

Augustana College

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Augustana College Catalog

2011 | 12



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Important Phone Numbers

Information in this catalog is primarily concerned with admission and academic procedures, departmental programs and course offerings at Augustana College.

For responses to additional questions and information about other important areas, please contact the appropriate office.

General College 794-7000

Academic Affairs 794-7311

Admissions 794-7341
(toll-free 800-798-8100)

Advancement 794-7347

Alumni Relations 794-7336

Business Office 794-7354

Chaplain 794-7213

Director of Athletics 794-7521

Financial Assistance 794-7207

President 794-7208

Student Services 794-7533

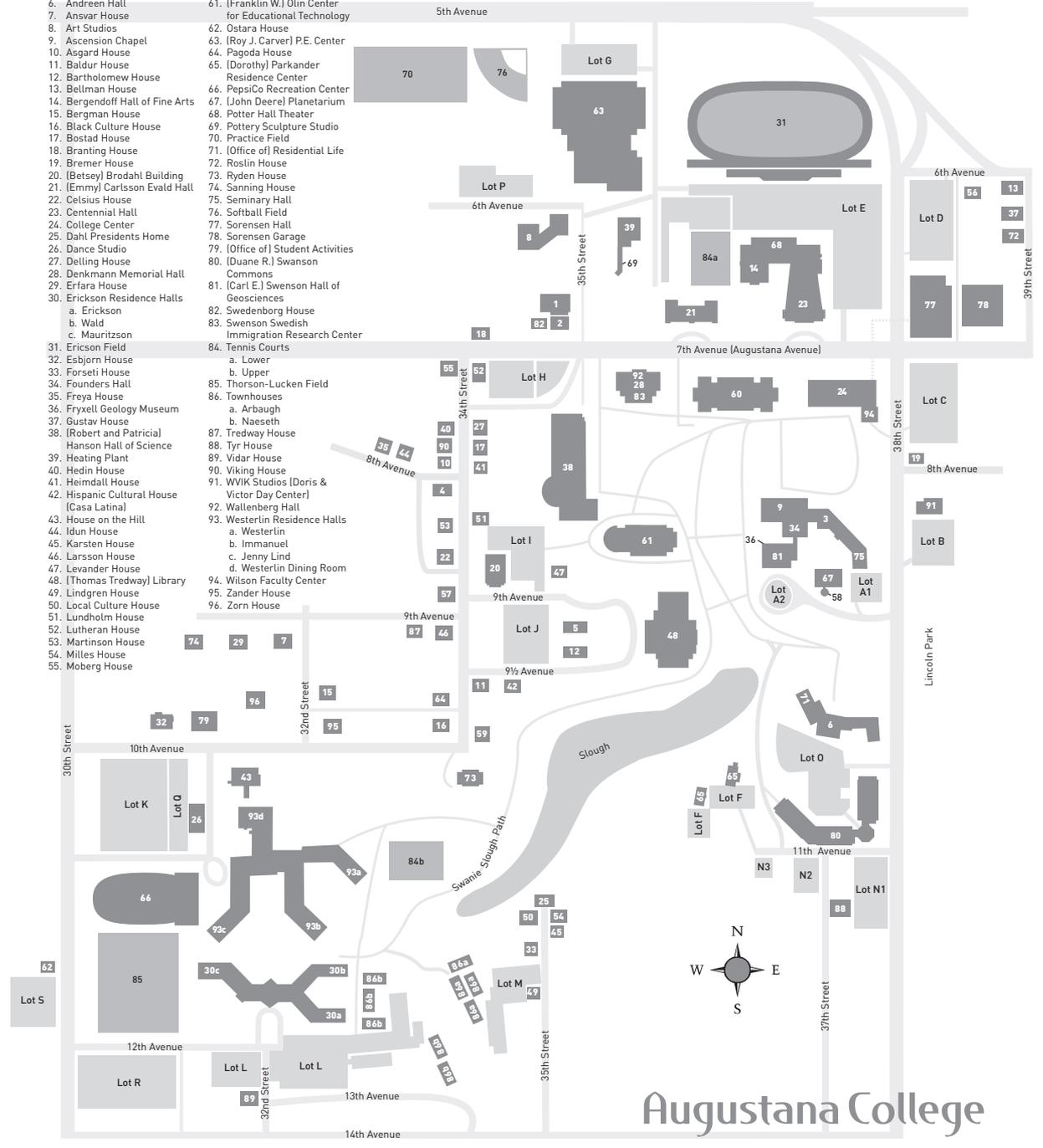
The area code for Augustana College is 309.

This catalog describes programs and regulations in effect at Augustana College as of August 2011. These are subject to change, and Augustana reserves the right to modify offerings and rules without prior notification. If an academic rule or program is changed while a student is continuously enrolled, that student has the option of graduating under requirements in effect at the time of initial enrollment or under the new requirements. If a catalog change is made that is effective for the current catalog year and is beyond editorial clarification, the Office of the Registrar shall notify students of the change by electronic notice. In such cases, the changes will be made to the online catalog found at www.augustana.edu/catalog and the electronic version shall be considered the current and official catalog of the institution.

Augustana College is an equal opportunity employer, and is in compliance with the requirements of Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973, as amended. Augustana administers its education programs under its policy that all admissions criteria, services, programs, employment and housing shall be maintained at all times on a non-discriminatory basis with regard to age, sex, race, color, disability, sexual orientation, religion, national origin, ancestry, physical or mental handicap, military status or unfavorable discharge from military status in employment. Evidence of practices which are inconsistent with this policy should be reported to the Associate Dean, Founders Hall, 794-7328.

Campus Map

1. Abbey Art Studios
2. Abbey House
3. (Office of) Admissions
4. Andeberg House
5. Anderson House
6. Andreen Hall
7. Ansvar House
8. Art Studios
9. Ascension Chapel
10. Asgard House
11. Baldur House
12. Bartholomew House
13. Bellman House
14. Bergendoff Hall of Fine Arts
15. Bergman House
16. Black Culture House
17. Bostad House
18. Branting House
19. Bremer House
20. (Betsey) Brodahl Building
21. (Emmy) Carlsson Evald Hall
22. Celsius House
23. Centennial Hall
24. College Center
25. Dahl Presidents Home
26. Dance Studio
27. Delling House
28. Denkmann Memorial Hall
29. Erfara House
30. Erickson Residence Halls
 - a. Erickson
 - b. Wald
 - c. Mauritzson
31. Ericson Field
32. Esbjorn House
33. Forseti House
34. Founders Hall
35. Freya House
36. Fryxell Geology Museum
37. Gustav House
38. (Robert and Patricia) Hanson Hall of Science
39. Heating Plant
40. Hedin House
41. Heimdall House
42. Hispanic Cultural House (Casa Latina)
43. House on the Hill
44. Idun House
45. Karsten House
46. Larsson House
47. Lavander House
48. (Thomas Tredway) Library
49. Lindgren House
50. Local Culture House
51. Lundholm House
52. Lutheran House
53. Martinson House
54. Millies House
55. Moberg House
56. Music Rehearsal Annex
57. Nobel House
58. (Carl Gamble) Observatory
59. Oden House
60. Old Main
61. (Franklin W.) Olin Center for Educational Technology
62. Ostara House
63. (Roy J. Carver) P.E. Center
64. Pagoda House
65. (Dorothy) Parkander Residence Center
66. PepsiCo Recreation Center
67. (John Deere) Planetarium
68. Potter Hall Theater
69. Pottery Sculpture Studio
70. Practice Field
71. (Office of) Residential Life
72. Roslin House
73. Ryden House
74. Sanning House
75. Seminary Hall
76. Softball Field
77. Sorensen Hall
78. Sorensen Garage
79. (Office of) Student Activities
80. (Duane R.) Swanson Commons
81. (Carl E.) Swenson Hall of Geosciences
82. Swedenborg House
83. Swenson Swedish Immigration Research Center
84. Tennis Courts
 - a. Lower
 - b. Upper
85. Thorson-Lucken Field
86. Townhouses
 - a. Arbaugh
 - b. Naeseth
87. Tredway House
88. Tyr House
89. Vidar House
90. Viking House
91. WVIK Studios (Doris & Victor Day Center)
92. Wallenberg Hall
93. Westerlin Residence Halls
 - a. Westerlin
 - b. Immanuel
 - c. Jenny Lind
 - d. Westerlin Dining Room
94. Wilson Faculty Center
95. Zander House
96. Zorn House



Augustana College

About Augustana

Augustana is a college of the liberal arts and sciences related to the Evangelical Lutheran Church in America. Founded in 1860 by Swedish university graduates who immigrated to the United States, Augustana now has an enrollment of approximately 2,500 men and women and a faculty of more than 250. The campus, located on 115 wooded and rolling acres in Rock Island, Illinois, attracts students from a wide variety of social and ethnic backgrounds.

Mission statement Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.

To accomplish this mission, Augustana sets as its goals:

- To develop in each qualified student the characteristics of liberally educated people through a program of general studies.
- To develop in each student expertise in a major field of study.
- To encourage each student to confront the fundamental religious issues of human life through the academic study of religion and the campus ministry program.
- To supplement students' formal curricular programs with a full range of opportunities for personal growth through participation in co-curricular activities.
- To encourage the personal and social growth of students through residential life programs and extra-curricular activities.
- To offer its church and community the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college.

Curriculum Augustana's curriculum has been carefully developed over the years. Changes have been evolutionary rather than revolutionary, as the success of graduates continues to reflect a strong academic program. The college's ongoing commitment to the liberal arts is expressed in its general education requirements. Students study a broad range of fields, including research and writing, foreign language and religion, and meet academic requirements in the fine arts, humanities, natural sciences and social sciences. Each student must complete study in at least one major field within the humanities, the natural or social sciences, or in one of the pre-professional categories. Finally, athletics are incorporated in the curriculum through courses in physical education.

Teachers and Students Augustana's size and environment foster close contact between students and faculty, allowing good working relationships to develop and prosper. Most faculty members are engaged in research, but their primary goal is teaching. All faculty teach students at all levels.

Students also are involved in the operation of the college. They are represented at meetings of the Board of Trustees and on committees which carry on the academic and administrative work of the college.

The Honor Code In the 2005-06 academic year, Augustana College students—"committed to the ideals of integrity, accountability, fairness and honesty"—researched and drafted an academic Honor Code for Augustana College. Approved by the student body and faculty in May 2006, the Honor Code "sets the foundation and boundaries to ensure academic excellence and stability in an evolving and dynamic world." The code cites the need for honor and integrity in carrying out the college mission of "offering a challenging education that develops mind, spirit and body," concluding that "the Honor Code holds each individual accountable to the community of Augustana College." To view the Honor Code in its entirety, including definitions of and statements on infractions, the Honor Pledge and composition of the Honor Council, go to www.augustana.edu/honorcode.

Non-Discriminatory Policy

Augustana College administers its educational programs under its policy that all admissions criteria, services, programs, employment and housing shall be maintained at all times on a non-discriminatory basis with regard to age, sex, race, color, disability, sexual orientation, religion, national origin, ancestry, physical or mental handicap, military status or unfavorable discharge from military status in employment. Evidence of practices which are inconsistent with the policy should be reported to the Academic Affairs Office, Founders Hall, phone (309) 794-7328.

Accommodations for Students with Special Needs

Campus visitors requiring special accommodations or assistance should contact the Office of Public Safety at (309) 794-7279. Enrolled students who require special accommodations should meet with the Dean of Students (Room 104, Founders Hall), preferably prior to enrollment. The dean chairs the Committee for Students with Special Needs, which establishes accommodations on campus, including building modifications and curricular substitutions (i.e. foreign language and physical education substitution). The dean confers with students, faculty and staff to create appropriate and reasonable accommodations for students on a case-by-case basis.

A brochure titled *Augustana College Building Access* is available in the Dean of Students Office, residence halls and the College Center. This brochure identifies campus buildings with strobe-light fire alarms, hand-capped entrances and restrooms, Braille signage and fire refuges. The admissions office also has a wheelchair accessibility campus map available to the public. Students needing additional accommodations should confer with the Dean of Students regarding special needs and emergency evacuation procedures. When a student requiring accommodations makes a schedule change, he or she should contact the Dean of Students so the appropriate faculty can be notified.

Academic Reputation

Augustana is classified by the Carnegie Foundation as an Arts and Sciences plus Professions institution, and ranks among the top 60 private undergraduate colleges in the country, based on the number of graduates who earn the Ph.D. Since 1950, Augustana has had a chapter of the prestigious Phi Beta Kappa honor society.

Admission is selective. Students accepted to Augustana typically rank in the top quarter of their high school classes and score well above national norms on the ACT and SAT. The middle 50 percent of enrolled students for the class of 2014 scored 24-29 on the ACT.

A third of Augustana's graduates attend graduate school. Ninety-seven percent of graduates are employed full-time or enrolled in graduate school within nine months graduating.

Ninety-one percent of the 181 full-time faculty hold Ph.D.s or the terminal degrees in their fields. The 11-to-1 student-faculty ratio allows students to pursue their own academic careers on a personal level.

Augustana's curriculum and faculty also are consistently recognized through grants for innovative projects by major foundations, including the Kresge Foundation, Mellon Foundation, National Endowment for the Humanities, National Science Foundation, the Pew Charitable Trusts, the Teagle Foundation, the Dow Chemical Company Foundation, W.M. Keck Foundation and the American Council of Learned Societies. A \$7.5 million grant from the F.W. Olin Foundation was based on academic excellence.

Augustana actively promotes, underwrites and administers research projects involving both professors and students. Research work has included major projects funded by the National Institutes of Health, the National Science Foundation, Argonne National Laboratories and the American Heart Association.

Accreditation

Augustana operates under a charter granted by the General Assembly of the State of Illinois, and is certified as a degree-granting institution by the state. The college has been accredited by the North Central Association of Colleges and Universities, 130 N. LaSalle, Suite 2400, Chicago, IL 60602 since the association began accreditation in 1912. Augustana also is accredited by the National Association of Schools of Music, the National Council for Accreditation of Teacher Education and the Illinois State Board of Education. Copies of the charter and the letters of accreditation are available for review in the Office of the President.

