 US Politics and Government **or**  
POLI 131 American Multicultural Politics  
POLI 200 Research Methodology and Techniques

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

POLI 231 State and Local Politics	POLI 336 The U.S. Presidency and Executive Leadership
POLI 232 American Political Polarization	POLI 338 Introduction to Public Administration
POLI 237 Courts and Justice in the U.S.	POLI 341 Constitutional Law: Institutional Powers
POLI 248 Trial Advocacy *	POLI 342 Constitutional Law: Civil Rights/Liberties
POLI 249 Mock Trial *	POLI 343 Administrative Law & Politics
POLI 317 American Political Thought	POLI 346 Policy Analysis
POLI 329 Political Communications	POLI 348 U.S. Environmental Politics
POLI 332 Parties and Elections	POLI 353 United States Foreign Policy
POLI 333 American Conspiracy Theories	POLI 389/489 Special Topics courses in U.S. Politics
POLI 335 Congressional Politics	

\*Trial Advocacy and Mock Trial may be repeated for credit toward general course credits, but may not be repeated for credit toward the major, minors, or the American Politics concentration

**PRE-PROFESSIONAL PROGRAMS**

## **PRE-ENGINEERING PROGRAM**

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

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

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

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

### **Courses in a Pre-engineering program**

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

The choice of other science courses at St. Norbert College will depend somewhat on the particular area of engineering in which the student is interested. Curricula for the various engineering fields have much in common during the first two years of study but there are some differences in these years and they diverge greatly in the final two years. These curricula tend to have many specified courses. It id cny .TT4 1 -837 Tm /TT. (c) -8.40 (m) 1 n a ina2 -356 Tm/x(o)7

**Pre-Law Certificate Mission Statement:**

The mission of the Pre-Law Certificate program is to provide intensive advisement to students regarding course work, internships, off-

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

## **PSYCHOLOGY FACULTY**

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**Raquel Cowell**, associate professor of psychology

**John Dose**, professor of psychology, associate dean for social sciences

**Stuart Korshavn**, associate professor of psychology, discipline coordinator and graduate school advisor

**Paul Ngo**, associate professor of psychology

**Michelle Schoenleber**, assistant professor of psychology

**Ray Zurawski**, associate professor of psychology, associate vice president for institutional effectiveness

## **COURSE REQUIREMENTS**

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**Psychology Major** - (44 credits)

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

**Biological**

PSYC 310 Chemical Substances and Behavior

PSYC 370 Physiological Psychology

Mr. Schneider was also a member of the board of directors of the Green Bay Packers, Fort Howard Paper and Franklin Electric, served on the advisory board of the Kellogg School of Management, and was a Director of the Federal Res



**SCHNEIDER SCHOOL F**



2. Two elective SOCI courses from the following list, one at the 200 level or below and one at the 300 level or above

SOCI 122 Criminology  
SOCI 220 American Culture & Consumption  
SOCI 228 Corrections in American Society  
SOCI 233 Sociology of Education  
SOCI 237 Children and Childhood in American Society  
SOCI 250 Immigration and Migration in the US  
SOCI 289 Special Topics  
SOCI 344 Social Movements  
SOCI 346 Intersections of Privilege  
SOCI 348 Socialization and the Life Course  
SOCI 361 Gender, Sexuality and Society  
SOCI 380 Sociology of the Gang  
SOCI 444 Health, Illness and Society  
SOCI 489 Special Topics

**Sociology Minor** - (28 credits)

1. Foundational Courses

SOCI 100 Introduction to Sociology  
SOCI 300 Sociological Research Methods

**Sociology Teaching Major** – (40 credits)

Teaching majors for secondary education certification in these fields take the required courses for the sociology major with a sociology concentration.

**Sociology Teaching Minor** – (28 credits)

Teaching minors in sociology for elementary education majors take the required courses for the sociology minor.

## **SPANISH [SPAN]**

The Spanish program offers Spanish language courses in addition to courses on Spanish and Latin American cultures, civilizations and literature. Students may choose to major or minor in Spanish and may combine their studies with majors or minors in a variety of programs, such as international business and language area studies, international studies, and education. The Spanish faculty occasionally offer literature and culture courses in English for the core curriculum program.

The objectives of the Spanish program are to enable students to communicate effectively in Spanish and to understand and appreciate the cultures and values of the countries in which Spanish is spoken. Studies in Spanish help students increase awareness of their own values and beliefs as well as those of Hispanic cultures, aid in preparing teachers for language-teaching careers, provide language skills and cultural awareness to students specializing in other academic areas, enable students to meet the language and literature requirements of graduate programs in the study of languages and comparative literature, and prepare students for various careers in an increasingly global society.

All Spanish courses are taught in Spanish and students are expected to use Spanish in class. In addition, courses at all levels require formal oral presentations and papers in the target language. Each presentation and paper is assessed, with feedback provided to students. Some courses may include an academic service learning or community engagement component. In the senior capstone course (SPAN 400), students are required to write a research paper in Spanish. Students pursuing certification to teach Spanish must achieve a 3.0 GPA or higher in their major or minor, including earning a “B” or better in their senior capstone course.

## **COURSE REQUIREMENTS**

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

SPAN 300 Making Connections: Conversation, Composition and Culture

SPAN 301 Introduction to Spanish and Spanish American Literature and Film 1 (Fall)

SPAN 302 Introduction to Spanish and Spanish American Literature and Film 2 (Spring)

SPAN 365 Latin American Civilization: South America and the Caribbean **or**

## STUDY ABROAD AND OFF-CAMPUS PROGRAMS

### **Mission Statement**

The Center for Global Engagement challenges and supports individuals to become ethical global citizens who collaborate for socially responsible and positive change in a diverse world.

### **Program Description**

The Center for Global Engagement provides global opportunities for every student, including semester- and year-long international programs, semester-long internship programs in Washington, D.C., and short-term programs (Global Seminars) during the summer and J-terms. To supplement their academic experiences, students may conduct independent research, enroll in a service-learning course, or complete an internship



## **THEOLOGY AND RELIGIOUS STUDIES [THRS]**

The theology and religious studies discipline is a community of scholars who teach by word and example. We



**Theology and Religious Studies Major –**



**Courses:**

**Shelly Mumma**, director of leadership studies, student engagement and first year experience

# GRADUATE ACADEMIC PROGRAMS

## MASTER OF BUSINESS A

**Robert Olejniczak**, adjunct instructor of business administration

**Joy Pahl**, director of IBLAS, associate professor of business administration – management

**Lee Reid**, adjunct instructo

Courses identified as BUAD 569 and BUAD 579 satisfy elective requirements for the **Supply Chain and Manufacturing Professionals** and the **Health Care and Medical Professionals** tracks, respectively, but are intended for enrollment by all sionals

## **PROGRAM REQUIREMENTS**

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### **Core Areas - (15 credits)**

LIST 501 Introduction to Liberal Studies (3 cr)

LIST 502 Intellectual History (3 cr)

LIST 503 Ideas and Issues in the Humanities (3 cr)

LIST 504 Ideas and Issues in the Natural Sciences and Mathematics (3 cr)

LIST 505 Ideas and Issues in the Social Sciences (3 cr)

### **Thematic Area - (12 credits)**

Take one course in four out of the five following thematic areas:

LIST 540 American Perspectives (3 cr)

LIST 545 Classical Perspectives (3 cr)

LIST 550 Diverse Perspectives (3 cr)

LIST 555 Ethics and Liberal Studies (3 cr)

LIST 560 International Perspectives (3 cr)

### **Additional Requirements**

LIST 588 Capstone (2 cr)

LIST 596 Master's Thesis Project I (1 cr)

LIST 597 Master's Thesis Project II (1 cr)

One elective course (1 cr)

Maintenance of a minimum grade point average of 3.0

## **Master of Theological Studies**



## ADMISSION

This program is intended for students who only want to take six courses and complete a final 12-15 page paper, not a thesis. Students receive a certificate rather than a degree. Some students choose this option to further their education in theology or gain certification hours.

**Certificate Requirements**

THEO 501 Systematic Theology and Theological Method (3 cr)

THEO 502 Historical Development of Christian Tradition (3 cr)

THEO 503 Scripture and Biblical Interpretation (3 cr)

THEO 504 Christian Ethics (3 cr)

THEO 505 Christology (3 cr)



**ACCT 321** [2 CR]

**ADVANCED FEDERAL INCOME TAX**

This is an advanced study of corporations, partnerships, estates and trusts, gift taxes, specially taxed corporations, capital changes and securities. Prerequisite: ACCT 419. Spring semester during first seven weeks.