The college also is recognized by the American Chemical Society and the American Association of University Women. In 1950, Augustana established its chapter of the prestigious Phi Beta Kappa honor society, the Zeta Chapter of Illinois.

History

Augustana College traces its origin to the Swedish universities of Uppsala and Lund, founded in 1477 and 1668 respectively. Graduates of these universities founded Augustana in 1860 in Chicago's near north side, providing leaders for the new churches being organized by Swedish immigrants and educating the youth of these new communities.

The school was the first of many educational and humanitarian institutions established by the former Augustana Lutheran Church. Augustana College and Theological Seminary, as it was first known, endured many hardships during its early years. The Civil War nearly depleted the roster of students and faculty. The college and seminary moved from Chicago to Paxton, Illinois, in 1863, and finally to Rock Island in 1875. The seminary became a separate institution in 1948, and in 1967 returned to the Chicago area, while the college remained in Rock Island.

Augustana has grown from a small school serving Swedish immigrants into a nationally recognized college of the liberal arts and sciences. Students come from most states and many foreign countries and from a wide variety of social and cultural backgrounds.

The college has always maintained a close relationship with the church—first the Augustana Lutheran Church, and, after 1962, the Lutheran Church in America. In 1988 Augustana established ties to the Evangelical Lutheran Church in America, a body of 5.2 million American Lutherans formed in that year. The ELCA gives substantial support to the college and is represented on the Board of Trustees.

The name *Augustana* derives from the origin of the Lutheran Church. The Latin name for the Augsburg Confession, the Reformation document drawn up in 1530, is *Confessio Augustana*.

Eight presidents have served Augustana since its founding in 1860. Its current president, Steven C. Bahls, was elected in 2003.

Location

Augustana College has been located in Rock Island, Illinois, since 1875. This historic town is just off Interstate 80, almost midway between Chicago, 165 miles to the east, and Des Moines, 176 miles to the west. Airline and bus connections are within easy reach of the campus.

Rock Island was once the home of a Native American population estimated at 40,000: the Sac and Fox tribes under the leadership of Keokuk, Black Hawk and Wapella. In 1816, 13 years after the Louisiana Purchase, Fort Armstrong was built on the island of Rock Island in the Mississippi River. During the Civil War, the federal government established the Rock Island Arsenal on the island, and along with it, a

major prison for Confederate soldiers. The first railroad bridge across the Mississippi was built at Rock Island in 1856.

Rock Island is one of several cities in the metropolitan area known as the Quad Cities. The other principal municipalities are Moline and East Moline, Illinois, and directly across the river, Davenport and Bettendorf, Iowa. The total population of the area is more than 375,000, making the Quad Cities the largest population center between Chicago, Illinois, and Des Moines, Iowa.

Many recreational, cultural and entertainment facilities are available in this metropolitan center. Augustana and the Quad-City community have a very cordial relationship, with cooperative programs in many areas. Centennial Hall on the Augustana campus is host to tens of thousands annually for concerts, lectures and art exhibitions. Excellent schools and social service agencies provide field experience for Augustana students, and businesses, churches and community organizations actively join in support of the college enterprise.

College Costs

Augustana College publishes an annual Schedule of Student Charges as a supplement to this catalog. Search for "Schedule of Student Charges" at www.augustana.edu.

Work Study

The Federal Work Study program provides students the opportunity to work part-time on campus, earn money and learn valuable skills. Students are paid every two weeks through the payroll office located in the college's business office in Sorensen Hall.

Most student positions at Augustana allow for a maximum of 8-9 hours per week and pay the minimum wage. It is the student's responsibility to find and apply for campus employment; students can view the student employment listings on Augustana's CampusNet, and for assistance may contact the student employment office within the Office of Financial Assistance, Seminary Hall, 794-7418.

Although preference may be given to students who have a work study award, students who do not have the award can find employment on campus.

Off-campus employment listings are available through the Center for Community Engagement, located in Sorensen Hall.

Visit www.augustana.edu/studentemployment for more information.

Policies & Procedures

Policy Oversight

Academic policies are set by the Augustana College faculty. The Committee on Advanced Standing and Degrees (AS&D) is responsible for overseeing academic policies and degree requirements set forth in the college catalog. The committee consists of a non-voting chair (Registrar), five faculty members elected every two years and three advisory positions: two students appointed by Student Government Association (SGA) and the Associate Dean.

Waivers for degree requirements or academic policies must be made by the student in writing to the Office of the Registrar a minimum of two days prior to a scheduled AS&D meeting (contact the Registrar for the meeting schedule). Students will be notified of the committee decision in writing within one week of the meeting. Written appeals may be made to the Dean of the College within 10 days of the date of the letter.

Summer Connection

During the summer prior to their first year at Augustana, students are invited to spend a day on campus, developing class schedules with the help of faculty advisors and student peer mentors, and registering for fall classes. To secure a registration date, students must take all recommended online placement tests.

Fall Connection

An orientation prior to the beginning of fall term helps new students adjust to college life and introduces them to Augustana's environment as a liberal arts college. Special activities and programs provide a comprehensive introduction to the faculty, campus and community.

Small groups of new students are accompanied through many of the orientation events by upper-class students and faculty members, who introduce them to the many campus resources. Auditions for band, choir and orchestra also are held at this time.

First-Year Program

During their first three terms, students enroll in either the first-year liberal studies sequence or in one of two tracks in the honors program (Foundations or Logos).

Students enrolled in the liberal studies sequence will enroll in Rhetoric and the Liberal Arts (LSFY 101) in the fall, LSFY 102 in the winter and LSFY 103 in the spring. (See Augustana General Education Studies.)

For students in Foundations, college writing and rhetoric are built into the three-course, 12-credit sequence. (See Honors Program.)

First-year students may also enroll in courses within the six Learning Perspectives: the arts, human values and existence, the individual and society, literature and texts, the past, and the natural world. Students may also choose courses which offer a global or human diversity perspective. Other choices include physical education activity classes and classes to complete the equivalent of at least one year of college-level foreign language study.

Academic Advising

The director of Academic Advising assigns faculty and peer mentors to assist first-year students in arranging their class schedules and to advise them throughout the year with academic and other questions and issues.

Students are invited to meet with their advisors at specific times each term, in groups or individually, to discuss academic matters. When a student declares a major (usually as early as spring term of the first year), an advisor is assigned from the appropriate department.

Each student also has access to specialized advice from the international study advisor on study abroad; from the financial officer on scholarships, grants, loans and campus jobs; from the director of the Career Development Center and director of the Center for Vocational Reflection on career choices and future employment; from the registrar on credits, graduation requirements and permanent records; and from the Office of Academic Affairs on academic policies in general.

The student may obtain counseling on a wide range of needs and problems from the dean or associate dean of students, the campus chaplains and the Student Counseling Service. International students obtain guidance and assistance from the director of International Programs. Students uncertain about where to turn for help can obtain referral to the appropriate counselor or office from the dean or associate dean of students.

Note: The audit and reviews are provided only as planning aids. It is the student's responsibility to report any printed error to the Office of the Registrar. The responsibility to understand and meet degree requirements rests entirely with the student.

Credits

The number of academic credits assigned to a course is based on the amount of work required in the course. Courses carry from 0 to 12 credits, but most offer 3 credits. Once credit has been earned in a course, that course may not be repeated for credit unless specifically designated. (See Repetition of Courses)

Classification

A full-time student carries 8 or more credits per term. Audit hours do not count toward full-time status, but are included among tuition charges. A part-time student carries fewer than 8 credits per term.

The following classifications apply to students working toward a degree either full-time or part-time:

- a sophomore has 28 credits
- a junior has 60 credits
- a senior has 90 credits

Students not working toward a degree, such as post-baccalaureate students, are classified as special students.

Course Load

Full-time tuition for the academic year covers enrollment in 33 credits during the three terms. Full-time tuition for only one term covers enrollment in up to 11 credits of instruction. Full-time tuition for two terms in one academic year covers enrollment in up to 22 credits, an average of 11 credits per term. Tuition is charged on a per-credit basis for enrollment in fewer than 8 credits in any one term or in more credits than the maximum covered by full-time tuition.

Normal Progress Toward Degree

Students are making normal progress toward the Bachelor of Arts degree if they earn at least 27 credits after three terms, 59 after six terms, 91 after nine terms, and 123 after 12 terms of enrollment.

To maintain normal progress toward the degree, students must file a Declaration of Major form after earning 60 credits. These forms are available in the Office of the Registrar. Students who fail to meet this requirement will be restricted from registration at the point when they have earned 60 credits but have not declared a program of study.

Placement Examinations

Foreign Languages

Students who have studied a foreign language in high school are encouraged to use that knowledge at Augustana. They may apply it toward meeting the graduation requirement in foreign language and may qualify for enrollment in advanced courses. Foreign students for whom English is not the native language satisfy the requirement by successfully completing one 3-credit course in American or British literature.

Students with any previous experience in a language offered at Augustana (Chinese, French, German, Greek, Japanese, Latin, Spanish, Swedish)—whether in high school or in a non-academic context—must take a placement test before registering. The foreign language departments conduct online placement tests prior to registration. These departments and the students' faculty advisors then continue to provide academic advising in language study as needed.

Chemistry

First-year students who have had two years of chemistry in high school may be advised—based on a placement test—to enroll in Chemistry 122, bypassing Chemistry 121. The online chemistry placement test must be taken prior to registration during Summer Connection; results are used to determine appropriate course placement. For more information, contact the chair of the chemistry department.

Mathematics

Students who will be enrolling in a college mathematics course take a placement test to aid in selecting the appropriate first course. Students with fewer than four years of high school math are directed to pre-calculus mathematics. Students with four or more years of high school math are directed to pre-calculus mathematics or calculus I. Students with four years of high school math, including a full year of calculus with a B average or better, are strongly encouraged to enroll in calculus II or discrete mathematics.

Advanced Standing

Transfer Credit

Upon admission of a transfer student, the Office of the Registrar will issue a statement of advanced standing delineating the number of credits transferred.

To be transferred, coursework taken at another institution need not be in the exact vein as courses offered at Augustana, but should be in an academic program and at an academic level comparable to examples from the Augustana curriculum. Stricter criteria may be applied to a course for it to fulfill a general graduation requirement or a requirement for a major.

Only a summary of credits accepted from other institutions will be noted on a student's Augustana transcript. Specific information on transfer credit is recorded in the student's permanent file and included in degree audits. Coursework approved for transfer credit after a student enrolls at Augustana is treated in the same manner.

Regulations governing transfer credit upon admission to Augustana

1. Students seeking a degree at Augustana must submit for transfer evaluation an official transcript of all work attempted at other colleges and universities. Grade sheets and transcripts generally issued to students are not acceptable. Official transcripts should be sent to the Office of Admissions directly from the other institutions attended.
2. To be transferable, coursework must be completed at a regionally accredited institution. (Schools in Illinois and surrounding states should be accredited by the North Central Association of Colleges and Schools.) A directory of accredited institutions is available in the Office of the Registrar.
3. Only coursework from other colleges and universities awarded the grade of "C" (i.e., 2.00) or higher is evaluated for transfer credit.
4. **Semester credits:** Augustana credits are semester credits. In transferring courses credited in quarter hours, the conversion formula is [semester credits] = [(2/3) x (quarter credits)].
5. **Repetition of courses:** Once credit has been earned for a course at another institution, it cannot be earned again at Augustana. In granting credit for a course taken more than once at another school(s), credits are transferred so as to be consistent with the last institution's method of recording credits.
6. **Pass/No Credit:** A course graded Pass/No credit is not transferable if "C-" or "D" is considered Pass under the other institution's grading system.
7. **Residence requirement:** At least 60 credits (exclusive of physical education activities) must be earned at Augustana. The last 24 credits applied to the degree must be earned at Augustana.
8. **Upper-division credits:** Not more than six credits from a two-year college may be counted as upper-division credits at Augustana.

9. **Credit by examination,** including Advanced Placement, credit for experience, and correspondence coursework are transferable to the extent that Augustana standards are met.

10. **Mathematics credit:** No credit is given for work in mathematics below the level of college algebra.

Regulations governing transfer credit after a student enrolls at Augustana

1. **Prior approval:** Transfer credit is not awarded without approval by the Committee on Advanced Standing and Degrees prior to a course being taken. Petition forms for this purpose may be obtained in the Office of the Registrar. Petitions must include the name of the institution in which the coursework is to be taken; titles and descriptions of courses; length of the session or term; statements of support from the student's advisor and from the chairs of the departments responsible for the degree requirement fulfilled by the course to be taken.
2. **Repetition of failed courses:** Students may not retake failed Augustana coursework at another college or university without prior approval of the Committee on Advanced Standing and Degrees. It is expected that courses retaken to fulfill general education requirements or requirements within a major or minor will be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the department of the student's major or minor, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.
3. **Concurrent registration:** Full-time students at Augustana may not concurrently carry coursework at any other institution without prior approval of the Committee on Advanced Standing and Degrees. The guidelines for prior approval of transfer credit once a student has enrolled at Augustana apply also to petitions for concurrent registration. Students who wish to petition for concurrent registration should continue to attend all classes during this period. The following guidelines also apply:
 - a. Only students who have earned 60 credits or more are eligible for concurrent registration.
 - b. Petitions for this privilege are approved only if the committee judges that the student's valid educational objectives can be met best through concurrent registration.
4. **Correspondence or distance coursework:** A maximum of nine semester credits earned through distance education offered by an accredited undergraduate institution may be applied toward the Bachelor of Arts degree. Distance education coursework may not be applied toward fulfillment of the foreign language requirement. Distance education includes, but is not limited to, the following: internet courses, stored media courses (e.g., videotape, CD ROM and DVD), interactive TV courses (2-way audio/2-way video), open broadcast TV courses, and correspondence courses.

Credit for Military Service

Augustana generally accepts the recommendations of the American Council on Education for accreditation of military service training and experience insofar as the credit is for coursework comparable with that offered by Augustana. One physical education credit is given for military experience of more than one year. This credit may be used to satisfy partially the physical education graduation requirement.

Advanced Placement Credit

First-year students who have taken the College Board Advanced Placement Examination may be eligible for as many as 18 credits (occasionally more when approved by the Dean of the College). Students who wish to have their scores considered should request that the College Board send them directly to Augustana College. Scores of 4 or 5 may result in credit. Academic departments determine which scores result in credit. For specific information on advanced placement credit, see p. 115.

International Baccalaureate

Students who have earned the International Baccalaureate Diploma may be awarded credit for Higher Level passes with scores of five (5) or higher. In some academic disciplines a score of four (4) may be considered, but is subject to individual evaluation and the discretion of the academic department. No credit is awarded for Subsidiary or Standard Level examinations. The specific amount of credit and course equivalencies awarded for each Higher Level pass are determined through evaluation by the appropriate academic department.

Once students have committed to Augustana College, they should arrange to have their official IB scores sent to the college.

Credit by Examination

Most examinations for advanced standing are intended only to permit the exceptionally qualified student to enter an advanced course without taking preliminary courses. Such examinations are administered at the discretion of the department involved and no fee is charged.

Private Study

In exceptional cases, a candidate for graduation who critically needs a course may take a desired course through private study with an instructor. The student must petition the Committee on Advanced Standing and Degrees. The student is responsible for all fees above and beyond regular tuition. For information, the student should consult his/her advisor, a faculty member and the Dean of the College.

International Study

Augustana regularly offers programs for both language study and multidisciplinary study in a variety of regions of the world. Recent, current and upcoming programs include Austria, Ghana, Japan, Senegal, China, Great Britain, Mexico, Taiwan, Ecuador, Ireland, Netherlands, Germany, Italy and Peru. The quality of instruction on these sponsored and affiliated programs meets college standards and the curricula are consistent with on-campus academic programming [see Special Academic Opportunities].

Students who wish to study abroad in other programs should consult with the Office of International Programs. The following policies apply:

1. Once students are selected/approved to participate on an Augustana international study program, they follow the normal college registration procedures.
2. Study abroad in non-Augustana programs should be planned for the junior or senior year. Prior to leaving campus, students interested in participating in these programs must work with the Office of International Programs in filling out appropriate petitions for transferring coursework back to Augustana. Petitions are available in the Office of the Registrar and in the Office of International Programs. (1) Courses that meet general education requirements should have the signature of the student's advisor. Courses that meet major or minor requirements need the signatures of the advisor and the appropriate department chair. (2) Submit completed application to the Office of International Programs for the signature of the Director of International Programs. (3) Petitions are forwarded to the Advanced Standing and Degrees Committee for a final decision. (4) Students returning to Augustana following a non-Augustana study abroad program should re-apply for admission with the Dean of Students Office (see Special Designations #2).

Special Designations

Students who are away from the campus for special reasons are designated as follows:

1. **Augustana students in non-resident programs.** Students are registered at Augustana and have all the privileges and responsibilities of regular resident students including financial assistance, ID cards, insurance, etc. They are included in statistics reporting Augustana students, even though they may pay tuition at a different institution. Continuance at Augustana upon their return is contingent upon meeting academic standards comparable to those in effect at Augustana while away. Examples of non-resident programs are the Augustana international study programs, including summer language study, and Augustana internships.

2. Augustana students on leave. Students travel individually to study in a foreign country or engage in some special educational program. They take a leave of absence from Augustana and Illinois state financial aid programs, and are not entitled to any student benefits or privileges contingent upon enrollment. Students who return must complete a brief readmission application with the Dean of Students. Work submitted for advanced standing or transfer credit is subject to normal review procedures for transfer work. Examples are approved programs of foreign or domestic study and international exchange programs such as those in China and Germany.

Registration

Section Attendance Policy. Any individual who is attending a course section must be properly registered for the course by the 6th day of the term. Individuals not properly registered for a course should not be permitted to further attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the section attendance policy include college-approved guests, such as prospective students who are officially scheduled through the Office of Admissions, college employees approved in advance by the instructor, other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor and department chair.

New Students. New students register on designated days in early summer or just prior to Fall Connection. For students entering or returning mid-year, registration takes place at the beginning of the winter or spring term.

Continuing and Former Students. Continuing and former students register in the spring for the following year, in the eighth through tenth weeks of the fall term for winter term, and in the eighth through tenth weeks of the winter term for spring term.

Upper-Division Courses. Courses numbered at the 300- and 400-level are intended primarily for students who have earned junior or senior classification, though sophomores may enroll in upper-division courses with the approval of the academic advisor. First-year students may enroll in any sequential course(s) for which they have already established qualifications.

Auditors. Students needing to repeat a course for proficiency only (to improve grade for departmental requirements) must register as an auditor and pay for the course. Audited coursework only appears on the record with "X" and students may not use financial assistance to audit a course. An audited course does not factor in the grade point average. Non-Augustana students who wish to audit a course must apply using the Special Student application available on the website and will pay the full tuition fees associated with the coursework. (See Schedule of Student Charges for tuition and fees.)

Overloads. A student taking more than the maximum number of credits covered by full-time tuition may be subject to additional tuition charges. See Schedule of Student Charges for overload fees.

Change of Registration. A change of registration may be made with the approval of the student's academic advisor and the instructor, and is valid only when filed and approved in the Office of the Registrar. Adding a course is permitted only during the first six days of the term except in the case of a module course which has not yet commenced. Withdrawal from a course is permitted only during the first seven weeks (in the case of courses scheduled to last fewer than 10 weeks, until 70 percent of the course has been completed). Students receive a grade of "W" for classes dropped after the fifth week. Students may drop a class after the seven-week deadline only because of extended illness or other extraordinary circumstances beyond the student's control. Courses dropped with a "W" grade are not eligible for a tuition refund and those credits will be counted toward the total credit maximum with full-time tuition: 33 credits for three terms of enrollment (two terms=22 credits, one term=11 credits). Late drops or adds must be approved by the Associate Dean of Students. Students who wish to petition a change in registration from a previous term must petition the change within three terms. Petitions received after this deadline will not be accepted. Changes of registration after the second week of a term are subject to a \$50 fee per course.

NOTE: *A transcript with numerous "W" notations may be interpreted by employers and professional and graduate schools as an indication of inability to complete academic obligations. Students therefore should use the post five-week drop option sparingly. Courses dropped after the midpoint of the term are nevertheless included in calculating tuition charges.*

Anyone terminating attendance in a course without approval and without following specified procedures will receive an "F" grade in the course.

Students accused of academic dishonesty in a class will not be permitted to drop the course involved until they have either been cleared of the allegation or have the permission of both the instructor and the Dean of Students.

Student Schedule. Students will have academic advising assistance available to them in the weeks prior to registration. The college strongly recommends all students seek out their academic advisor prior to registration. Web Advisor is available 24 hours a day and displays the student schedule with a secure login. The responsibility for registering for appropriate classes for satisfactory progress toward the degree within all published enrollment deadlines and maintaining an accurate class schedule each term rests entirely with the student.

Class Attendance. Students are expected to attend classes for which they have registered, and any exceptions to this rule will be made explicit by the instructor at the first class meeting. Students not in attendance at the first class meeting are responsible for finding out on their own the instructor's policy regarding attendance.

Since courses may have waiting lists, an instructor may remove from the class roster any student who fails to confirm course registration by either attending a class session or contacting the instructor within 48 hours (excluding weekends) of the first scheduled class. In a case when a student is dropped from the roster, it remains the student's responsibility to drop the course from the schedule by filing a change in registration form in the Office of the Registrar.

Withdrawal from Augustana

When a student withdraws from all classes during a term, it is the college's responsibility to determine the student's withdrawal date for the return of federal Title IV financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal. To be officially withdrawn, a student must notify the college of his/her intent to withdraw by contacting the Office of Student Services, Founders Hall 104. The withdrawal date is the date the student notifies the Office of Student Services of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal. If a student ceases attendance without providing official notification to the college, the withdrawal date will be the midpoint of the term. However, the college may use as the withdrawal date the student's last date of attendance at an academically related activity, as documented by the college.

Requests for exceptions to the official withdrawal date and the unofficial withdrawal date must be made in writing to the Dean or Associate Dean of Students (Founders Hall 104). Exceptions may be granted for reasons such as illness, accident, grievous personal loss, or other such circumstances beyond the student's control. The Dean or Associate Dean of Students may determine a withdrawal date related to that circumstance.

Students who wish to return after withdrawal should contact the Dean of Students.

Refund of Charges

Tuition/Fees. A student who officially withdraws from Augustana may receive a full or partial refund (credit) for tuition and fees according to the following schedule of charges computed from the first official day of the academic term:

Days 1-2—No charge (100 percent refund).

Day 3 and Beyond—The calculation is based on the charges for the period of enrollment completed. The percentage is computed by dividing the total number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. If the withdrawal occurs after 60 percent of the term is completed, no refund is given. (The three-term average is used for the total calendar days in the term.)

Room/Board. The refund calculation is based on a per diem usage. The percentage is computed by dividing the total number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. If the withdrawal occurs after 60 percent of the term is completed, no refund is given. (The three-term average is used for the total calendar days in the term.)

Resident students must vacate their assigned rooms within five days of initiating the withdrawal. A per diem room charge will be assessed directly to the student for each day the room is occupied beyond the official withdrawal date. Neither financial assistance nor the refund of charges will apply to these charges.

Unused meal points will be refunded in total.

Return of Title IV (Federal) Financial Assistance. If a student receives federal financial assistance, a portion of these funds may be returned to the programs based on a pro-rata basis. This calculation is based on the period of enrollment completed. The percentage is computed by dividing the number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. The percentage of federal assistance to which the student is entitled (earned) is equal to the percentage of the term completed, up to 60 percent. If the withdrawal occurs after 60 percent of the term is completed, the student is considered to have "earned" 100 percent of the federal aid disbursed. (Federal Work Study funds are excluded from the Return of Title IV Funds requirements.) Please note the actual number of days in the term is used in this calculation.

When a student receives more Title IV assistance than the amount earned, the institution, student, or both are required to return the unearned funds as required in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan received on behalf of the student
5. Federal Pell Grants
6. Academic Competitive Grant
7. National SMART Grant
8. Federal SEOG funds
9. TEACH Grant
10. Other Title IV assistance

Refund of Illinois Monetary Award Program (MAP Grant). A student may receive MAP Grant payment for costs incurred up to the term award provided the college's tuition refund policy indicates the student has incurred charges in the amount of the claim.

Refund of Augustana Institutional Financial Assistance. Institutional assistance includes Augustana grants and scholarships. The refund/cancellation of institutional assistance follows the pro-rata policy (up to total tuition and fee charges) for the cancellation of institutional charges. If a student withdraws prior to the 60 percent period of the term, a pro-rated (total calendar days completed divided by total calendar days in the term) portion of his/her institutional aid will be returned to the program(s) from which the student received funds. If the withdrawal occurs after 60 percent of the term is completed, there is no cancellation of financial assistance.

Grading System

To be eligible for graduation, the final grade-point average must be at least 2.00 (a) in all Augustana coursework applicable to the degree and (b) in all Augustana coursework applicable to the major or minor exclusive of supporting courses. To ascertain a grade-point average, the number of quality points earned is divided by the sum of credits attempted in which quality points may be earned.

Faculty may assign grades on the following scale. Quality points are given for each credit as follows:

| | |
|--------------|-------|
| A+, A | 4.000 |
| A- | 3.670 |
| B+ | 3.330 |
| B | 3.000 |
| B- | 2.670 |
| C+ | 2.330 |
| C | 2.000 |
| C- | 1.670 |
| D | 1.000 |
| F, FA | 0.000 |

Grades used by Augustana are:

| | |
|------------------|-----------|
| A+, A, A- | Excellent |
| B+, B, B- | Good |
| C+, C, C- | Fair |
| D | Poor |

E Conditional failure with privilege of re-examination for a grade of D provided that the examination is taken within the first 30 days of the following term. Without re-examination, a grade of F is recorded at the end of the 30 days.

F Below passing; failure without privilege of re-examination. Course may be repeated for credit. Subsequent grade does not replace prior grade of F. Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees. Courses retaken to fulfill general education requirements or requirements within a major or minor should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.

FA Failure to Attend; given to a student who never attended any class meetings.

P Passing a Pass-No Credit course.

NC No credit where Pass-No Credit option was requested. See Pass-No Credit option, below. Course may be repeated for credit.

I Incomplete; passing, but with certain required work still unfinished, about which prior arrangement has been made. See Incomplete Grades, this page.

IP In Progress; a temporary grade used to indicate work in progress for a course or project approved to extend for more than one term. This grade is not computed in the student's grade-point average. See In-Progress Grades.

W Authorized withdrawal after the fifth week of classes.

X Audit (no credit).

NR Not Recommended; see Education, p. 55.

Pass-No Credit Grading

Pass-No Credit is available to students with permission of the advisor within the following guidelines:

1. A student may use the Pass-No Credit option to the point where it does not exceed 10 percent of the total credit hours completed or in progress. Courses which are mandatory Pass-No Credit will not be counted in the 10-percent figure.
2. A student may elect to register for more than one Pass-No Credit course in a given term.
3. Graduation requirements may not be taken Pass-No Credit, with the exception of one physical education activity course.

4. Courses required for a major or minor may be taken Pass-No Credit only by permission of the appropriate department chair.

5. Instructors will turn in letter grades for all students. In cases where students have elected the Pass-No Credit option, the grade will be converted for A, A-, B+, B, B-, C+ and C grades into P; and C-, D and F grades into NC. This rule will not apply to courses which are mandatory Pass-No Credit which will be graded by instructors as P or NC.

6. Neither P nor NC grades will be used in computing Augustana grade-point averages. Students should be aware that Augustana cannot control the use made by other colleges and graduate and professional schools of Pass (P) and No Credit (NC) grades that appear on the transcripts of Augustana students.

7. Students may exercise the Pass-No Credit option during the first four weeks of the term. The appropriate form is available in the Office of the Registrar.

8. For the complete policy and deadlines, please see the current academic calendar and the Pass/No Credit registration agreement available in the Office of the Registrar.

9. After the 40% deadline has passed, students may no longer elect to take a course P/NC nor reverse a status of a course for which a form was previously submitted.

Incomplete Grades

An incomplete grade (I) may be given only for a valid reason and upon written agreement signed by both student and instructor. Students may not graduate with an I on their record.