**ACCT 325** [4 CR]

**INTERMEDIATE ACCOUNTING 1**

This first intermediate course covers comprehensive

theater. A chronological study of popular styles will expose students to important songwriters and performers and show how their music was influenced by elements like racial prejudice, political events, and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored.

**AMER/THRS 221** [4 CR, CORE: DD]

**RELIGION IN AMERICA**

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.

**AMER/ENGL 235** [4 CR]

**SURVEY OF U.S. LITERATURE 1  
(BEGINNING TO 1865)**

This course introduces students to the major writers, literary movements and cultural and historical context in the U.S. from its origins to the end of the Civil War. Students examine American Indian creation stories, trickster tales, encounter narratives, Puritan prose and poetry, the literature of the Enlightenment and the Revolutionary War, slave narratives, and the rise of Romanticism. Writers

issues of political inclusion and exclusion on the basis of race, gender, sexuality, national origin and class. Changing attitudes in the relationship between individual liberty and majority rule will also be a dominant theme of the course as well as the proper role of government in addressing social problems. .

Note: This course may be taught with a community-engaged component; check the d





students will meet with clients throughout the semester, as well document their experiences through journaling, reflective writing, exhibitions of art work and responses to readings. They will give presentations on their experiences as their final project.

Note: This course may be taught with a community-engaged component; check the detailed timetable in Knightline for current information. To learn more about community-engaged courses, visit [www.snc.edu/ceng](http://www.snc.edu/ceng).

**ART 224 [4 CR]**

**INTRODUCTION TO SCULPTURE**

An introduction to three-dimensional form, processes and materials. The course introduces the elements of art in a three-

in the print shop outside of class hours. Prerequisite: ART 230.

Note: This course may be taught with a community-engaged component; check the detailed timetable in Knightline for current information. To learn more about community-engaged courses, visit [www.snc.edu/ceng](http://www.snc.edu/ceng).

**ART 335 [4 CR]**  
**ADVERTISING DESIGN**

An introduction to problem solving and the basic elements of graphic design. Emphasis is placed on the development of concepts and skills in the layout of typography, illustration and photography. Prerequisite: ART 350.

**ART 337 [4 CR, ADV CORE: WT]**  
**WINTER IN ROME: ART IN CONTEXT**

This course will explore Rome as a living museum of important western intellectual and artistic traditions with foundations in antiquity. Students will engage with Renaissance and Baroque architecture, art and intellectual works in context, as well as antiquity, including Roman architectural sites, sculpture and objects. Western artistic traditions, the influence of patronage and influences on contemporary ideas will be discussed alongside the works. Visits will include, Roman sites, churches, Roman and Vatican museums and contemporary art museums. Some sites relevant to the topic outside of Rome will be visited for short trips. Students will be able to respond to these experiences with studio works in clay, rubbings and impressions, sketchbook diaries and blogposts. January term, alternate years.

**ART 430** [4 CR, ADV CORE: EI]  
**ADVANCED PRINTMAKING**

This course is an upper-level printmaking course with student-proposed independent projects. Students are expected to demonstrate greater independence in working and to produce more thematically consistent bodies of work for a final exhibition. Assignments require students to work independently in the print



systems including human cadaver dissection and some measurement of physiological variables in human subjects across these systems. Prerequisite: BIOL 120.

**BIOL 220** [4 CR]

**COMPARATIVE VERTEBRATE ANATOMY**

A lecture and laboratory course that includes a comparative study of vertebrate morphology with an emphasis on the functional significance of structure. A systemic approach is used, beginning with an overview, principles of evolution and basic developmental biology. Laboratories involve dissecting representative organisms from the major vertebrate groups and studying skeletal preparations.

**BIOL 350 [4 CR]**  
**MICROBIOLOGY**

**BIOL 373 [4 CR]**  
**M**

evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior and senior biology majors, instructor consent, and approval of the associate dean of natural sciences.

**BIOL 492 [4 CR]**

**DIRECTED RESEARCH**

A course that allows a student to conduct research under the direction of a faculty member, usually as a continuation of BIOL 490. Prerequisites: junior standing, instructor consent and approval of the associate dean of natural sciences.

**BIOL 496 [4 CR]**

**RESEARCH AND THESIS**

Original student laboratory and/or field research of a biological problem under faculty supervision, culminating in a bachelor's thesis when approved. The student interested in research will seek a staff member willing to direct the work and to chair the student's faculty committee. The student will submit to the prospective research director a written proposal of the project. The staff member then forms a committee with two other faculty members to consider the student's research proposal and the merit of research accomplished, to approve the preparation of a thesis, and to recommend acceptance of the thesis to the discipline (or division, when interdisciplinary).

Approval of the student research proposal should be received no later than the end of the student's junior year. The student will present his or her work in a public forum at a time set by his or her committee. Prerequisites: biology major and instructor consent.

**BIOL 499 [0 CR]**

**SENIOR ASSESSMENT**

This course consists of a single three-hour session during which students complete standardized tests of knowledge of the major field and/or other measures of the intended learning outcomes of the biology program. The data gathered during the session assists members of the biology faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final semester of coursework at the College. (Please note that this course cannot be counted as an upper-level



the purpose of applying such knowledge toward improving an organization's effectiveness. Topics

**BUAD**

money and capital markets and to the role and determinants of interest rates. Prerequisite or co-requisite: BUAD 350.

Note: Students may not get credit for both BUAD 352 and ECON 390.

**BUAD 355 [4 CR]**

**ADVANCED FINANCIAL MANAGEMENT**

An in-depth analysis of the financial manager's decision-making role. Through use of the case method, students are faced with realistic problems that permit them to apply financial theory as well as utilize and enhance the problem-solving skills developed in previous courses. Student groups prepare written case reports and make case presentations. Prerequisite: BUAD 350.

**BUAD 356 [4 CR]**

**RISK MANAGEMENT AND INSURANCE**

The course begins with an exploration of the nature, sources, and measurement of risks. The course includes the evaluation of risks and the risk management process; both noninsurance and insurance solutions to the risk management problem are considered. Applications include risks faced by auto owners, homeowners, and individuals in terms of life and health risks. Finally, the course will cover the insurance industry. Students will learn about the various types of insurers, the functions of insurers, and the regulation of the insurance industry. Prerequisite: junior standing.

**BUAD 371 [4**

**BUAD 400** [4 CR]  
**CASE S**

hands-on responsibility for the student-run import retailing operation, Discoveries International.  
Prerequisite: senior IBLAS major, Global Business Concentration, or instructor consent. Spring semester.

**BUAD 471** [4 CR]

**MARKETING MANAGEMENT AND STRATEGY**

This capstone course takes an analytical and a

**BUAD 510** [1 CR]

**INTRODUCTION TO BUSINESS LEADERSHIP**

This course provides a gateway experience for students entering the program. Through readings and case study analyses, faculty will build a sense of

**BUAD 525** [3 CR]

**MANAGING PEOPLE, TEAMS AND PROJECTS**

This course examines the design and implementation of management practices for aligning human resource

**CHEM 220** [4 CR]  
**ORGANIC CHEMISTRY**

The purpose of this course is to introduce students to the basic language of organic chemistry. Selected topics include organic nomenclature, orbital hybridization, stereochemistry, and the chemistry of alkanes, alkenes, alkynes and a few common instrumental methods (NMR, IR and GC-MS). Success in this course will depend on students' abilities to engage in a process that requires applying



**CHEM 350 [4 CR]****BIOCHEMISTRY 1**

The first half of the course covers the chemistry of carbohydrates, proteins, nucleic acids and lipids. Particular attention is given to enzyme kinetics and other methods available to study protein structure and function. The second half of the course focuses on bioenergetics and metabolism. Glycolysis, gluconeogenesis, the pentose phosphate pathway, citric acid cycle and oxidative phosphorylation are covered in detail. Weekly experiments are selected to provide experience in modern biochemical lab techniques. Students must present a paper published in the primary literature to their peers. Prerequisite: grade of "C" or better in BIOL 244 (or instructor consent) and a grade of "C" or better in CHEM 222 or 232.

**CHEM 351 [4 CR]****BIOCHEMISTRY 2**

This course is designed as a continuation of CHEM 350. Topics include metabolism of lipids, proteins and nucleic acids, integration and regulation of metabolism and photosynthesis. Students are expected to read and discuss current publications from the primary literature. In addition, students must write a review article on an approved topic of their choice and present their findings to the class. The laboratory component of this course focuses on recombinant protein technologies. Prerequisite: grade of "C" or better in CHEM 350. Spring semester, alternate years.

**CHEM 389 [4 CR]****SPECIAL TOPICS**

Lecture, laboratory and/or literature studies at an advanced level. The intent is to provide students with the opportunity to increase their understanding of chemistry beyond the scope of the basic core courses. Representative topics include areas such as advanced biochemistry, organometallic chemistry, polymer chemistry and heterocyclic chemistry. Prerequisite: instructor consent.

**CHEM 490 [2 OR 4 CR]**

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**CLAS/THRS 327 [4 CR, ADV CORE: CI]**  
**ANCIENT WISDOM AND THE MODERN SEARCH FOR**  
**M**



**COME/POLI 329** [4 CR, ADV CORE: WT]

**POLITICAL COMMUNICATION**

This course uses rhetorical theory and criticism, as well as empirical evidence concerning the content and effects of political messages, to aid citizens in becoming better consumers and critics of political communication. Political speeches, political advertisements, political debates, and political media will be explored in the context of both primary and general election campaigns. Fall semester.

**COME 330** [4 CR, ADV CORE: DD]

**INTERCULTURAL COMMUNICATION**

This course focuses on the concepts necessary to understand people from other cultures, their patterns of communication and our interactions with them. Cultural, sociocultural and psycho-cultural influences

**COME 468 [4 CR]**

**MASS COMMUNICATION THEORY**

Explores empirical approaches to the investigation of mass communication. Some of the topics that will be discussed include: the history of mass media research, mass communication theories, and qualitative and quantitative research methods.

Prerequisites: COME 124 and senior standing. Fall semester.

**COME 490**

**INDEPENDENT STUDY**

A course allowing students and faculty to explore topics of special interest together. Prerequisites: instructor consent and approval by the associate dean of humanities.

**COME 494 [4 CR]**

**INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience with state-of-the-art equipment and practices. Junior/senior standing. Does not fulfill a 400-level requirement for the major.

**COMPUTER SCIENCE [CSCI]**

**CSCI 110 [4 CR, CORE: QR]**

**INTRODUCTION TO COMPUTER PROGRAMMING**

A lecture and laboratory course which provides an introduction to structured and object-oriented programming using the language C++. Topics include the role of a stored program, problem definition, algorithm design, coding and testing, and documentation as well as functions, parameters, control structures, arrays, structs, file streams and the use of standard objects. Applications are taught through classroom examples, laboratory exercises and programming assignments. Structured programming and top-down design are emphasized throughout the course. Weekly laboratory sessions reinforce programming techniques and the process of program design. Co-requisite or prerequisite: MATH 115.

**CSCI 150 [4 CR, CORE: QR]**



for modeling. A three-layered view of database architecture is studied. The relational database model is stressed but other models are also discussed. Students work within a team environment to model and design a solution to a substantial database problem. Teams implement their solution using a robust user-interface that communicates with a database management system. Prerequisite: CSCI 205. Alternate years.

**CSCI 340** [4 CR]

**ARTIFICIAL INTELLIGENCE**

The study of artificial intelligence involves the exploration of the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural



**CSCI 489** [2 OR 4 CR]

**SPECIAL TOPICS**

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

**CSCI 490** [2 OR 4 CR]

**INDEPENDENT STUDY**

This course allows students to pursue an area of study on an individual basis, with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisites: junior or senior standing and instructor consent. Independent study courses usually do not count as a computer science major requirement.

## **E**

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### **ECONOMICS [ECON]**

**ECON 101** [4 CR, CORE: IS]

**PRINCIPLES OF MACROECONOMICS**

Introduction to macroeconomic problems — unemployment and inflation. National income accounting — measures of gross domestic product. Aggregate demand and supply. Fiscal and monetary policies. Open-economy issues.

**ECON 102** [4 CR, CORE: IS]

**PRINCIPLES OF MICROECONOMICS**

Resource allocation by consumer and producer. Derivation of demand and supply curves. Market structure — perfect competition and imperfect competition. Determination of wages and other factor prices.

**ECON 251** [4 CR]

**INTERMEDIATE MACROECONOMICS AND**

**CONTEMPORARY ECONOMIC PROBLEMS**

**ECON 335** [4 CR]

**INDUSTRIAL ORGANIZATION**

Theory of the firm, nature of different market structures, relationship between industry structure and performance, pricing strategies, vertical integration and restriction, role of information and advertising, antitrust policy and its effects.

Prerequisite: ECON 102. Infrequently offered.

**ECON 340** [4 CR]

**ECONOMICS OF SPORTS 1**

Economic analysis of the professional spectator sports industry. Sports fans as consumers. Teams as profit-maximizing firms. Athlete labor markets.

Economics of sports and media. Sports leagues as cartels. Stadium subsidies. Sports anti-trust policy.

Prerequisites: ECON 102, BUAD 284 or SSCI 224.



Knightline for current information. To learn more about community-engaged courses, visit [www. snc.edu/ceng](http://www.snc.edu/ceng).

**EDUC 226** [4 CR]

**SOCIAL STUDIES METHODS**

Pre-service teachers will explore methods for

culturally-responsive educators. Prerequisite: EDUC 125 and EDUC 130; concurrent enrollment in pre-professional block.

**EDUC 262** [4 CR]

**CHILDREN'S LITERATURE**

This course introduces pre-service teachers to the depth and breadth of children's literature while





**EDUC 386**



**EDUC 489** [2 OR 4 CR]

**SPECIAL TOPICS**

This is a seminar course offered whenever a mutual interest in a more specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

**EDUC 490** [2 OR 4 CR]

**INDEPENDENT STUDY**

Individual study of an approved topic in education or teacher training under the direction of an education faculty member. Independent study permits faculty and students to explore together some subject of special or personal interest. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**EDUC 492** [2 OR 4 CR]

**DIRECTED RESEARCH**

Qualified students may perform projects in educational research under the supervision of an education faculty member. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**EDUC 494** [4 CR]

**INTERNSHIP**

Appropriate work experience in schools, government agencies or firms and foundations supporting education may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**ENGLISH [ENGL]**

**ENGL 101** [4 CR, CORE: WI]

**ENGLISH COMPOSITION**

This course introduces the basics of college-level writing. In it, students will learn effective strategies of argumentation, including: creating a coherent



Jewett, Chopin, Black Elk, Frost, Stevens, Faulkner, O'Neill, O'Connor, Updike, Erdrich, Ginsberg and Plath. Spring semester.

**ENGL 240** [4 CR, CORE: CI]  
**MODERN CATHOLIC FICTION**

The Catholic intellectual tradition has been particularly fruitful for fostering artistic ways of imagining humans' encounters with the divine – the Mystery undergirding all that is – because of Catholicism's sacramental imagination, its tendency to approach the divine through human images and stories. This course will explore a variety of modern Catholic fiction writers who have done just that – they have used fiction as a way to express, probe, and critique images of the divine and experiences of faith (and of the struggle with faith). The writers who will be studied may include James Joyce, Graham Greene, Flannery O'Connor, Mary Gordon, Andre Dubus and Colm Toibin.

**ENGL 289**  
**SPECIAL TOPICS**

This small-group seminar concentrates on a variety of literary concerns and special interests, ranging from single authors to movements, motifs or themes. Recent examples include: classical and contemporary fairytales; fiction of Joseph Conrad and Graham Greene; literary humor; creative nonfiction; and readings from hell. Course is repeatable with advisor's and instructor consent.

**ENGL 290** [4 CR]  
**THE ENGLISH LANGUAGE**

This course helps students increase their understanding of the nature and theory of language and improve their proficiency in its use. Included are such topics as the history of the English language, phonology, morphology, syntax, semantics and the relationship between language and society. The course also includes the study of traditional and transformational grammar. Fall semester.

**ENGL 304** [4 CR]  
**CREATIVE NONFICTION WORKSHOP**

Designed to introduce students to creative nonfiction, a genre that includes the personal essay, memoir and literary journalism. Students will read and discuss published essays, practice elements of the genre, share work with classmates and compose and revise several essays.

Note: This course may be taught with a community-engaged component; check the detailed timetable in Knightline for current information. To learn more about community-engaged courses, visit [www.snc.edu/ceng](http://www.snc.edu/ceng).