The deadline for completion of all work is set by the instructor and can be no later than 30 calendar days following the date final grades are due. When the 30-day deadline falls during Christmas vacation, the deadline is the first day of classes following the Christmas recess. An extension beyond the 30-day period may be granted only by the Committee on Advanced Standing and Degrees with the approval of the instructor. This extension would normally be for at most an additional 30-day period, unless a longer period is granted by the committee because of some unusual circumstance such as serious illness.

Unless the student has petitioned the committee for such an extension, the instructor will assign a grade no later than one week following the 30-day period. If the Office of the Registrar does not receive a grade or a petition within 37 days from the date grades were due at the end of the term, a grade of F will be recorded for the incomplete.

Seniors who are candidates for graduation may not graduate with grades of "I" or "IP" on the record when that coursework is needed to complete degree requirements. Senior students needing to arrange for a grade of "I" or "IP" should plan to apply to graduate a during a future term. These students will be responsible for the fees associated with ordering a duplicate diploma.

In-Progress Grades

1. Students engaged in coursework that requires more than one term to complete may be given the temporary grade of IP. This use of the IP grade is subject to the following provisions:

- a. The IP grade must be replaced by a final grade within two terms (excluding summer), but not later than the end of the term in which the student graduates. Extension of the two-term deadline must be approved by the instructor and the Committee on Advanced Standing and Degrees. Internship IP grades must be complete within 30 days of the end of the internship term.
- b. The IP grade may be given only in courses for which prior approval has been granted by the Faculty Senate, and only with acceptable progress made toward the completion of the course.
- c. Courses designed to meet the Senior Inquiry requirement may be assigned an IP grade at departmental and instructor discretion.

2. Students in LSFY 101 with writing deficiencies which, in the judgment of the instructor, prevent them from achieving C-level proficiency in writing despite their best efforts, may be given a grade of IP rather than a D or an F. This use of the IP grade is subject to the following provisions:

- a. The IP grade is temporary. It must be replaced by a final grade within three terms (excluding summer), though an instructor may set a shorter deadline in some cases. The final grade must be C or F. If a final grade is not received within three terms (excluding summer), the Office of the Registrar will replace the IP grade with an F.
- b. Students who receive an IP grade in LSFY 101 are required to attend the Reading/Writing Center regularly until their writing problems have been sufficiently remedied to bring their work up to C level. Students who fail to attend the Reading/Writing Center will have the IP replaced by an F, and will need to re-enroll in LSFY 101.
- c. Students with an outstanding IP grade in LSFY 101 may register for at most 10 credits, and may not participate in Augustana international study programs and internships.

Repetition of Courses

A student may repeat a course at Augustana under any of the following circumstances:

1. The course listing in the Courses and Programs of Study section of the Catalog is followed by the "+" symbol. [Example: 400 Independent Study (1+)], or
2. The final course grade was "F" (failure). Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees.
3. Where the earned, passing grade is not sufficient to prove a required proficiency in order for the student to continue in the major, the student may petition the Committee on Advanced Standing and Degrees to repeat the course. All petitions must include signed statements of support from the department chair in the student's primary major and the academic advisor. Students who repeat a course where a passing grade was earned previously, may not count the additional repeated credits toward graduation. (Students may only count earned credits, toward the total credits needed for graduation, for a course one time unless a course meets the guidelines set forth in item #1 above.)

Courses retaken to fulfill general education requirements or requirements within a major or minor should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken. Subsequent grade does not replace prior grade; both the original grade and new grade factor into the grade point average.

Preliminary Reporting of Unsatisfactory Grades (Mid-term Reports)

During the fifth week of the term, faculty are asked to report to the Office of the Registrar each student whose classroom performance is less than satisfactory. Students and advisors are informed of reported difficulties during the sixth week. These reports are not part of the permanent record and are used only for advising and academic counseling. Students should consult their own PUG report electronically and work with their advisor to find appropriate campus resources for assistance.

Grade Reports

Grade reports are made available electronically to students at the end of each term. Students who suspect an error in reporting a grade, or who have a question or complaint about a grade, should first contact the instructor. If it is necessary to carry the inquiry further, the department chair, the division chair, and then the Associate Dean of the College should be consulted. Grade appeals must be made within two terms (excluding summer term) of the grade posting to the student's record.

Satisfactory Progress Policy

Definitions

Completion of courses is defined as receiving one of the following grades: A, B, C, D, F, FA, NC, NR or P. Credit hours completed with audits (X), withdrawals (W), incompletes (I), work in progress (IP) grades and non-credit courses will not be considered as credits completed.

A student who receives financial assistance based on full-time enrollment must successfully earn a required number of credits each academic year (see Maximum Time Frame to Complete Degree). The number will be pro-rated for half-time students. Credit accumulation will be checked at the end of each spring term.

Minimum Cumulative Grade-Point requirements will be measured at the end of each term.

Class repeats. Any class that can be repeated for credit will count toward full-time or half-time status. However, a failure in a repeated course may affect the student's ability to maintain satisfactory academic progress. Refer to the definition of completion of courses above and the chart for minimum grade-point average.

Incomplete grades. Satisfactory progress decisions will be postponed until the incomplete grade is resolved and a letter grade has been issued. (See "Incomplete Grades") If the student chooses to enroll the following term, financial assistance will be awarded until the time that a satisfactory progress decision is made. Students who do not meeting the satisfactory progress policy based on a graded incomplete grade will be asked to withdraw from the institution at that time, with refunds based on the withdrawal policy. Students may not graduate with an I on their record.

In-Progress grades. Satisfactory progress decisions will be postponed until the in-progress grade is resolved and a letter grade has been issued. (See "In-Progress Grades") If the student chooses to enroll the following term, financial assistance will be awarded until the time that a satisfactory progress decision is made. Students who do not meet the satisfactory progress policy after the in-progress grade has been changed to the actual letter grade will be asked to withdraw from the institution at that time, with refunds based on the institution's withdrawal policy.

Withdrawals. Course withdrawals are not used in calculating the grade-point average; they are, however, considered when calculating maximum time frame to complete a degree. They also apply toward the 33 credits allowed for the year. Repeated withdrawals may not allow a student to earn the required minimum number of credits (see the chart for Maximum Time Frame to Complete Degree, page 18).

Academic Progress

Any student enrolled at or admitted to Augustana College must meet the college's standards of satisfactory progress to continue enrollment and qualify for federal, state or institutional financial assistance.

The Office of Financial Assistance follows the decisions of the Faculty Senate in determining whether a student is meeting the college's satisfactory progress standards. Although a student may be placed on academic probation, if the student is not suspended for academic reasons or dismissed for poor scholarship, he/she may continue to receive financial assistance.

The C or 2.00 average is the mark of acceptable work and good standing.

The grade-point average is used to determine the student's academic standing at Augustana College. If the average is below 2.00 but at or above the minimum for his/her classification (see table below), the student will be placed on academic probation and will be allowed to continue. First-year students who move from good standing to suspension without having previously been on academic probation will be placed on deferred suspension and allowed to continue under conditions set forth by the Dean of Students Office. Students on probation or deferred suspension are eligible for financial aid. Students (excluding those on deferred suspension) having grade-point averages below the minimum allowed for their classification will be suspended for the next full term, and this notation will be placed on the student's official college permanent record: Suspended for Academic Reasons.

Minimum Grade-Point Average (GPA) to Maintain Academic Progress

The following table represents standing consistent with graduation requirements for degree-seeking students.

| Credits completed | Minimum GPA to avoid suspension |
|-------------------|---------------------------------|
| 0-9 | 1.000 |
| 10-19 | 1.500 |
| 20-29 | 1.600 |
| 30-39 | 1.700 |
| 40-49 | 1.800 |
| 50-59 | 1.900 |
| 60 + | 2.000 |

An exception to these standards is made for first-term non-transfer students. These students must achieve a 1.00 GPA or better, no matter how many credits are completed. A first-year non-transfer student who does not meet college academic standards for continued enrollment, but who has not previously been on academic probation, will be granted the special status of deferred suspension for academic

reasons. This status allows students an additional term to increase their GPA to the minimum allowed for their classification. An exception also is made for certain transfer students completing their first term of enrollment. Transfer students with 59 credits or fewer must achieve a 1.50 in their first term of enrollment. Transfers with 60-89 credits completed must achieve a 1.80 GPA or better; transfer students with 90 or more credits completed must achieve a 1.90 GPA or better. After the first term at Augustana, transfer students are required to meet the minimum for all degree-seeking students (see table above). All transfer coursework posted to the transcript will be used to calculate academic progress and academic standing beginning with a student's first term of enrollment at Augustana. Half-time students will be expected to maintain the appropriate cumulative GPA.

Students suspended for academic reasons who are permitted to re-enroll are not eligible for financial assistance for the first term of re-enrollment unless they have demonstrated "satisfactory progress" toward a degree during their separation from Augustana. Students may obtain a Petition to Regain Financial Assistance from the Dean of Students Office. The following criteria must be met in order to be eligible for financial assistance during the first term of re-enrollment at Augustana:

1. Submit a completed Petition to Regain Financial Assistance to the Office of the Registrar.
2. Successfully complete a minimum of six semester credits earning a 2.50 cumulative GPA or better for all coursework attempted. One-credit courses will not be counted toward the 6-credit requirement. The six credits may be taken at Augustana (without financial assistance), or they may be completed at another accredited college or university and then transferred to Augustana. Students must obtain approval of proposed transfer coursework from the Committee on Advanced Standing and Degrees prior to enrollment in courses at another institution.
3. Students may not enroll concurrently at another institution and Augustana. Transferred courses and grades must be completed and reported to Augustana College prior to re-enrollment and re-instatement of financial assistance.

Subsequently, financial assistance is available only if the student's GPA is higher than 2.00 for the previous term until such time as the student's overall GPA is at or above 2.00.

Students who re-enroll after being suspended for academic reasons are required to achieve a GPA higher than 2.00 each term they are enrolled until their overall GPA is at or above 2.00. Failure to achieve higher than 2.00 for any term prior to re-establishing a 2.00 overall average will result in the student being dismissed; this notation will be placed on the student's official academic permanent record: Dismissed for Poor Scholarship.

Maximum Time Frame to Complete Degree

Augustana College has established a maximum time frame of five years for a student to earn a degree based on full-time enrollment status. Half-time students have a maximum of 10 years to earn a degree. The minimum number of credits a student must have earned to remain eligible for financial assistance is as follows:

| Completion of regular terms | Minimum credits earned |
|-----------------------------|------------------------|
| 3 terms | 16 |
| 6 terms | 40 |
| 9 terms | 61 |
| 12 terms | 88 |
| 15 terms | 123 |

Student records will be evaluated on a yearly basis and the end of each spring term. Students who do not complete the required number of credits for satisfactory academic progress are able to attend summer school to bring the credit total to the needed level to allow maintenance of financial assistance

Students who do not meet satisfactory progress requirements may have the Financial Aid Committee review individual and personal mitigating circumstances. Students wishing to appeal based on GPA must submit a letter to the Dean of Students; the completion rate for credits earned must be submitted to the Director of Financial Assistance. Supporting documents upholding the appeal must be submitted with the appeal letter.

NOTE: *This degree progression would not allow a student to graduate within four years. (See Normal Progress Toward Degree, page 9.)*

Academic Records

Academic Permanent Record

The Office of the Registrar maintains each student's official academic record. Official records (including transcripts and diplomas) may be withheld if the student has any outstanding financial obligation to the college.

When students transfer coursework to Augustana, that work is evaluated and recorded on the academic permanent record. Copies of the academic record are made available via the web after the transfer courses are posted. The applicability of transfer credit to a major or minor is determined by the appropriate department or program chair in consultation with the student.

Degree Progress Form

The Office of the Registrar provides support and assistance in the degree audit. However, it is ultimately the responsibility of each student to meet degree requirements. Students and advisors may

monitor their progress on an unofficial transcript or through the Program Evaluation on Web Advisor. Major advisors and the registrar will assist the student in this responsibility.

Certification of Major or Minor

Upon declaring a major or minor, a student may receive from the advisor a check sheet on which to keep track of progress toward completing requirements. During a student's final term at Augustana, the major department or program submits to the registrar certification for each major or minor declared, listing the required courses and certifying that upon satisfactory completion of that term's coursework the student will have completed the major/minor. However, it is the student's responsibility to check to see that the program of study and any additional majors and/or minors are listed correctly on their record, and report any concerns to the Office of the Registrar at least one term prior to graduation.

Application for Graduation

Students must apply for graduation at least one term in advance and will be restricted from registration starting in the fall of their senior year if they have not done so. It is strongly recommended that rising senior students complete an Application to Graduate in the summer prior to their senior year. The graduation application should be completed online. Only students who apply to graduate will receive a report of outstanding degree requirements and information about commencement.

Scholastic Recognition

First-Year Student Honors

Aristeia, meaning "a special display of excellence," is the honor society for first-year students. Students earning a grade-point average of 3.75 or better during any term of their first year of study are eligible for membership.

Graduation Honors

Graduating seniors who have earned at least 60 credits at Augustana and whose overall and Augustana grade-point averages are at least 3.50 are eligible for graduation honors—summa cum laude, magna cum laude or cum laude. The grade-point requirements for summa cum laude and magna cum laude are established each year by the Faculty Senate. Students qualify for honors on the basis of their grade-point averages when they graduate. Honors are withheld from students found guilty of violations of college policies regarding academic honesty, such as cheating or plagiarism. Graduation honors are recorded on the student's permanent academic record.

Class Honors

Recognition of class honors occurs during the annual Honors Convocation in May.

Phi Beta Kappa

Phi Beta Kappa, Zeta Chapter of Illinois, was established at Augustana in 1950.

Dean's Honor List

Each term, students who earn a grade-point average of 3.50 or above are included on the Dean's Honor List, subject to the following criteria:

1. All work is completed by the end of the term (no incomplete grades on record).
2. Eight hours of credit are graded on the plus-minus grade scale during the term (see Grading System).

Courses taken Pass-No Credit or Pass-Credit-Fail or Audit count neither toward the student's grade-point average nor toward inclusion on this list.