**ENGL 305** [4 CR]  
**LITERARY THEORY AND WRITING**

This course is designed to help students develop their critical writing skills and to prepare them for the kinds of writing they will do in upper-level literature classes, including research-based essays. The course will explore writing as a process – from generating and organizing ideas, to peer reviewing, revising, editing and publishing. Furthermore, the course will introduce students to the discourse community of English by examining various theoretical approaches to literature, including close reading, psychoanalytic, feminist and gender, Marxist, poststructuralist, multicultural, new historicist and reader-response criticism. This course introduces students to library research methods and documentation and to the

historical trajectory from antebellum autobiography to the contemporary protest novel in African-American literature. The course analyzes these texts in relation to a variety of social, political and artistic historical moments: the rise of slavery, reconstruction, the Harlem Renaissance, the black arts movement and the civil rights movement. Writers include Harriet Jacobs, Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Nella Larsen,



**ENGL 358 [4 CR]**  
**NINETEENTH-CENTURY ENGLISH NOVEL**

present information in an objective, scientific manner, allowing students to reach their own conclusions regarding the proper response to environmental threats and to develop a personal environmental ethic.

Note: Environmental Science majors may not take ENVS 300 to fulfill a requirement in the core curriculum. Students may not take both ENVS 300 and SSCI 301 for credit.

**ENVS 428** [4 CR]

**ENVIRONMENTAL SCIENCE RESEARCH**

In consultation with the instructor, students design and execute a research project or study in the area of environmental science or environmental chemistry. This course is generally taken by environmental science majors in their senior year.

## F

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### **FRENCH [FREN]**

Students majoring in French and Francophone Studies are required to take four core courses (FREN 305, 360, 375, and 400) at St. Norbert College.

Students then choose to focus on one of two tracks: the **Literature, Society and Culture** track requires FREN 320, while the **French for the Professions** track requires FREN 325. Students will also take three elective courses abroad which focus on their chosen track. These courses will be approved by the French faculty.

**FREN 101** [4 CR]

**ELEMENTARY FRENCH 1**

An intensive introduction to practical French with an emphasis placed on the four language skills: understanding, speaking, reading and writing.

**FREN 102** [4 CR, CORE: SL]

**ELEMENTARY FRENCH 2**

Continuation of FREN 101.

**FREN 203** [4 CR, CORE: SL]

**INTERMEDIATE FRENCH 1: FRENCH LANGUAGE AND SOCIETY THROUGH FILM**

FREN 203 is the first part of a two-semester sequence (203-204) leading to a transcriptable certificate in French. It focuses on the development of communication and cultural competency in listening, speaking, reading, and writing. Class discussions will focus on culturally significant films and student presentations will include topics such as

art, music and cinema. FREN 203 will take students to a new level of proficiency and provide them with the self-confidence necessary to study and live in a Francophone country. Prerequisite: FREN 102.

**FREN 204** [4 CR, CORE: SL]

**INTERMEDIATE FRENCH 2: COMMUNICATION IN FRENCH AND FRANCOPHONE CONTEXTS**

Students completing FREN 204 with a B average or better in all previous French classes at the college will qualify for the certificate in French. Through the study of film, music and other media from the French and Francophone worlds, students will continue to improve their proficiency in reading, writing and speaking. This course is especially designed to develop students' communication skills in order to

**FREN 325 [4 CR]**  
**FRENCH FOR THE PROFESSIONS**



**GEOG 225** [4 CR, CORE: DD]  
**SOCIAL GEOGRAPHY**

This course provides an introductory survey of geographic themes and concepts of social and cultural relevance in our fast-changing world, with a particular emphasis on the United States. The course

**GEOL 109** [4 CR, CORE: PN]

**DINOSAURS AND THEIR ENVIRONMENT**

This course explores the origin, evolution, and extinction of dinosaurs as well as the environment at the time the dinosaurs were alive. Dinosaurs are also used to learn about how science is used to evaluate the Earth, both past and present. Fundamental geological principles that affected the distribution and life history of dinosaurs are also covered. Includes lectures and labs.

**GEOL 115** [4 CR, CORE: PN]

**GENERAL OCEANOGRAPHY**

This course provides an overview of the ocean sciences, with emphasis on the interplay between its geological, physical, chemical and biological processes. The impact of oceans on Earth's climate will be examined, as well as possible human impact on climate and global sea level changes. Other human

**GEOL 320** [4 CR]

**PETROLOGY**

This course provides an overview of the formation, occurrence, and recognition of the igneous and metamorphic rocks. The lecture portion of the course

**GEOL 496 [4 CR]**  
**SENIOR THESIS**

**GERM 360** [4 CR]

**GERMAN POETRY**

A study of German lyric poetry from Goethe to the present. Prerequisite: GERM 304 or GERM 305. Infrequently offered.

**GERM 375** [4 CR, ADV CORE: WT]

**GERMAN CIVILIZATION 1**

This class is meant as the first non-grammar course. Through extensive German language readings, this course acquaints students with the early cultures of German-speaking nations, German history, society and political institutions. Literature and art from 800 to 1600 are explored in depth. Prerequisite: GERM 204. Fall semester.

**GERM 376** [4 CR, ADV CORE: BB]

**GERMAN CIVILIZATION 2**

Continuation of German 375. A study of German-speaking countries from 1815 to the present. The course will explore the cultural, sociological and political developments of the era, with special emphasis on the art of the Weimar Period (Expressionism, Dada, Bauhaus, Early German Ufa Studio films, Käthe Kollwitz, Neue Sachlichkeit). Prerequisites: GERM 375. Spring semester, alternate years.

**GERM 389**

**SPECIAL TOPICS**

Topics of special interest dealing with German literature, civilization or culture. Courses may be taken at the College or abroad (GERM 393) and more than once for credit if topics differ. Often taught as a beginning writing class with analysis of short literary texts, a course on the fairy tale genre, a film class, or as a business German class. Prerequisites: GERM 304 or GERM 305, GERM 375 or GERM 376, instructor consent.

**GERM 390** [4 CR]

**ADVANCED CONVERSATION, GRAMMAR AND COMPOSITION**

**H**

**HIST 120** [4 CR, CORE: BB]  
**SURVEY OF MIDDLE EASTERN HISTORY**

This course will explore two lesser-known genocides: the Armenian Genocide of 1915 and the Rwandan Genocide of 1994. We will also explore the conditions that make a society ripe for genocide, and consider strategies for preventing genocide, and for moving forward in its profoundly traumatic wake.  
Fall seme



Christian cultures; warfare and kingship; the relative powers of church and state; creation of representative assemblies and universities; theology, philosophy and science; Europe and the Middle East; heresy and reform; and Romanesque, Gothic and Renaissance art and architecture. This course seeks to illustrate how different medieval people were from us, yet also how



relations with the U.S., the Great Leap Forward, the Cultural Revolution, and the leadership of Deng Xiaoping, Jiang Zemin, Hu Jintao, and Xi Jinping. Spring semester, alternate years.

**HIST 364 [4 CR]**

**MODERN KOREA**

An examination of Korea's history, culture, society, politics and foreign relations during the 19th and 20th centuries. Topics include traditional Choson Dynasty Korea and its decline (1392-1910), the coming of the West, Japanese imperialism and big power rivalry, domestic factionalism, the colonial period and the resultant independence movement, including the role of overseas Koreans (1910-45), the American occupation, division into hostile regimes, and current issues facing both North Korea and South Korea (1945-present). Alternate years.

**HIST 368 [4 CR, ADV CORE: DD]**

**THE ASIAN AMERICAN EXPERIENCE**

An examination of the immigration of East Asians (Chinese, Japanese, and Koreans) to the United States and the formation of Chinese-American, Japanese-American, and Korean-American communities from the 19th century to the present.

**HIST 370 [4 CR, ADV CORE: WT]**

**THE END OF THE WORLD**

This course examines the many ways that beliefs about a final judgment and an end-time event (Apocalypse) have been put into action in Western and non-Western societies during periods of acute crisis. Students will be exposed to a variety of disciplinary approaches to the study of millenarian movements, and will be expected to reflect critically in class discussions and essays on the values that these movements reflect and their change or continuity across space and time. The course concludes with an examination of contemporary American millenarian beliefs. Spring semester, alternate years.

**HIST 371 [4 CR]**

**REVOLUTIONS IN LATIN AMERICA**

This course provides an in-depth look at revolution in Latin America, including a central consideration of

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topic of interest, identify a problem, create a question, and study an issue. Required “texts” will include scholarly articles, literary works, media,



**HUMA 407** [4 CR]

**SCIENCE, LITERATURE AND CULTURE**

This course will introduce students to the essential interdisciplinary nature of any field of study as we consider the personal and social implications of literary books written about science (or using science) to explore issues of nature and human nature. Through our efforts here, students should aim to understand scientific and literary methods and to improve as readers, thinkers and writers.

**HUMA 411** [4 CR, ADV CORE: WT]

**VIETNAM IN THE WESTERN IMAGINATION**

An examination of the American involvement in

Vietnam through its symbol rhistor (y) 23.8,( )11.9024 0 0 0- (t) -7.7 (h) 23.8 (e) -8.4024 0 0 0- (f) 23.5 (i) -7.7 (n)23.8 (e) -8.4(s) 8 (t)



**ESLI 045 [0 CR]****BEGINNING LISTENING**

Students practice listening to authentic taped conversations and monologues on topics of general and cultural interest. The focus in this class is on listening to discourse that is no more than five minutes in length. Students work on understanding phrases, simple sentences and questions, as well as perceiving stress and basic intonation patterns.

**ESLI 051 [0 CR]****GRAMMAR TOPICS 1**

Students learn and review specific grammar topics including simple tenses, present perfect tense, correct use of nouns, adjectives, and some modals.

**ESLI 052 [0 CR]****BUILDING READING VOCABULARY**

This reading skills course develops skills in reading speed and comprehension. Students are introduced to reading strategies such as skimming, scanning, guessing meaning from context, previewing, predicting, making inferences and giving opinions. Reading materials include short stories, news articles, computer passages and a simplified novel.

**ESLI 053 [0 CR]****INTRODUCTION TO ESSAY WRITING**

In this course students learn to write well-organized and coherent paragraphs that include a topic sentence and detailed supporting sentences. Students practice a



**ESLI072 [0 CR]**  
**SKILLS FOR READING SUCCESS**

This intermediate-level

**ESLI 089 [0 CR]****INTRODUCTION TO INTERCULTURAL COMMUNICATION**

Students listen to, write about, and discuss the meaning of culture and how it influences communication with people from other cultures. Students identify culturally determined values and beliefs about their own culture and identify reasons for the success or failure of intercultural communication. The course combines readings and lectures with problem-solving activities using role plays, simulations, reflection papers and group discussions.

**ESLI 091 [0 CR]****GRAMMAR TOPICS 3**

In this class students practice listening to extended speech and lectures, identify key ideas, supporting details and organizational patterns. Content includes guest lectures and recorded lectures. Students are required to observe and report on several college lecture classes. Students learn to take comprehensible notes using note-taking symbols and abbreviations.

**ESLI 092 [0 CR]****ACADEMIC READING SKILLS**

In this class students are exposed to the kinds of reading that they can expect to find in their college courses. Course materials include college textbook material, newspaper and journal articles, essays, a full-length unabridged novel, short stories and poetry. Students continue to practice inferencing, skimming, scanning, and summarizing. Students respond to readings through writing, discussions and oral reports.

**ESLI 093 [0 CR]****INTRODUCTION TO ACADEMIC WRITING**

This pre-college writing course requires students to use all writing skills to write timed and drafted essays, complete essay exam questions and complete a 6-10 page research paper. Skills taught include brainstorming, outlining, researching, drafting and redrafting, preparing and using notes, source and bibliography cards. Students research, analyze and evaluate issues. In addition, students summarize, paraphrase, quote and document sources.

**ESLI 094 [0 CR]****CULTURAL IMMERSION 3**

This listening/speaking course is for high intermediate and advanced-level students. Students continue to build confidence in speaking by participating in class discussions and debates and by making individual oral presentations. Students learn

conversational strategies such as agreeing and disagreeing, interrupting and asking for clarification. Students listen to both formal and informal English. Topics of discussion typically include current events and controversial issues.

**ESLI 095 [0 CR]****LECTURES AND NOTE TAKING**

In this class students practice listening to extended speech and lectures, identify key ideas, supporting details and organizational patterns. Content includes guest lectures and recorded lectures. Students are required to observe and report on several college lecture classes. Students learn to take comprehensible notes using note-taking symbols and abbreviations.

**ESLI 096 [0 CR]****ISSUES FOR DEBATE AND DISCUSSION**

This listening/speaking course is for high intermediate and advanced-level students. Students continue to build confidence in speaking by participating in class discussions and debates and by making individual oral presentations. Students learn

**INED 3060 S**



problems, or phenomena, sharing the interdisciplinary tools they have gained throughout the course of their studies. Students will be required to participate in an undergraduate research conference and complete an international education practicum as part of their senior capstone. Prerequisite: POLI 350. Spring semester.

**INTL 489** [2 OR 4 CR]

**SPECIAL TOPICS**

A study of a single topic of special interest to one or more students. Prerequisite: permission of the instructor and approval of the director of international studies.

**INTL 490** [2 OR 4 CR]

**INDEPENDENT STUDY**

A tutorial course involving either a directed reading program in an area of special interest to the student or a project based on research conducted under the supervision of a faculty member. Prerequisite: permission of the instructor and approval of the director of international studies.

**INTL 494** [4 CR]

**INTERNSHIP IN INTERNATIONAL STUDIES**

The internship experience allows students to apply their studies in a supervised work situation. Students benefit from gaining an inside look at one or more organizations, by having the chance to work in their field of study, and by gaining experience with state-of-the-art equipment and practices. Permission of the instructor and approval by the director of international studies is required.

## **J**

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### **JAPANESE [JAPN]**

**JAPN 101** [4 CR]

**ELEMENTARY JAPANESE 1**

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

**JAPN 102** [4 CR, CORE: SL]

**ELEMENTARY JAPANESE 2**

Continuation of JAPN 101. Prerequisite: JAPN 101. Spring semester.

**JAPN 203** [4 CR, CORE: SL]

**I**

**JAPN 490**  
**INDEPENDENT STUDY**

For upper-level students in lieu of a regular course.  
Plan of work must be approved before registering.  
Course includes reports, papers and examination.  
Transfer credit from Sophia or Tsuru University for  
JAPN 490 must be evaluated and approved by the  
coordinator for Japanese language studies at St.

its relationship to leadership from a number of disciplinary perspectives – communications, political science, psychology and sociology. In addition, the







meaning, computation and applications; differentiation and integration of logarithmic, exponential and trigonometric functions; and the fundamental theorem of calculus. Prerequisite: four years of college preparatory math in high school or MATH 115.

Note: students may not receive credit for both MATH 124 and MATH 131.

**MATH 132** [4 CR, CORE: QR]  
**CALCULUS AND ANALYTIC GEOMETRY 2**

Topics include applications of integration, methods of integration, indeterminate forms and improper integrals, elementary differential equations, and series. Prerequisite: MATH 131 or MATH 124.

**MATH 203** [4 CR, CORE: QR]  
**LINEAR ALGEBRA**

The course will cover systems of linear equations and their solutions, matrix algebra, determinants, vector spaces and linear transformations, eigenvalues and eigenvectors, and inner product spaces. While linear algebra can be studied at a more theoretical level (e.g. MATH 303), this course will focus on the problem-solving capabilities and applications of linear algebra. Prerequisites: MATH 131 or placement in MATH 132.

**MATH 210** [4 CR]  
**ORDINARY DIFFERENTIAL EQUATIONS**

Topics include solutions and applications of ordinary differential equations of types including separable variables, homogeneous, exact, linear and non-linear. Includes introduction to differential operators, variation of parameters, Laplace transforms, power series and numerical solutions. Prerequisite: MATH 132. Spring semester.

**MATH 212** [4 CR, CORE: QR]  
**PRINCIPLES OF ALGEBRA AND DATA**

Intended for elementary education majors, this course examines the mathematical content knowledge underlying the algebra, number theory, statistics and probability taught in elementary and middle school mathematics. Students will explore ratio and proportion, number theory, algebra, statistics, and probability. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of "C" or better in MATH 120. Spring semester.

**MATH 220** [4 CR, CORE: QR]  
**PRINCIPLES OF GEOMETRY**

Intended for elementary education majors, this course examines the mathematical content knowledge

underlying the geometry taught in elementary and middle school mathematics. Students will explore measurement including length, area and volume; polygons; constructions; similar and congruent figures; and symmetry. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of "C" or better in MATH 120. Fall semester.