Academic Standards

A student whose grade-point average is lower than a C (2.00) may not continue the following term without approval by the Student Policy Committee. The minimum grade-point average with which a student will be allowed to continue varies depending on the number of credits earned. A student whose grade-point average is below 2.00 but who has been allowed to continue attendance is considered to be on academic probation. Specific academic standards are presented in this catalog and in the student handbook, *Inside Augustana*.

Eligibility for Extra-curricular Activities

Participation in extracurricular activities at Augustana reflects two basic principles:

1. All extra-curricular activities in an educational institution should recognize the priority of academic work.
2. Although appropriate rules for eligibility have a proper place in the program of a college, these rules should be designed to allow maximum opportunity for participants to structure every aspect of their college lives in as free and responsible a way as possible.

To be eligible for extra-curricular activities, a student must be enrolled in at least 8 credits unless he or she is a senior registered only for sufficient credits to graduate at the end of that term. (Students should keep in mind that registering for fewer than 8 credits can jeopardize financial aid and athletic eligibility.)

Students who are on academic probation are ineligible for the following:

Activities. Editorial and management positions for The Observer and WAUG; chair, co-chair and director of major all-campus events and organizations; Student Government Association officers, representatives and executive board members; participation in debate and drama.

Committee memberships. Committee on Advanced Standing and Degrees, Educational Policies Committee, Student Judiciary and Student Policy Committee.

Greek and social groups. Participation in the new member period and service fraternities and sororities. (Once a student is active, membership in these groups does not require a 2.00 grade-point average.)

There is no grade-point average requirement for participation in extra-curricular activities other than those listed above. However, individual organizations or groups may establish their own requirements for membership.

A student need not be enrolled full-time in order to be eligible for participation in credit activities such as band, choir, orchestra and theatre. However, because of policies created by the American Forensic Association which governs participation in academic debate, only full-time students may engage in debate.

Eligibility for Athletics

To participate in **intramural athletics**, a student must be registered for at least 8 credits unless he or she is a senior graduating at the end of the term. (Registering for fewer than 8 credits can jeopardize financial aid and athletic eligibility.) Students on academic probation may participate in intramural athletics.

To participate in **intercollegiate athletics**, a student must be enrolled in 8 credits or more. Eligibility is retained during a student's twelfth term provided the number of credits carried will enable the student to graduate at the end of the term. (However, students who register for fewer than 8 credits may jeopardize their financial aid.) Except for first term, a first-year student must have passed 8 credits of the previous term's work in which he or she was enrolled as a full-time student. In addition, to remain eligible, a first-year student must maintain a 1.50 cumulative grade-point average, a sophomore must maintain a 1.70 cumulative grade-point average, and a junior or senior, a 2.00 cumulative grade-point average. To compete in the next season of a sport an athlete must have completed 24 credits for the second season, 48 credits for the third season and 72 credits for the fourth season. **Athletes adding or dropping classes should be alert to the impact this might have on eligibility.**

Augustana College adheres to the philosophy of and is governed by the regulations of both the NCAA and the College Conference of Illinois and Wisconsin.

Special Academic Opportunities

Augustana offers a variety of off-campus learning experiences that enrich and expand the curriculum. Special academic opportunities include faculty-student research projects, international study, summer language programs, exchange programs with foreign universities, and internships. Many field work experiences and individual studies also are available through academic departments.

Augie Choice

The Augie Choice program provides individual junior or senior students up to \$2,000 to support a high-impact learning experience in an area such as faculty-student research, internships, and international study. This one-time funding can apply to a wide variety of expenses related to these experiences, such as airfare and travel fees, a stipend for an otherwise unpaid summer internship or materials needed for a project.

For more information and specific policies, see the Augie Choice director in the Community Engagement Center or go to www.augustana.edu/augiechoice.

Faculty-Student Research

Augustana supports extensive opportunities for students to conduct research on campus and around the world each summer. These research projects are conducted with a faculty mentor and extend the work that students do in a major. A call for proposals is published on campus each November by the Office of Academic Affairs.

International Study

Augustana College offers an array of study-abroad opportunities to complement a student's academic program. These experiences are designed to be a part of a general liberal arts education not only for regional language or cultural specialists. Programs range from one to ten weeks in length in many different locations around the globe. International and Off-Campus Programs (IOP) provides support and information about Augustana and non-Augustana

study-abroad programs. Students should check with the financial assistance office regarding eligibility for financial assistance for international study programs approved by Augustana. The IOP also sponsors and supports international students at Augustana, visiting and exchange faculty scholars and other international education initiatives on campus.

Contact International and Off-Campus Programs or go to www.augustana.edu/internationalstudy for more detailed information on any of the international study programs.

Academic Spring or Fall Term Programs

Augustana offers several term-long (10- to 12-week) programs in which students earn 10 credits, with a possible option to earn 13, in courses taught by Augustana faculty members who travel with the groups, or by instructors from the host country. In addition to regularly scheduled classes, numerous opportunities are arranged for on-site cultural study through visits to points of interest. Program locations are announced in the Fall of the year prior to departure. Recent, current and upcoming program locations include:

| | | | |
|---------|---------------|-------------|---------|
| Austria | Ghana | Japan | Senegal |
| China | Great Britain | Mexico | Taiwan |
| Ecuador | Ireland | Netherlands | |
| Germany | Italy | Peru | |

Winter Term Programs

Augustana's split winter term allows students to enroll in a program that includes five weeks of coursework on campus followed by a five- to seven-week international program. Students earn 10 credits, with a possible option for 13 credits, in courses taught by Augustana faculty both on campus and abroad. Coursework from the first five weeks continues abroad, with many opportunities for on-site cultural study through visits to points of interest.

Recent, current and upcoming winter term programs include:

Australia Internship Program. Five-week internship seminar at Augustana followed by a seven-week internship experience in Sydney, Australia.

Brazil Term. Coursework in December continues as students spend five to six weeks in Brazil in January and February.

Ghana Term. Coursework in December is supplemented with service learning internships as students spend January and February in Accra, Ghana.

Vietnam Term. Coursework in December continues as students spend five weeks in Vietnam in January and February.

Short-term Programs

Short-term programs range from one to three weeks in length and can occur during a regular term or during break or in the summer following graduation.

Recent, current and upcoming programs include:

Ancient Civilization in Greece (Spring Course + Summer program)

Childhood Psychology in Guatemala (Winter Course + Spring Break program)

Education & Healthcare in Norway (Winter Course + Spring Break program)

Medical Service Learning in Nicaragua (Spring Break or Summer program)

Music & Education in Kingston, Jamaica (Winter Course + Winter Break program)

Philosophy & History in Berlin, Germany (Spring Courses + Summer program)

Religious Study in Rome (Spring Course + Summer program)

Summer Language Programs

France. Augustana conducts a six-week summer program in Dijon, France. The program includes four weeks of intensive study of the French language, literature and civilization at the Université de Bourgogne, and two weeks of travelling and sight-seeing in France. Students may earn credit in intermediate or advanced French. Students applying to the program must have completed one year of college French or the equivalent. The program is offered biennially or in response to student interest. Contact the chair of the French department for more information.

Germany. The Eichstätt Summer Program gives students the opportunity to study in Germany for four weeks during the summer break, from mid-July to mid-August. The program offers different levels of German depending on skill levels. Summer school participants are enrolled in courses with students from all over the world. Students take two courses and receive 6 credits. Contact the chair of the German department for more information.

Ecuador. Augustana and the Centro de Estudios Interamericanos offer an annual summer-long Spanish program in Cuenca, Ecuador. Students receive 3 to 9 Augustana credits of Spanish in either

a 5-week or 10-week program. The 10-week program provides formal language instruction at beginning, intermediate and advanced levels; experience in the culture of Latin America; and the opportunity to live with and learn from Ecuadorian families. The 5-week program offers the same opportunities for students at the advanced level only. Planned field trips include visits to sites of geographical and cultural interest. Contact the chair of the Spanish department for more information.

International Exchange Programs

Augustana College has official international exchange programs with the University of Botswana, Botswana; the University of Regensburg, the Catholic University in Eichstätt, Passau University in Germany; and Lingnan University in Hong Kong. Visit the International and Off-Campus Programs Office for more information.

Other International Programs

Opportunities for non-Augustana international programs are also available through the International and Off-Campus Programs Office.

Note: *Participation in international study programs is on a select basis, and is available to a limited number of students. By nature these programs allow students a large degree of independence with less supervision than on campus. The college may therefore deny participation to students with a history of disciplinary issues or needs that cannot be adequately accommodated abroad.*

Internships

Internships combine classroom theory with a structured, supervised work experience, providing the opportunity to link the academic experience with future career aspirations or community service objectives. The Internships office assists students in all aspects of internships from helping with site placement to providing a supervised work experience. Students undertake internships with intentional learning goals and a plan for reflection on the experience. An internship enhances personal, professional and educational development, bridging the gap between the classroom and the “real world.” Augustana offers five different types of internships:

Senior Inquiry Internships (Sxx), Service Learning Internships (Lxx), Academic Internships (Axx), Experiential Internships (Exx) and Volunteer Internships (Vxx). Registered internships will appear on students’ transcripts.

Senior Inquiry Internships

These internships explore students’ abilities and interests, and emphasize the needs of a community. The sponsoring department will determine how “reflection” is demonstrated and how “community” is defined for the internship, as well as the type of evaluation (graded or pass/no-credit) and the number of credit hours. These internships must meet the standards of Senior Inquiry as established by the academic department.

Service Learning Internships

These internships integrate community service with academic study and critical thinking. While they focus on addressing a community’s needs, these internships occur within an academic context, require a significant academic component and are supervised and evaluated by faculty. The sponsoring department will determine how “reflection” is demonstrated and how “community” is defined for the internship. They may be taken for either a letter grade or the pass/no-credit option.

Academic Internships

These internships concentrate on the practical application of learning, exploring students’ abilities and interests. They occur within an academic context and require a significant academic component. They are supervised and evaluated by faculty. The sponsoring department will determine how “reflection” is demonstrated for the internship. They may be taken for either a letter grade or the pass/no-credit option

Experiential Internships

Experiential Internships allow students to explore career opportunities without requiring an academic component. While these internships should explore the student’s abilities and interests, they need not emphasize the needs of a community. They may be

supervised by either a faculty member or qualified staff person (a member of the Internships Office, Career Development Center or Center for Vocational Reflection, etc.). The sponsoring entity will determine how “reflection” is demonstrated for the internship. They may be taken for either the pass/no-credit option or the zero-credit option. In either case a “grade” will be included on the transcript (i.e. a P or NC will appear for the pass/no-credit option, or an A through F for the zero-credit option).

Volunteer Internships

Volunteer internships are non-academic and focus primarily on meeting the needs of a community. They may be supervised by either a faculty member or qualified staff person (a member of the Office of Internship Services, Career Center or Center for Vocational Reflection). The sponsoring entity will determine how “reflection” is demonstrated and how “community” is defined for the internship. They may be taken for the pass/no-credit option or the zero-credit option. In either case a “grade” for the experience will be included on the transcript (i.e. a P or NC will appear for the pass/no-credit option, or an A through F for the zero-credit option).

Qualifications for Internships

Credit-bearing internships range from 0-9 credit hours. Credits are based on the number of hours spent on the internship. Hours must be completed during the term in which credit is received. Typically, one credit hour requires 35-40 hours spent on the internship site. The person supervising the internship at Augustana will determine the appropriate number of credit hours for the internship.

Credit-bearing internships may be taken either for a letter grade (A through F) or pass/no-credit. Only faculty members will assign letter grades for credit-bearing internships. The policy of the granting department concerning pass/no-credit grades will determine the status of these grades within the department’s curriculum. An authorization for internship must be completed to register for a credit-bearing internship.

Internships may be taken for zero credits. Completion of a zero-credit internship requires a student to work a minimum of 40 hours. Zero-credit internships will not affect a student’s grade-point average. These will be taken for a letter grade (A through F). Faculty and others approved by the internship committee may assign grades (A through F) for zero-credit internships. Students engaged in an internship that requires more than one term to complete (including during summer term) may be given the temporary grade of IP. (See “In-Progress Grades,” page 16.)

Internships taken for credit will be assessed the standard tuition fees. If students elect to take the internship for zero credit hours, they will be assessed a \$100 fee.

Internships and Credits toward the Major

Only work performed under the Senior Inquiry internships, service learning internships and academic internships may count toward credits in the major. The academic department determines the maximum number of internship credits a student may count toward the major.

Internship credits of these three types (Sxx/Lxx/Axx) that do not become part of the credits toward a major will be listed as INTR-DEPT-Sxx (or Lxx; or Axx) and will be assessed with the pass/no-credit option or a letter grade at the discretion of the department. These additional hours will still count toward graduation requirements, but will not count toward the major or toward general education requirements. No more than a total of nine internship credits may apply toward graduation requirements. Experiential and volunteer internships taken through a non-academic department are limited to three credits.

Procedures for Registration

Students must register for all internships by the presentation of an appropriately signed internship registration form to the registrar’s office during the time of registration. All internships must be registered for no later than the Friday of the week preceding the term of the internship.

Honors Program

Augustana offers two tracks in first-year honors studies, Foundations and Logos: Discourse and Discovery in Science. Interested high school students with exceptional potential are offered the opportunity to apply for these programs. Both programs involve a carefully planned year-long course of study taught by a team of teachers from a variety of academic fields. These first-year courses offer intensive writing instruction, an orientation to important books, art, music, history and ideas, and an opportunity to work with their professors as co-learners in a world of interconnected ideas.

Students who successfully complete one of the first-year programs are invited to continue honors study with two more courses. First, a sophomore course brings Foundations and Logos students together to consider bridges between different disciplines. Then to complete the honors cycle, students also may enroll in an independent study/tutorial course; this course offers students the chance to work under the guidance of a professor in a project of the student’s own devising. By the time students complete this cycle of courses, they should be skillful at independent inquiry and expression.

Because the honors program cultivates these analytical and expressive skills, students who participate in it receive general education credit. Completion of first-year honors courses (Foundations or Logos)

fulfills the requirement for the general education first-year liberal studies program; in addition, as long as one of the courses in the series is taught by a professor of religion, these first-year programs also fulfill the Christian Traditions requirement. The completion of the second-year honors course fulfills the Learning Community requirement.