**MATH 221** [4 CR, CORE: QR]  
**STATISTICS IN THE**

**MATH 306** [4 CR]  
**ABSTRACT ALGEBRA**

Topics include groups, cyclic groups, permutation groups, quotient groups, Lagrange's theorem, homomorphism theorems, rings, ideals, polynomial rings, elementary number theory, integral domains



**MILS 301** [4 CR]

**ADVANCED LEADERSHIP & MANAGEMENT 1**

The objectives of this course are to stress the leadership role in directing and coordinating individual and military team efforts in the execution of unified land operations in concert with the principles and war fighting functions of mission command; to familiarize students with the roles of the various branches in the overall mission of the Army and their functions in support of forces; and to teach the principles of command and control, leadership techniques and communications systems used in the tactical employment of squads and platoons. Leadership laboratory required and includes a weekend leader development exercise. Prerequisite: MILS 101, MILS 102, MILS, 201 and MILS 202, or prior military service.

examines facets of platoon leadership to include sphere of influence, expectation management and toxic leadership to prepare the student to successfully

**MILS 302** [4 CR]

**ADVANCED LEADERSHIP & MANAGEMENT 2**

The objective of this course is to present instruction in and practical applications of the principles and techniques of Army Leadership, Officership, Army Values and Ethics, Personal Development and small unit tactics at the platoon level. Course provides capability for student to plan, coordinate, navigate, motivate and lead a squad and platoon in the execution of offensive, defensive and stability missions during a classroom practical exercise, a leadership laboratory, and a leader development exercise. Completion of this course prepares the student for the ROTC Cadet Leader Course, which the student attends in the summer at Fort Knox, KY. Prerequisite: MILS 301.

**MILS 401** [4 CR]

**APPLIED LEADERSHIP & MANAGEMENT 1**

The objectives of this course are to give an overview of Army organizational structure, to give an introduction to training management, application of mission command and the importance of comprehensive Soldier fitness. Course examines the process of officer evaluation reports, cultural awareness and property protection, rules of engagement, and the Army as a Profession of Arms. Leadership laboratory required and includes a weekend leader development exercise.

**MILS 402** [4 CR]

**APPLIED LEADERSHIP & MANAGEMENT 2**

The objectives of the course are to introduce students to the Army Operating Concept, enhance professional competence through the practical application of mission command, the execution of unified land operations, and the understanding of the operational environment to conduct a battle analysis. Course

**MUSI017 [1 CR]**

**CONCERT CHOIR**

The Concert Choir consists of two ensembles: the Men's Chorus and the Women's Chorus. These groups perform both as separate ensembles and combined as a large ensemble of mixed voices. Open to all students on campus with no audition required, these groups maintain a consistently high level of musicality and performance expertise. Participants in



**MUSI 101** [2 CR, NO AUDIT]

**GROUP PIANO**

This course emphasizes basic sight-reading skills, scales, chords and repertoire of elementary pieces for the piano. Included in the course are basic concepts of music theory. The course is open to all students with no prerequisite or ensemble participation required.

**MUSI 102** [2 CR, NO AUDIT]

**GROUP VOICE**

This class is designed for students who are interested in learning the basics of vocal technique in a small-group setting. Students will sing as a group and also prepare solo songs to perform for the class. Repertoire encompasses a wide range of genres from



like racial prejudice, political events and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored. Fall semester.

**MUSI 246** [2 CR]

**VOCAL DICTION**

This course introduces students to the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French song texts. Students will recite and sing songs in foreign languages with attention to translation, pronunciation, accent and inflection. Prerequisite: freshman or sophomore standing or instructor consent. Fall semester.

**MUSI 267** [4 CR]

**COMPREHENSIVE MUSICIANSHIP 3**

The study of Western music of the Baroque era, including theoretical and formal analysis, stylistic

**MUSI 321 [2 CR]**  
**PIANO PEDAGOGY 1**

Piano pedagogy explores the various theories of teaching the piano and technical analysis of the playing mechanism. Teaching methods and procedures are developed for establishing efficient practice and working with individual learning styles. Students will survey and evaluate teaching materials and learn to analyze the technical requirements of keyboard music. Prerequisite: instructor consent. Fall semester.

**MUSI 322 [2 CR]**  
**PIANO PEDAGOGY 2**

This course is designed to give students experience in the practical application of piano-teaching skills and concepts of the mechanism. Prerequisites: MUSI 321 and instructor consent. Spring semester.

**MUSI 329 [2 CR]**  
**PIANO LITERATURE**

This course is designed to provide the piano major with an understanding of significant forms in the history of piano music, the important compositions within these genres, and a functional and practical literature library of compositions for use in a variety of settings. Spring semester.

**MUSI 345 [2 CR]**  
**VOCAL LITERATURE**

This course is designed to provide the vocal major with an understanding of significant forms in the history of vocal music, the important compositions within these genres, and a functional and practical literature library of compositions for use

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**MUSI 371 [4 CR]**  
**MUSIC HISTORY 1**

This course is a survey of musical compositions, genres and composers of the Renaissance through the Classical Eras.

**MUSI 372 [4 CR]**  
**MUSIC HISTORY 2**

This course is a survey of musical compositions, genres and composers from the Romantic to the Contemporary Eras.

**MUSI 381 [2 CR]**  
**INTRODUCTION TO CONDUCTING**

Baton techniques and conducting problems utilizing a cross section of instrumental and choral music from all periods. Students practice with live performers and are videotaped. Required of all music majors and minors. Prerequisite: sophomore standing or instructor consent. Spring semester.

**MUSI 382 [2 CR]**  
**ADVANCED CHORAL CONDUCTING**

A continuation of Introduction to Conducting, with advanced study in choral conducting, technique, score reading and rehearsal techniques. Prerequisite: MUSI 381. Fall semester.

**MUSI 383 [2 CR]**  
**ADVANCED INSTRUMENTAL CONDUCTING**

A continuation of Introduction to Conducting, with advanced study in instrumental conducting technique,

**NSCI 315** [4 CR, ADV CORE: PN]  
**CLIMATE CHANGE**

This course introduces students to the debate surrounding the topic of “climate change” and will focus on three primary questions: 1) Is the climate changing? 2) Do human activities influence climate



is a healthy body? The course will culminate with a final project that analyzes our food practices from s

**PHIL 310** [4 CR, ADV CORE: WT]

**EXISTENTIALIST THOUGHT**

A study of the development of European





**PHED 038** [2 CR]  
**KI AIKIDO**

This course will introduce students to the principles and techniques of the dynamic, peaceful martial art of Ki Aikido.

**PHED 039** [2 CR]  
**CONDITIONING AND TRAINING FOR ROAD RACES**

Learning the fundamental principles required to successfully train for a 3K, 5K, 10K, half-marathon and marathon are the fundamental topics in this course. Aerobic and anaerobic training will be conducted through track workouts and longer road runs. The goal of this course is to gain an understanding of different training programs, why they are used, and how to develop and personalize an individual plan for different road races.

**PHED 041** [2 CR]  
**BADMINTON**

This course teaches students the basic skills and knowledge of badminton. Content will include learning basic skills such as serves, clears, drives, the drop shot, the smash, net shots, rules and strategy for doubles and singles, terminology, and an understanding of the history of the sport.

**PHED 043** [2 CR, \$30 FEE]  
**BOWLING**

This course will give students the basic skills and knowledge of bowling. Content will include history, terminology, equipment, approaches, releases, aiming and starting positions.

**PHED 044** [2 CR, \$35 FEE]  
**RECREATIONAL ICE SKATING**

This course is designed for students interested in learning the proper techniques and methods involved with ice skating. The class will emphasize both forward and backwards skating and will cover all other aspects involved with ice skating. This class is open to all levels of ice skaters.

**PHED 045** [2 CR]  
**TEAM SPORTS**

This course will give students an opportunity to participate in and enjoy the recreational play of team sports. Emphasis will be on basic skills, knowledge of rules and strategies necessary for participation in the activities.

**PHED 048** [2 CR, \$25 FEE]  
**GOLF**

This course will provide students with the basic knowledge, skills and attitudes of golf. It will include fundamental skills such as grip, stance, swing, putting, and rules and etiquette.

**PHED 057** [2 CR]

**PHED 101 [2 CR]**

**CONCEPTS OF HEALTHFUL LIVING**

This course will provide students with knowledge of the concepts of wellness and will show them how they can apply this information to maintain and/or improve their own lifestyles. Knowledge of health-related topics such as nutrition, health legislation, health consumerism, interpersonal communication skills and assertiveness will be presented through lectures. Small group discussions will further investigate these topics and outline how students can apply this information to their lifestyles. Fitness topics such as physiology of the body at rest and during exercise, types of exercise programs, and methods of establishing a personal exercise program

**PHYS 141** [4 CR, CORE: PN]

**ASTRONOMY**

This course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. Students will learn about the scientific method and developments that have enabled our current understanding of the dynamic



**POLI 232** [4 CR, CORE: DD]

**RED STATE BLUE STATE: AMERICAN POLITICAL  
POLARIZATION**

The media is full of Chicken Littles saying, “the sky is falling, the sky is falling,” about how bad American politics is these days. Every day the news covers congressional gridlock and fighting. Some



politics and culture of the nation. Prerequisite: POLI 130 or permission of the instructor, sophomore standing. Spring semester, alternate years.

foreign policy decision-making and key aspects of U.S. regional foreign policies. Prerequisite: POLI/INTL 150.

**POLI 355** [4 CR]

**INTERNATIONAL ORGANIZATIONS**

This course examines the role of international organizations in world politics. It focuses on the historical development of international organizations and their increasing impact on a wide range of global issues, including peacekeeping, human rights, the world economy and the environment. The course provides students with the theoretical tools and concepts they need to understand the dynamics of the institutional structures and political processes of international organizations in an increasingly interdependent world. Prerequisite: POLI/INTL 150.

**POLI 362** [4 CR, ADV CORE]



**POLI 494 [4 CR]**

**INTERNSHIP**

Appropriate work or active political experience with government agencies or partisan political groups may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: instructor consent and approval of the associate dean of social sciences.

**POLI 499 [0 CR]**

**POLITICAL SCIENCE SENIOR ASSESSMENT**

This course consists of a single three-hour session during which students complete a standardized test of knowledge of the major field and/or other measures of the intended learning outcomes of the political science program. The data gathered during the session assists members of the political science

residential, learning, work and leisure environments). The course concludes with a discussion on how we might promote more harmonious and environmentally constructive interactions with our planet. Prerequisite: PSYC 100 or instructor consent. Fall, odd-numbered years.

**PSYC 289** [2 OR 4 CR]

**SPECIAL TOPICS**

A course on a special topic in psychology designed primarily for first- and second- year students. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students. Prerequisite: PSYC 100.

**PSYC 301** [4 CR]

**BASIC P**



**PSYC 490 [2 OR 4 CR]**  
**INDEPENDENT STUDY**

nonparametric inferential statistics. Intended for students in education, political science, psychology

**SOCI 233 [4 CR]**  
**SOCIOLOGY OF EDUCATION**

Do schools matter? This course will seriously examine this question by investigating the complex ways in which schools and society interact. To do this, we will examine the historical development of schools in America, but our primary focus will be a close investigation of the ways in which schools are embedded in racial, economic, social, and geographic contexts. We will also turn our attention to how teachers, parents, and students interact within the classroom. In the end, our primary goal is to understand when and how schools contribute to inequality and stratification, and how public policy and culture influences when and how schools matter.

**SOCI 237 [4 CR]**  
**CHILDREN AND CHILDHOOD IN AMERICAN SOCIETY**

This course explores two interrelated topics: the social construction of childhood and the everyday lives of children. Taking a new sociology of childhood approach, the course pays attention to culture, structure, and agency in understanding children's lives and the diversity of experiences among children living in the United States. Students in this course will study: continuity and change in ideas about children and childhood over the course of U.S. history; classic and current sociological theory about childhood and children; research methods for studying children; and empirical studies of children's lives, past and present.

**SOCI 238 [4 CR]**  
**HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

This course examines theories and knowledge of human biological, sociological, cultural, psychological, and spiritual development across the lifespan. Individual, family, group, organizational, and community social systems are explored to assess the ways these social systems

among individuals and between people and their environments. Content will include social work values and ethics, including the application of the standards of the National Association of Social Workers code of ethics, and cultural competence in social work practice.

**SOCI 250** [4 CR]

**IMMIGRATION AND MIGRATION IN THE UNITED STATES**

In this course we will use the insights of sociology to understand migration and, more specifically, immigration. Recognizing that migration is a global phenomenon, students will focus mainly on migration and immigration in the context of the United States, while also attending to how patterns observed in the U.S. context are part of wider, global patterns with local manifestations. They will study key population movements to and within the U.S., past and present. They will explore the multiple factors that influence the migration/immigration experience for migrants and their families and that shape the short and long-term outcomes of the experience. The impact of migration on sending and receiving communities, and

change occurs. Running through the course is the





Columbian period, the Spanish conquest, the colonial era, independence, the consequences of the Mexican Revolution, the Cuban Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

**SPAN 370** [4 CR, ADV CORE: BB]

**LATIN AMERICAN CIVILIZATION: MEXICO AND CENTRAL AMERICA**

This course introduces the student to the culture and history of Latin America, with an emphasis on Mexico and Central America. Topics include the pre-Columbian period, the Spanish conquest, the colonial era, independence, the Mexican Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

**SPAN 375** [4 CR, ADV

**THEA 232** [4 CR]

**BASIC ACTING**

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

**THEA 237** [4 CR, CORE: EI]

**HISTORY OF CLOTHING AND FASHION**

This class is a survey of the history of clothing and its relationship to culture and society. It will familiarize the student with the period styles from pre-historical to modern times and how these styles are a reflection of individual communication and cultural expression.

order to frame their experience as a learning tool. All student members of any theatre production will be required to enroll in a P/P lab as a class. Students learn costume / scenic / light / sound design, major roles and directing. This segment is comparable to a senior capstone. The goal is for the student to create their own work of theatre as a culmination of their education at SNC.

#### **THEA 490**

##### **INDEPENDENT STUDY**

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

#### **THEA 494 [4 CR]**

##### **INTERNSHIP**

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study, and gain experience using state-of-the-art equipment and practices. Prerequisite: junior or senior standing.

## **THEOLOGICAL STUDIES [THEO]**

**For descriptions of THRS courses, see Theology and Religious Studies section**

#### **THEO 501 [3 CR]**

##### **SYSTEMATIC THEOLOGY AND THEOLOGICAL METHOD**

This course examines the foundations of theology and theological method. It explores the role of scripture, doctrine, ecclesial practice, philosophy and the sciences in theological reflection. It examines the distinctive and diverse methods that are employed in contemporary Christian thought with special emphasis on practical theology. The central themes of faith, revelation, God, creation and eschatology are addressed.

#### **THEO 502 [3 CR]**

##### **HISTORICAL DEVELOPMENT OF CHRISTIAN TRADITION**

This course studies the development of Christian theological tradition in its unity and diversity, through the contributions of major theological figures, critical movements within the Christian community and the social context in which theology is formed. It explores a variety of approaches to theological inquiry from classical tradition to modern revisions in interpretation, diversity and the research

**THEO 510** [2 CR]

**INTEGRATIVE COLLOQUIUM**

The colloquium engages students in a learning experience that fosters an integration between theology and the practice of Church ministry (i.e., religious education, liturgy, pastoral ministry, parish administration or youth ministry). The case study method is used to examine contemporary Church issues and to develop appropriate responses in a process which promotes critical theological reflection, collaborative models of work and intellectual and personal self-criticism. Prerequisites: all core and elective courses and THEO 509.

**THEO 512** [1 CR]

**MASTER**

theological teachings, basic psychological theory and helping skills, and working with different populations are the main topics of the course.

**THEO 578** [2 CR]

**THRS 203** [4 CR, CORE: CI]  
**THE QUEST FOR GOD**





a Scripture for present day Jews and Christians, there is the relationship between the past and the present. Second, because the Hebrew Bible is the object of scholarly study and an integral part of religious

**THRS 333** [4 CR, ADV CORE: CI]  
**CHRISTIAN ETHICS**

This course explores the connection between being a Christian and being a morally responsible person. It addresses foundational questions of ethics in light of the Christian narrative, such as: what kind of people should we be; what should we do; and what sort of communities should we construct. It therefore focuses on three dynamic, interdependent dimensions of morality: character, choices and community. Some applied ethical issues will be examined. Theology and religious studies majors/minors should sign up for THRS 433.

**THRS 337** [4 CR, ADV CORE: CI]  
**CHARACTER AND THE MORAL LIFE**

This course examines the relationship between morality, happiness, and the good life by focusing on the qualities of character that are necessary for human flourishing, especially the virtues. Special attention is given to the cardinal virtues of prudence, justice, temperance and fortitude, as well as the theological virtues of faith, hope and charity. The second half of the course explores the seven capital vices that are most detrimental to human well-being: envy, vainglory, sloth, greed, anger, gluttony and lust. Prerequisite: THRS 117.