Finally, those who successfully complete the entire cycle earn recognition on their transcripts. Those who complete the program cycle may earn the following designations: Honors Program Completed with Distinction (for students who complete all required honors courses with a grade-point average of 3.33 or higher in those classes, and who earn an overall Augustana grade-point average of 3.50 or better) or Honors Program Completed (for students who pass all required honors courses, but whose grade-point average falls below a 3.33 average for the program or below 3.50 overall).

Foundations

The Foundations program is a challenging interdisciplinary curriculum offering an intensive examination of the basic questions that have perplexed humans for centuries. Foundations focuses on integrated learning and developing critical thinking and writing skills. The curriculum includes specially designed courses that center on intensive study of the cultural and intellectual traditions of the Western world.

Logos: Discourse and Discovery in Science

Logos is an integrated program of interdisciplinary first-year courses focusing on how science has developed through history, how science has been understood and practiced in particular historical moments, and how we are affected today by the achievements of science. The nurturing of writing and critical thinking skills is integral to all three courses. The Logos series consists of three 4-credit courses, including a section taught by a professor of religion. Like Foundations, completion of Logos fulfills both the First-Year Liberal Studies requirement and the Christian Traditions requirement.

Reading/Writing Center

The Reading/Writing Center offers all Augustana students assistance with reading, writing and study skills. Faculty and peer tutors recommend reading strategies to increase comprehension, retention and vocabulary. Students can consult the Center staff on all stages of the writing process. Assistance is also available for writing personal statements and application letters, improving test-taking skills and preparing for graduate and professional school admissions tests. Additional assistance is offered to nontraditional students and those for whom English is not a native language. Students may make an

appointment by calling the Center during open hours or may drop in as needed. The Reading/Writing Center is located on the second floor of the Thomas Tredway Library.

Student Teaching

Augustana's teacher education program maintains rigorous standards for its students. The program has been NCATE-approved for more than 60 years and has earned a reputation for excellence that has resulted in an outstanding placement rate for graduates. Students completing the approved program student-teach in public or parochial schools within the Quad-Cities metropolitan area. They are supervised by Augustana education department faculty and work with highly qualified classroom teachers.

Environmental Field Stations

Augustana College owns and manages nearly 600 acres of ecologically significant habitats divided among three field stations in northern Illinois. The mission of the college field stations is to promote the understanding and protection of Illinois native ecosystems through field-based education, research and other scholarly activities. Acquired in 1991 from the ELCA, the 420-acre Green Wing Environmental Laboratory south of Dixon in Lee County is a mosaic of forests, wetlands and grassland remnants, with permanent buildings to house students and faculty during summer classes and field research. Encompassing 67 acres of upland forests and two high quality hill prairies, the Collinson Ecological Preserve in Milan was purchased from The Nature Conservancy in 1992 with a gift from the Collinson Stone Company. In 2007, the hill prairies were formally dedicated as the Josua Lindahl Hill Prairies Nature Preserve by the Illinois Nature Preserves Commission. The 98-acre Beling Ecological Preserve was a gift to the college from the Earl Beling family in 1998. Located on the north shore of the Rock River at the junction of Rock Island and Moline, this wetlands preserve includes tiny William Carr Island. In the summer of 2010, the Milan beltway bicycle path crossing the west Rock River bridge was completed with a segment crossing the adjacent Beling Preserve, thus providing an alternative to motorized travel in the area.

Community Programs

Center for Speech, Language, and Hearing

Assessment and intervention services for people of all ages with communication disorders and variations are provided at the Center for Speech, Language, and

Hearing. Operated by the communication sciences and disorders department, the center is staffed by professional speech-language pathologists as well as students majoring in communication sciences and disorders.

Kaleidoscope

An art program sponsored by the art studio department, Kaleidoscope teaches creative hands-on and one-day workshop art classes for children on Saturdays during the school year. A summer program provides daily art programming for children. Art experiences that teach skills and emphasize the joys of art-making are taught by professional artists and art educators. Classes are held in the Augustana art studios.

Individual Studies

Independent and Directed Study

Independent Study is advanced critical study or research on a specific topic under the guidance of a faculty member in a department. Students may register for course 400 in the related academic department with the permission of the faculty member and the department chair.

Directed Study is study of a particular topic of interest under the direction of a faculty member. Students may register for courses 199, 299, 399 and 499 in departments that offer directed study. Permission is required from the department chair and the instructor. No more than 6 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one term, no more than 1 credit of independent study and 1 credit of directed study may be earned in a given department.

Private Study

In exceptional cases, a student who is a graduation candidate and who critically needs a course may take a desired course through private study with an instructor. The student must petition the Committee on Advanced Standing and Degrees for final approval. The student is responsible for all fees above and beyond regular tuition. For information, students should consult their advisor, a faculty member and the Dean of the College.

Music Lessons

The music department offers lessons for college credit in all orchestral and band instruments, piano, harpsichord, organ, guitar, voice, drum set, world hand drumming, conducting, composing and improvisation. Lessons are scheduled individually with the instructor.



Degree Requirements

General Policies

Students are subject to all degree requirements in place at the time they first enrolled, including all major, minor and general education requirements for the degree. With some exceptions, if degree requirements are changed, students have the option of graduating under the requirements in effect when they first enrolled at Augustana or under a more recent, active catalog. Students should see their department chair to determine which set of major/minor requirements will apply to their degree based on changes to the major/minor during their time of enrollment with the college. Students who wish to adopt a new catalog will be subject to all major, minor and general education requirements of the new catalog and must sign a form in the Office of the Registrar at least one term prior to graduation. Exceptions to this option include changes made by the full faculty that may specify a student's requirements to adhere to a particular catalog, set of newly adopted college-wide requirements or if changes are made to accommodate changes in college resource.

However, students who interrupt their attendance for more than three consecutive terms (excluding the summer term) are subject to all requirements in effect when they re-enroll. These students also may be required to complete additional coursework in their major or minor if the department or program chair determines that previously completed work does not fulfill a current requirement.

Changes in requirements for majors and minors are effective for the new catalog on the first day of classes in the fall term after the faculty adopts them.

Exceptions to degree requirements or policies are made by the Committee on Advanced Standing and Degrees when circumstances warrant. Students who wish to file a petition with this committee may obtain counsel and the proper form from the Office of the Registrar.

The major area advisor and the registrar provide assistance and information to students regarding requirements and progress toward the degree. An audit of progress toward the degree is called the program evaluation and is available on Web Advisor.

Note: *The senior audit, program evaluation as well as academic guidance from advisors are all provided to students only for use in planning. It is the responsibility of the student to report any printed error to the Office of the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

[The following exception applies to students who first enrolled at Augustana prior to fall term 2004-05 and who interrupted their attendance for more than three consecutive terms (excluding the summer term)]:

Students who failed to complete the Bachelor of Arts degree before fall term 2008-09 will be required to meet any new major or minor requirements and general education requirements effective fall term 2004-05 and thereafter. The one exception to this will be the first-year sequence. These students will be expected to complete one course in college writing; one course in the Christian Tradition that is designated within upper-level religion offerings, and 6 credits in learning perspective (LP) courses in addition to the 27 LP credits required for all students. The 6 credits in learning perspective courses replace 6 additional credits in first-year liberal studies (LSFY) courses.)

Augustana General Education Studies (AGES)

During their first three terms, students enroll in either the first-year liberal studies sequence or in the honors program (Foundations or Logos). Students in the liberal studies program will enroll in LSFY 101, 102 and 103. These courses are designed to help students develop as active, critical learners and to develop skills that provide the foundation for further study at Augustana. Although LSFY courses are taught by faculty from many different disciplines, all faculty frame their courses around a central question. The fall course asks students to consider what it means to be a liberally educated individual. In the winter, students ponder how our exploration of the past deepens our understanding of the human condition. The spring course addresses how we can embrace the challenges of our diverse and changing world.

Honors students accepted into the Foundations or Logos program will have a specialized first-year

curriculum prepared by the honors faculty and program directors. (See Honors Program, page 23.)

Before completion of the sophomore year, students also will select one course from a menu of classes that examine an aspect of Christian traditions.

To assure that students receive a well-rounded education in the liberal arts, AGES also exposes students to perspectives on the past, the arts, individuals and society, literature and texts, the natural world, and human values and existence. These learning perspectives (LPs) introduce questions and possible answers each field explores, and examine how knowledge in a variety of areas is discovered or created. Many LP requirements also fulfill requirements in the major.

At some point students will be a member of a learning community (LC), consisting of two courses linked by a common focus or theme. LCs illustrate connections and contrasts between disciplines and encourage thinking about human problems and issues from different perspectives.

Students also will fulfill certain skills requirements. These include foreign language competency, completion of an investigative lab, two physical education activity courses, and courses that focus on quantitative reasoning, multicultural awareness and global diversity issues.

Bachelor of Arts

The college years develop the foundations of curiosity, analysis and communication which allow learning to take place. Augustana builds on this fundamental education by offering coursework in a wide variety of disciplines and encouraging thoughtful synthesis of information and new perspectives through careful study in these disciplines.

Graduation requirements for the Bachelor of Arts reflect the desire that Augustana graduates have both range and focus in their studies, as well as freedom to make academic choices according to their interests. The degree prepares students for a wide variety of graduate, business and professional opportunities.

No graduation requirements may be taken as Pass/No Credit.

Requirements for the Bachelor of Arts degree include:

1. **Credits.** At least 123 credits of college work as defined by Augustana, subject to the following conditions:
 - a. At least 60 credits (excluding physical education activities) must be earned at Augustana College. The last 24 credits applied to the degree must be earned at Augustana.
 - b. At least 40 credits must be in 300- or 400-level courses.

- c. No more than 40 credits may have the same subject code designation. Courses listed under more than one course code are counted toward the limit under each code.
- d. No more than 3 credits may be from physical education activities.
- e. No more than 8 credits may be from participation in music ensembles.
- f. No more than 9 credits may be from participation in internships.

2. **Grade-point Average.** The final grade-point average must be at least 2.00:

- a. for all Augustana coursework.
- b. for all Augustana coursework in a major.

3. **Major.** A major of at least 24 credits must be completed, including at least 9 credits in 300- and 400-level courses taken at Augustana. Major requirements are given in the Courses and Programs of Study section of this catalog, page 34.

4. **General Education Requirements.** General education requirements consist of the following components:

- a. **First-Year Liberal Studies Program. 9 credits.** The AGES program begins in the first year with LSFY or HONR courses, which count toward a student's general studies requirements rather than the academic major or minor program of study. All students must complete one first-year sequence: completion of the a) Foundations, b) Logos, or c) First-Year Liberal Studies Program. The first-year sequence includes:
 - Fall term: LSFY 101 Rhetoric and the Liberal Arts (3 credits)
 - Winter term: LSFY 102 (3 credits)
 - Spring term: LSFY 103 (3 credits)
- b. **Christian Traditions. 3 credits.**
 - Students must take one of the following religion courses: 201, 203, 205, 207 or 209.
 - Students may not take more than one 200-level religion course to count toward degree requirements.
 - Completion of LSFY 101 is a prerequisite for the Christian Traditions requirement.
 - Students must complete this requirement before the end of the sophomore year.
 - Successful completion of the first year of Logos or Foundations fulfills the Christian Traditions requirement as long as one of the courses in the series is taught by a professor of religion.
- c. **Learning Perspective Distribution Requirements. 27 credits.**

- Students must take one course in each of the six Learning Perspectives (see below). In addition, students must select three additional courses, each from a different Learning Perspective, for a total of nine courses.
- A student must take two different subject codes for courses within a perspective to complete the requirement. A maximum of two courses with the same subject code may count toward satisfying the total Learning Perspective distribution requirement.
- A course which is cross-listed under more than one subject code will not count as the second area of study if either of its listings is from the same area as the first course in that Learning Perspective.
- The six Learning Perspective distribution categories are as follows:

Perspectives on the Past (PP): Courses that examine the ideas, institutions, achievements and events of the past, both in relation to one another and in relation to the present.

Perspectives on the Natural World (PN): Courses that examine how theories, mathematical systems and natural laws are inferred, tested and applied to a range of phenomena, and how they are related to current technical and values-based issues.

Perspectives on Individuals and Society (PS): Courses that examine human behavior, the values and social structures that humans generate, and how each affects the other.

Perspectives on Literature and Texts (PL): Courses that examine the creative, expressive and rhetorical functions of language in the production and interpretations of text and the tradition they represent.

Perspectives on the Arts (PA): Courses that examine the inspirations, processes, tools and critical/historical contexts relating to the creation of artistic products or performances; may include the opportunity to directly engage in the creative process.

Perspectives on Human Existence and Values (PH): Courses that consider those broad questions of human existence that have been given religious, philosophical or literary expression of enduring importance, but inevitably take on different meanings for individuals whose values and cultural traditions differ.

d. Learning Community Requirement. 4-6 credits.

- Each student must successfully complete at least one Learning Community (a pair of topically-related courses taught by cooperating instructors and taken by the some of the same groups of students).
- Successful completion of an Augustana international term satisfies the Learning Community

requirement when two or more of the courses taken as part of the international term incorporate the educational objectives defined for Learning Communities and credit is earned in at least two of those courses.

- Successful completion of the second-year honors course (HONR 220, 221 or 222) satisfies the Learning Community requirement.
- Successful completion of the Learning Community is defined by achieving a passing letter grade (P/NC is not permitted for any general education requirements) in the two linked courses, two 3-credit courses on a designated international term, or the second-year honors course.
- Learning Community courses may fulfill the above distribution requirements in the Learning Perspectives and/or may fulfill requirements for the major or minor.

e. Skills Requirements.

(1) Physical Education. Two PE activity courses.

(2) Foreign Language. 0-9 credits. Students must demonstrate competence in one of the following ways:

- Four years of a single foreign language in high school, graded A through F. P or Pass may not fulfill the foreign language requirement. Completion of the same language through a full year of Language IV (equivalent of eight semesters) fulfills the requirement.
- Satisfactory performance on a competency test. Tests are administered online prior to confirming the registration date. Students with fewer than eight semesters of a language who place beyond 103 will be required to retake the exam on campus.
- Successful completion of the 103 or 201 course in any language at Augustana
- Equivalent (one year) at another college or university. The college does not accept online coursework to fulfill the foreign language requirement.

Students who have completed the language requirement through the first of the above criteria, but who desire to continue language study, may continue in the language in placement of 102 or 103 for credit if such a placement is determined by the exam.

f. Suffix Requirements.

(1) Investigative Lab. One 3-credit course (designated by the I suffix) that focuses on scientific methods. I courses can also fulfill other learning perspective distribution

requirements. Completing a science major satisfies this requirement.

(2) Quantitative Reasoning. One 3-credit course (designated by the Q suffix) that features quantitative skills. Q courses can also fulfill other learning perspective distribution requirements and/or major requirements. Satisfactory performance on a competency exam can satisfy this requirement.

(3) Diversity/Global Perspectives. 6 credits.

- One 3-credit course (designated by the G suffix) which focuses significantly on the differences between U.S. traditions and those that are culturally distinct from them.
- One 3-credit course (designated by the D suffix) which focuses significantly on factors that have contributed to the creation of identities of cultural or social subgroups within the United States.
- G and D courses can also fulfill other learning perspective distribution requirements or major requirements.
- G and D requirements cannot be met in a first-year liberal studies course.

5. Application for Graduation. The application form must be filed electronically with the Office of the Registrar at least one term before the term of graduation.

NOTE: *The audit and reviews are provided only as planning aids. It is the responsibility of the student to report any printed error to the Office of the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Transfer Policies

Special Provisions for Transfer Students

Students who transfer to Augustana fulfill, with one exception, the same requirements as students who begin their college study at Augustana. The exception is the sequence of courses designed for first-year students. Instead of completing this sequence, transfer students will be required to complete:

1. One college writing course specifically designed for transfer students.
2. One course in Christian Traditions at the 200 level.
3. 6 additional credits of Learning Perspective courses (in addition to the 27 LP credits required of all students). These 6 credits replace the first-year LSFY courses (101, 102, 103) in which they are not permitted to enroll.

These special requirements may be completed prior to matriculation or while enrolled at Augustana.

Transfer students are expected to complete all other requirements of the college either through transfer coursework or while enrolled at the college. These requirements include:

1. 60 credits earned at Augustana, and the last 24 in residence at the college.
2. 40 credits at the 300-400 level.
3. Minimum competency through coursework or testing in foreign language and quantitative reasoning.
4. One course with an investigative laboratory.
5. One course in each of the six Learning Perspectives and three additional courses from three different Learning Perspectives, for a total of nine courses.
6. One Learning Community.
7. One 3-credit global perspectives course and one 3-credit diversity course.
8. Two credits of physical activity courses or a comparable transfer course.

Organization of the Curriculum

Baccalaureate Degree Program

Augustana College offers the Bachelor of Arts degree. Requirements for the degree are listed in the Degree Requirements section of this catalog. For additional information, contact the Office of the Registrar.

The Bachelor of Arts degree requires study in courses representing a broad base of knowledge as well as coursework focused in a specific area. Electives may be taken according to individual student's interests or needs. The intent of the Augustana General Education Studies (AGES) program is to introduce students to college discourse and help them develop skills for their active participation in an academic community. The AGES program begins in the first year with LSFY and HONR courses, which count toward a student's general studies requirements rather than the academic major or minor.

For the well-prepared student whose high school background includes four years of study in a foreign language, approximately 40 percent of the credits required for the Bachelor of Arts degree are in general education distribution and course requirements, one-third are elective, and one-third are in the student's selected major. Students may earn minors in areas of study which complement or supplement the major. Credits which apply to minors are typically included in the elective credits and general education distribution credits.

The flexibility of Augustana's graduation requirements permits students earning the liberal arts degree to build the foundation of special coursework necessary for application to graduate and professional schools, or for beginning a career upon completion of the baccalaureate degree.

Major Programs of Study

Graduation with a Bachelor of Arts degree requires completion of a major. There are two types of majors—departmental and interdisciplinary—and many options within these. A major must be completed with a grade-point average of 2.00 or better in all Augustana courses. At least 9 credits applicable to the major must be in 300- and 400-level courses taken at Augustana. Applicable courses may not be

taken Pass-No Credit unless approved by the appropriate department chair. The completion of a major is recorded on the student's permanent academic record and transcript

Departments offer majors consisting of 24 to 40 credits, often with options, and may offer a major for secondary school teaching. While the general requirements for the baccalaureate degree provide breadth of study in several disciplines, the major provides depth of study and advanced work in one area. Specific requirements for each major are listed in the Courses and Programs of Study section of this catalog, page 34.

Accounting
Africana Studies
Anthropology
Art
Art Education*
Art History
Asian Studies**
Biochemistry
Biology
Biology Education*
Business Administration-Finance
Business Administration-International Business
Business Administration-Management
Business Administration-Management Information Systems
Business Administration-Marketing
Chemistry
Chemistry Education*
Classics
Classical Studies-Greek
Classical Studies-Latin
Classics-Latin Education*
Communication-Language Arts Education*
Communication Sciences and Disorders
Communication Studies
Computer Science
Earth and Space Science Education*
Economics
Elementary Education*
Engineering Physics**
English
English-Creative Writing
English-Writing
English and Language Arts Education*
Environmental Studies**
French

French Education*
Geography
Geography Education*
Geology
German
German Education*
Graphic Design
History
History Education*
International Business
Mathematics
Mathematics Education*
Multimedia Journalism and Mass Communication
Music
Music Education-Instrumental*
Music Education-Voice*
Music Performance-Composition
Music Performance-Instrumental
Music Performance-Vocal
Music Performance-Piano
Neuroscience**
Philosophy
Physics
Physics Education*
Political Science
Pre-Medicine**
Psychology
Religion
Scandinavian
Sociology
Sociology-Social Welfare
Spanish
Spanish Education*
Theatre Arts
Women's and Gender Studies**

* Students interested in completing a secondary education teaching major should contact the education department during their first year of study.

** These programs are interdisciplinary majors, which include work in two or three departments—reflecting links among disciplines and strengthening advanced work in each. Interdisciplinary majors also meet the graduation requirements for a major. Specific requirements are found in the Courses and Programs of Study section of this catalog.

Contract Majors

Contract majors allow students to create a course of study outside department and interdisciplinary majors. Students must be in good standing, with an overall grade-point average of 3.30 or above at the time of application. Students must apply in writing to the Educational Policies Committee (EPC) by spring term of their sophomore year, prior to obtaining the final 60 credits for graduation. Proposals should be submitted no later than week 2 of spring term of the student's sophomore year to ensure that EPC can review and act on the proposal. Proposals submitted after week 2 may not be accepted, depending upon the schedule of

EPC. The student must convince EPC that his or her major is a rigorous, coherent and focused area of study, and demonstrate how each course contributes to the major.

The student's major advisor must be from the department with the contract major's greatest number of credits. The advisor must write a brief statement of support, addressing the coursework and senior project and asserting his or her willingness to advise the student until graduation.

Contract majors consist of a minimum of 27 credits, 14 of which must be 300-level courses or above. At least three different academic disciplines must be represented. Students must propose and complete a senior project. This project must be proposed to a faculty panel of three, composed of the student's major advisor and two other faculty members from the disciplines that make up the major. A grade-point average of 2.00 or above in the major courses is required for graduation.

A checklist is available in the Office of the Registrar to help students process the proposal.

Minors

A broad selection of minors is available to complement or supplement work in a major. A minor also may be used to study an area which holds a special interest for the student. Specific requirements for minors are given in the Courses and Programs of Study section of this catalog. The minor must be completed with a grade-point average of 2.00 or better in all Augustana courses. At least 6 credits applicable to the minor must be 300- and 400- level courses taken at Augustana. Applicable courses may not be taken Pass-No Credit unless specific approval is granted by the advisor. The completion of a minor is recorded on the student's permanent academic record and transcript.

Most departments offer minors consisting of 17 to 24 credits for students who wish to concentrate in a second area. Minors are offered in the following:

Accounting
Africana Studies*
Anthropology
Art
Art History
Asian Studies*
Biochemistry
Biology
Chemistry
Chinese
Classics
Computer Science
Economics
English
Environmental Studies*
French
Geography

Geology
 German
 History
 Jazz (Music)
 Latin American Studies*
 Mathematics
 Medieval and Renaissance Studies*
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Scandinavian
 Sociology
 Spanish
 Theatre Arts
 Women's and Gender Studies*

** These interdisciplinary minors consist of at least 17 credits and include coordinated work in two or more departments. Since there is considerable flexibility in these minors, students should work closely with the advisor in making course selections.*

Coordinated Degree Programs

Augustana cooperates with several institutions in offering coordinated degree programs through which a student may earn a Bachelor of Arts degree from Augustana and a second degree from the other college or university within a condensed time period. These coordinated degree programs, sometimes called affiliate or articulated degree programs, normally require three to four years at Augustana followed by an additional 15 months to four years in residency at the coordinating college or university.

Additional information about these programs and the names of advisors are given in the Courses and Programs of Study section of this catalog. Specific information and advice should be sought from the program advisor early in the first year of study. Augustana offers coordinated degree programs in the following areas:

Dentistry
 Engineering
 Environmental Management
 Forestry
 Landscape Architecture
 Nursing
 Occupational Therapy
 Optometry
 Veterinary Medicine

Pre-Professional Studies

Pre-professional studies are programs for students interested in particular professional fields and preparing for application to professional schools. Unlike the departmental and interdisciplinary majors, these programs are not majors. Therefore, a student working on one of these programs and intending to graduate from Augustana will also complete a major [see Curriculum Organization]. Additional information about these programs and the names of advisors are given in the Courses and Programs of Study section of this catalog. Students should seek information and advice from the program advisor in the first year of study. Augustana offers pre-professional programs in the following areas:

Dentistry
 Law
 Nursing
 Occupational Therapy
 Optometry
 Pharmacy
 Physical Therapy
 Physician Assistant
 Veterinary Medicine

Academic Divisions

FINE AND PERFORMING ARTS Art, Art History, Communication Sciences and Disorders, Communication Studies, Music, Theatre Arts

LANGUAGE AND LITERATURE Asian Languages, Classics, English, French, German, Scandinavian, Spanish

NATURAL SCIENCES Biology, Biochemistry, Chemistry, Computer Science, Geography, Geology, Mathematics, Physics and Astronomy

HISTORY, PHILOSOPHY AND RELIGION History, Philosophy, Religion

BUSINESS AND EDUCATION Accounting, Business Administration, Economics, Education, Physical Education

SOCIAL SCIENCE Anthropology, Political Science, Psychology, Sociology and Social Welfare



Courses and Programs of Study

Augustana College offers a wide variety of courses in the traditional liberal arts and in several areas of pre-professional and special studies. More than 70 majors and related academic programs are available. Minors in most fields allow students to pursue secondary interests or to augment their major studies. These options, plus opportunities for individual studies, result in much flexibility in the planning of each student's program of study, and choices can be made according to individual needs and interests. Students are encouraged to consult often with their academic advisors.

The Master Schedule of Courses is published annually by the Office of the Registrar. In addition, some classes are offered during summer school. The summer session course list is available online at www.augustana.edu/academics.

Numbering and Symbols

- 100-level courses are beginning courses open to first-year students.
- 200-level courses are sophomore-level courses, some of which are open to first-year students.
- 300- and 400-level courses are upper-division courses intended primarily for juniors and seniors. Students may enroll in sequential courses for which they qualify, and in advanced courses with the approval of the academic advisor.
- {3} — the number of credits.
- + — the course may be repeated for credit, e.g. {3+}.
- Hyphenation (e.g. 101-102-103) indicates that the courses must be taken in sequence.
- Suffix designations applicable to particular courses appear after the course number.

Credits and Credit Maximums

Augustana credits are semester credits.

Course load. Full-time tuition for one term in an academic year covers enrollment in 8-11 credits of instruction. Full-time tuition for two terms in an academic year covers enrollment in up to 22 credits, an average of 11 credits per term with at least 8 in each term (e.g. 10+12 will not result in an overload charge). Full-time tuition for the academic year covers enrollment in up to 33 credits with at least 8 credits per term (e.g. 12+10+11 will not result in an overload charge). Classes dropped after the midpoint of the term are included in determining overload charges. Overloads will be charged as specified by the Costs and Financial Assistance section of this catalog and in the Schedule of Student Charges.

Course code. No more than 40 credits in courses with the same course code designation may be applied toward the credits required for the Bachelor of Arts degree. Courses listed under more than one course code are counted toward the limit under each code.

Physical education activities. No more than 3 credits from physical education activity courses may apply toward the Bachelor of Arts degree.

Music ensembles. No more than 8 credits from music ensembles may apply toward the Bachelor of Arts degree.

Internships. No more than 9 credits from internships may apply toward a Bachelor of Arts degree.

Independent and directed studies. No more than 6 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one term, no more than 1 credit of independent study and 1 credit of directed study may be earned in a given department.

Accounting

JOHN S. DELANEY, Associate Professor, Chair
B.S., Loras College; M.B.A., Iowa; D.B.A., St. Ambrose; C.P.A., Illinois; C.M.A., C.I.A.

PAMELA J. DRUGER, S. James Galley Professor in Accounting
B.A., Northeast Missouri State; M.A., Iowa; C.P.A., Iowa; C.M.A., C.F.M., C.F.E.

JANENE FINLEY, Assistant Professor
B.A., M.A., Western Illinois; J.D., Northern Illinois; Ph.D., Southern Illinois; C.P.A., Illinois

MAJOR IN ACCOUNTING. 33 credits including 201, 202, 311, 312, 313, 314, 321, 322, 323, 441, 442, 1 of 443, 444, 445 or 446, and 3 credits of electives or internships.

Required supporting courses (12 credits): ECON 201 and 202, BUSN 211 or MATH 315. BUSN 212 or MATH 316.

Recommended supporting courses (15 credits): BUSN 205 or ENGL 201, COMM 201, MATH 219 or ECON 317. PSYC 100 or SOC 100. BUSN 341.

MINOR IN ACCOUNTING. 16 credits including 201, 202, 321, 322, 323 and 1 credit of elective. Required supporting courses and recommended supporting courses are the same as those for the major.