**THRS 338** [4 CR]  
**RELIGION AND LITERATURE: CHRISTIAN  
MYSTICISM**

This course will involve reading mystical literature of the Christian tradition

**THRS 360** [4 CR, ADV CORE: CI]  
**EXPLORING CATHOLIC THEOLOGY**

This course is an introduction to Catholic theology in light of the Second Vatican Council. It will examine developments in Catholic theologies of God, Christ, the Church, the sacraments and especially the fundamental elements of Catholic morality.

**THRS 361** [4 CR, ADV CORE: CI]  
**CATHOLIC INTELLECTUAL TRADITION**

This course identifies the central distinguishing

tradition in literature tackles this question among others. This course focuses primarily on 20th-century U.S. texts (fiction, poetry, drama, non-fiction, film and theory). Students will read such authors as E.M. Forster, Walt Whitman, Radclyffe Hall, James



**WMGS/SOCI 361 [4 CR]**

**GENDER, SEXUALITY AND SOCIETY**

While gender and sexuality often appear natural, this course investigates their social roots. Throughout the semester, we will explore the diverse ways in which gender and sexuality have been conceptualized, embodied, shaped, policed, and transformed. Additionally, we will examine the relationship between gender, sexuality, inequality, and major social institutions including education, media, work, and family. Finally, we explore the intersections of gender, sexuality, race, and class as they relate to a variety of contemporary issues and controversies, including “hooking up,” marriage laws, gender reassignment surgery, and sex education.

**WMGS/ART 375 [4 CR, ADV CORE: DD]**

**RACE AND GENDER IN CONTEMPORARY ART**

A survey of how artists explore and express personal identity, unique bias and social marginalization and how contemporary art reflects society's evolving and

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# Directories

*Current as of June 2019*

## **Business and Finance**

**Susanne R. Brinkman** – MBA, PHR, director of human resources

**Rhoda H. Lehrke** – B.S., director of investment management

**Elizabeth A. Miller** – MBA, B.A., director of finance

**David S. Nalepka**



**Bosco-Dunbar, Lindsey** (2019) assistant professor of mathematics; B.S., Elizabethtown College; Ph.D., North Carolina State University

**Bradford, Christopher** (2018), assistant professor of teacher education; B.A., St. Norbert College; M.A., Viterbo University; Ph.D., University of Wisconsin Madison

**Brandt, Adam** (2016), assistant professor of biology; B.S., Frostburg State University; M.S., Frostburg State University; Ph.D., University of Illinois at Urbana-Champaign

**Brekke, Erik** (2011), associate professor of physics; B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin-Madison

**Brooks, Erin** (2018), assistant professor of sociology; B.A., Beloit College; M.A., Ph.D., North Carolina State University

**Burke Ravizza, Bridget** (2001), professor of theology and religious studies; B.A., Santa Clara University; M.A., University of San Diego; Ph.D., Boston College

**Bursik, Paul B.** (1990), professor of business administration; B.S., University of Wisconsin-Stevens Point; Ph.D., Washington State University

**Carpenter-Siegel, Cheryl L.** (1992), assistant professor of sociology; B.A., Cardinal Stritch College; M.A., Marquette University; Ph.D., Syracuse University

**Cervantes, Judy** (2017), assistant professor of Spanish; B.A., University of California, Riverside; M.A., Ph.D.,

**Egan-Ryan, Deirdre** (2005), professor of English; B.A., College of Holy Cross; M.A., Ph.D., University of Wisconsin-Madison

**Ellis, Bradford** (2002), associate professor of Spanish; B.A., Bates College; M.A., Ph.D., University of Wisconsin-Madison

**Falconer, Jean** (2019), assistant professor of economics; B.A., Middlebury College; M.S., Ph.D., University of Oregon

**Feirer, Russell P.** (1989), associate professor of biology; B.S., University of Wisconsin-Eau Claire; M.S., Iowa State University; Ph.D., University of Wisconsin

**Flood, Tim** (1987), professor of geology; B.S., University of Wisconsin Oshkosh; M.S., University of Minnesota-Duluth; Ph.D., Michigan State University

**Ford, Jr., Craig** (2019), assistant professor of theology and religious studies; B.A., University of Notre Dame;

**Huegel, Ben** (2014), assistant p

**MacDiarmid, Laurie J.** (2000), professor of English; B.A., Carnegie Mellon; M.A., Johns Hopkins University; M.F.A., Ph.D., University of Arizona

**Mann, Joel** (2007), professor of philosophy; B.A., Ph.D., University of Texas in Austin

**Mauro, Nicholas** (2018), assistant professor of physics; B.A., Lawrence University; M.A., Ph.D., Washington University in St. Louis

**McKean, Rebecca** (2010), associate professor of geology; B.S., St. Norbert College; M.S., Northern Arizona University; Ph.D., University of Nebraska-Lincoln

**McVey, Bonnie M.** (2000), associate professor of computer science; B.A., St. Norbert College; M.S., Ph.D., Purdue University

**Meidl, Tynisha** (2009), associate professor of education; B.S., Pennsylvania State University; M.E., University of Texas, Pan-American; Ph.D., Pennsylvania State University

**Meyer, Seth** (2012), associate professor of mathematics; B.A., Carleton College; M.A., Ph.D., University of Wisconsin Univeratics

**Pankratz, David C.** (1974), associate professor of computer science; B.S., St. Norbert College; M.S., Ph.D., Purdue University

**Park, Karen** (2008), associate professor of theology and religious studies; B.A., Lawrence University; M.A., Ph.D., The Divinity School of The University of Chicago

**Parks, Sarah** (2009), associate professor of music; B.M., St. Olaf College; M.M., University of Wisconsin-Madison; Ph.D., University of Minnesota

**Patterson, Wayne K.** (1977), professor of history; B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania

**Pennington, John** (1991), professor of English; B.A., St. Norbert College; M.A., Ph.D., Purdue University

**Pirman, Brian** (1997), associate professor of art; B.S., M.F.A., University of Wisconsin-Madison

**Poister, David** (1995), professor of chemistry and environmental science; B.S., St. Francis College; M.S., Ph.D., University of Wisconsin-Madison

**Ries, Katie** (2013), associate professor of art; B.A., Colorado College-Colorado Springs; M.F.A., University of Tennessee-Knoxville

**Riggle, Reid R.** (1989), associate professor of education; B.A., Coe College; M.A., Ph.D., University of Iowa

**Risden, Edward L.** (1990), professor of English; B.S., Baldwin-Wallace College; M.A., John Carroll University; Ph.D., Purdue University

**Rodríguez, Gerardo** (2017), assistant professor of theology and religious studies; B.A., Simpson College; M.A., St. John's University; Ph.D., Saint Louis University

**Rosewall, Michael P.** (1992), professor of music; B.S., University of Minnesota; M.M., University of Minnesota; D.M.A., Stanford University

**Rozeboom, Grant** (2016), assistant professor of business administration – ethics; B.A., University of Northern Iowa; Ph.D., Stanford University

**Rupsch, Stephen**

**Stollak, Matthew** (2002), associate professor of business administration; B.A., Michigan State University;

**Brickner, Sr. Sally Ann, O.S.F.** (1970), professor emerita of education; B.S., St. Norbert College; M.A., Columbia University; Ph.D., Michigan State University

**Bunker, Eugene G.** (1963), professor emeritus of library science; M.S.L.S., University of Wisconsin, Michigan State University; Ph.D., Marquette University

**Cagle, James L.** (1963), professor emeritus of art; B.F.A., Chicago Art Institute; M.A., M.F.A., Michigan State University

**Collum, D. Kelly** (1967), professor emeritus of communication; B.A., Auburn University; M.S., University of Michigan; Ph.D., Florida State University

**Craghan, John F.** (1986), professor emeritus of religious studies; B.A., M.R.E., Mount Saint Alphonsus Seminary; M.A., Columbia University; S.S.L., Pontifical Biblical Institute; Th.D., University of Munich

**Day, John F.** (1998), professor emeritus of Spanish; B.A., University of Utah; M.A., University of Northern Iowa; Ph.D., University of Texas at Austin

**DeBoth, Gene A.** (1966), professor emeritus of mathematics; B.A., St. Norbert College; M.S., Ph.D., Purdue University

**De Peaux, Rev. Rowland C., O.Praem.**







## **BOARD OF TRUSTEES**

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## **TRUSTEE EMERITUS**

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**Bollom, Daniel**,