Most states require candidates applying to sit for the CPA exam complete 150 hours (credits) at an accredited college or university. Designed for students planning to take the CPA exam, the Accounting Certificate Program provides an opportunity for students to complete the additional coursework beyond the requirements of the accounting major. Both current and prospective students must apply for admission into the program and complete the following requirements to obtain the certificate.

ACCOUNTING CERTIFICATE REQUIREMENTS

1. COMPLETION OF 150 TOTAL HOURS
2. COMPLETION OF ACCOUNTING MAJOR REQUIREMENTS
3. COMPLETION OF
 - 3 Hours BUSN341 Business Law
 - 3 Hours BUSN205 Business Writing
 - 3 Hours RELG327 Business Ethics
 - 6 Hours Additional Accounting Electives From
 - ACCT451 Fraud Investigation
 - ACCT452 Governmental and Not-for-Profit Accounting
 - ACCT453 Corporate Accounting
 - ACCT454 Advanced Auditing
 - ACCT455 Advanced Managerial
 - ACCT456 Advanced Tax
4. RECOMMENDED SUPPORT COURSES
 - 3 Hours COMM401 Business and Professional Communication

COURSES (ACCT)

A 1.67 grade-point average in accounting classes is required for enrollment in any course beyond ACCT 202.

200 Accounting Fundamentals (3)

This course is an introduction of fundamental accounting and related business topics to students that are majoring in areas other than accounting or business administration. Topics covered include the accounting cycle, elements of financial statements, preparation and interpretation of financial

statements, internal controls, management accounting, payroll accounting and related human resource management issues.

201 Principles of Accounting I (3)

Fundamentals of accounting theory and preparation of financial statements, with emphasis upon interpretation and use. (Not open to first-year students.)

202 Principles of Accounting II (3)

Managerial uses of accounting data and financial statements; interrelationships with other functional areas of business. Prerequisite: 201.

311 Accounting Systems and Control (3)

Accounting Systems and Control Information system concepts; computer technology; system analysis; design and application of computer-based accounting systems that provide adequate internal control. Prerequisite: 202.

312 Managerial Accounting (3)

Uses of various cost and management systems to effect control over manufacturing, merchandising and service operations. Prerequisite: 202

313 Auditing (3)

Accounting principles underlying auditing; the objectives and fundamentals of auditing procedures. Prerequisite: 322.

314 Tax Accounting (3)

Practical applications of federal income tax principles as set forth in the Internal Revenue Code. Prerequisite: 202.

321 Intermediate Accounting Theory I (3)

Basic concepts underlying the preparation of accounting statements with emphasis upon current trends in accounting theory. Prerequisite: 202.

322 Intermediate Accounting Theory II (3)

Continuation of Intermediate Accounting Theory I with consideration of analysis of financial statements and advanced financial topics. Prerequisite: 321.

323 Intermediate Accounting Theory III (3)

Continuation of Intermediate Accounting Theory II covering the remaining topics tests in the FARS section of the CPA exam. Prerequisite: 321.

401 Seminar in Accounting Topics (1)

The seminar is a one-credit offering to expose students to current topics in accounting not covered elsewhere in the accounting curriculum.

441 Accounting Research (1)

Introduction to research methods used in the profession and the FASB Codification software used on the CPA exam. Prerequisite: 322

442 Ethics Seminar (1)

Coverage includes classical ethical concepts and models as well as specific ethical guidelines for the accounting profession. Prerequisite: 322.

443 Research Seminar (1)

Students complete a research project culminating in a formal paper on a current accounting issue.

444 VITA Seminar (1)

Students complete a service learning activity through VITA. Enrollment in ACCT 444 is coordinated with ACCT 314. Prerequisite: permission of instructor.

445 Audit Seminar (1)

Students complete a professional experience activity through the academic audit; enrollment in ACCT445 would be coordinated with ACCT313, Auditing

446 Non-Accounting Seminar (0)

Students complete the seminar by enrolling in either an Accounting Internship or a Senior Inquiry experience in a different major.

451 Fraud Investigation (3)

Techniques and procedures for fraud prevention and detection. Prerequisite: 321.

452 Governmental and Not-for-Profit Accounting (3)

Fund Accounting concepts and procedures and special accounting requirements of governmental and not-for-profit organizations. Prerequisite: 321.

453 Corporate Accounting (3)

Special accounting requirements for complex corporate structures including consolidations and foreign currency transactions. Prerequisite: 321.

454 Advanced Auditing (3)

Discussion of information systems auditing topics and internal auditing. Expand on technical skills students need to conduct audits, utilizing computer-assisted audit techniques. Prerequisite: ACCT-313.

456 Advanced Tax (3)

Advanced applications of federal income tax principles set forth in the Internal Revenue Code, focusing on corporate taxation. Prerequisite: 314.

Individual Studies and Internships**ACCT-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

A work-experience program in accounting. Open to accounting majors with a 3.0 grade-point average in the major and overall. Prerequisites: 312, 313, 321, 322 and 323. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

ACCT-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

199, 299, 399, 499 Directed Study (1+)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Research on specific topics for seniors in accounting. Prerequisite: a grade-point average of 3.0 or higher in the major and permission of department.

Africana Studies

TODD CLEVELAND, Assistant Professor (History)

JOHN HILDRETH, Professor (Music)

JOHN TAWIAH-BOATENG, Associate Professor (English), Director

CHRISTOPHER WHITT, Assistant Professor (Political Science)

MAJOR IN AFRICANA STUDIES. 27 credits, including 100 and 441-442. No more than 9 credits taken within the same departmental course code other than AFSP. Majors should take at least one 300-level course on the topic of both continental Africa and the Diaspora.

MINOR IN AFRICANA STUDIES.18 credits, including 3 credits at the 200-level or higher. No more than 6 credits taken within the same departmental course code other than AFSP.

COURSES (AFSP)**101 (PP,G) Introduction to Africana Studies (3)**

Examination of histories and experiences of African peoples and their descendants throughout the globe. Exploration of

the commonality of experience across the African Diaspora, examining global slavery, emancipation and the different ways Africans and their descendants continue to creatively survive and thrive in, and shape their new environments.

441/442 Senior Inquiry(2/1)

Original research utilizing the methodologies appropriate to the department, area or concentration of the project. During the first term, students will examine relevant scholarship, reach critical conclusions and report these to the class. In the second term, students, in consultation with their faculty supervisor(s), will redact their findings into an acceptable format, defend their overall analysis and reflect upon the process and the conclusions reached. Prerequisites: senior standing and declared major in Africana studies.

Additional Courses**ANTH 100 (PS,G) Introduction to Anthropology****HIST 140 (PP,G) History of Africa to the Atlantic Slave Trade****HIST 141 (PP,G) The History of Africa from the Transatlantic****Slave Trade to Modern Times****COMM 210 (PS,D) Communication and Social Relationships****ENGL 237 (PH,D) Introduction to African-American****Literature****HIST 273 (PP) African-American History****FREN 310 (PP) Immigration and Minority Communities in****France since 1945****WLIT 310 (PL,G) Contemporary African Literature****RELG 313 (PS,D) Race, Ethnicity and Religion****MUSC 316 (PA,D) African-American Music****WGST 320 (PL,D) Life Writing****SOC 321 (D) American Ethnic Minorities****WLIT 326 (PL) Francophone Africa and the Caribbean****ENGL 333 (PL,G) Topics in Anglophone Literature****ART 342 (PA,G) Studio Art of Africa****MUSC 342 (PH,G) The Music and Culture of West Africa****ANTH 352 (PS,G) Peoples and Cultures of Africa****ENGL 361 (PH,D) Contemporary African-American Literature****POLS 362 (PP,D) Constitutional Law II: Issues of Equality****ARHI 374 (PP,G) African Art****ANTH 380 (G) Global Connections: Nations, Communities,****Cultures****POLS 385 (PS,D) Race, Wealth and Inequality in American****Politics****ECON 406 (PH,G) Economic Development****HIST 480 Blood Diamonds, Black Gold and Joe: The History of African Commodities****Anthropology**

CAROLYN HOUGH, Assistant Professor
B.A., Knox; M.A. M.P.H., Ph.D., Iowa

ADAM KAUL, Associate Professor, Chair
B.A., Minnesota State-Moorhead; M.A., Northern Illinois; Ph.D., Durham

PETER KIVISTO, Professor, Richard Swanson Professor of Social Thought
B.A., Michigan; M.Div.,Yale; M.A., Ph.D., New School for Social Research

MAJOR IN ANTHROPOLOGY. 30 credits, including 100, 209, 250, 360, 409, 419, 420 and two additional anthropology courses; plus two additional sociology, anthropology or social welfare courses.

MINOR IN ANTHROPOLOGY. 18 credits, including 100, 250 and 360, plus three anthropology, sociology or social welfare courses at the 200 level or higher.

COURSES (ANTH)**100 (PS,G) Introduction to Anthropology (3)**

Introduction to the tools, methods and key concepts anthropologists use to study humanity, including diverse cultural systems and groups of people from around the globe.

209 Lives and Times (2)

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices.

210 (PS,D) Popular Culture (3)

Critical study of selected examples of popular culture, including organized sports, music, theme parks, television and magazines. Emphasis on the relation between popular culture, ideology, and political-economic processes. [Offered in alternate years. Prerequisites: 100 or permission of instructor.

220 (PS,G) Medical Anthropology (3)

An introduction to medical anthropology, a sub-field of the discipline that integrates cultural, biological and applied facets of anthropological inquiry to better understand the factors that influence health, the distribution and experience of illness, and the myriad systems of preventing and treating sickness that exist cross-culturally.

250 (PS,G) Cultural Anthropology Through Ethnography (3)

Consideration of a variety of issues and problems in the anthropological study of culture by focusing on ethnographic descriptions and analyses of communities in Africa, Asia, Europe and the Americas.

320 (PS,D) Native North America (3)

Survey on the indigenous peoples and cultures of North America, with special emphasis on cultural geography, subsistence patterns, the ethnohistory of various indigenous peoples, and contemporary issues and problems in Native America.

330 Special Topics Seminar (3)

In-depth treatment of a topic of anthropological interest not offered in the general curriculum. Topic announced for each offering. Prerequisites: 100 or permission of instructor. Students may take more than one special topics seminar.

352 (PS,G) Peoples and Cultures of Africa (3)

An exploration of contemporary Africa's physical and human geography; social, political and cultural history; and institutions. Prerequisite: ANTH-100 or permission of instructor.

360 Anthropological Theory (3)

A systematic introduction to anthropological theory, focusing on the development of thought within the discipline; changing perspectives on relationships between culture and nature, agency and structure, self and other; as well as contemporary debates on ethnographic authority, globalized identities and the meaningful application of anthropological knowledge. Prerequisite: ANTH-100

380 (G) Global Connections: Nations, Communities and Cultures (3)

Consideration of relations between developed and developing societies from a critical anthropological perspective. Comparative examination of nationalism, international migration, tourism, the global diffusion of media and the fate of local communities within the global economic system.

409 Senior Inquiry Reflection (1)

Students create a portfolio of their major papers produced in the major, including the senior research capstone project, and produce a reflective narrative that presents their views on what their choice of major might mean for their careers and/or academic futures.

410 Special Topics Seminar (3)

A rotating seminar which considers special or advanced topics in anthropology. Prerequisite: 250, 380 or permission of instructor.

419 Ethnographic Field Methods (3)

Examination of ethnographic methodologies, including participant-observation and interviewing. Students will learn practical skills, methods and techniques to facilitate data-gathering in field research. Also addresses the ethics of fieldwork and responsibilities of anthropological fieldworkers to their informants and the communities in which they work.

420 (I) Ethnographic Research Practicum (3)

Application of research methods learned in 419 to an original ethnographic research project. The project results will be presented in both written and oral form to other seminar members and in a public forum. For anthropology majors.

ANTH-INTR-Exx/Vxx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major in anthropology. Departmental internships must be approved by the department.

ANTH-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major in anthropology.

199, 299, 399, 499 Directed Study (1-2)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Prerequisite: permission of instructor; agreement on topic and schedule of appointments.

Art

KELVIN MASON, Assistant Professor
A.O.C.A., Ontario College of Art; B.A., University of Guelph, ON, Canada; M.F.A., University of Arizona

MEGAN QUINN, Professor, Chair
B.S., Maryland; M.F.A., Notre Dame

ROWEN SCHUSSHEIM-ANDERSON, Professor
B.F.A., Rochester Institute of Technology; M.F.A., Arizona State

CORRINE SMITH, Adjunct Assistant Professor
B.F.A., Southern Illinois University; M.F.A., University of Kentucky

PETER TONG XIAO, Professor
B.A., Coe; M.F.A., Temple

MAJOR IN STUDIO ART. 34 credits, including 101, 123, 124, 211, 302, 391, 491 and 492. 101, 123 and 124 should be taken within one year of declaring an art major. A media sequence of 311 and 411; or 223 and 323; or 225 and 325; or 226 and 326; or 261 and 361; or 231 or 232 and 331; or 241 and 341; or 251 or 252 or 253 or 342 and 351; or 303 and 311, should be completed by the end of junior year. Of the remaining 9 credits, 3 must be at the 300 or 400 level. A required senior exhibition fulfills a major's capstone experience. Students planning for graduate school should take additional studio art credits.

Required supporting courses (9 credits): Art History 165, 166 and 167. One additional Art History course at 300 level is recommended.

MINOR IN STUDIO ART. 18 credits, including 101, 123 or 124; 6 credits at the upper level (300-400). Required supporting course (3 credits): Art History 161 or 162.

ART EDUCATION SPECIALIST. 37 credits, including 101, 123, 124, 211, 223, 231, 242, 261, 323, 493, 252 OR 311; two courses from one of the following groups: Group I: 232, 241, 331, 341, 431, 441; Group II: 251, 252, 253, 351, 451; Group III: 302, 303, 311, 361, 411; Group IV: 226, 326. Also required: 9 credits Art History: 161, 162, 368. See Director of Secondary Education.

COURSES (ART)

101 (PA) Drawing (3)

Fundamentals of drawing; form, composition and space. Theory and practice in a variety of drawing media.

123 (PA) Design: Two-Dimensional (3)

Fundamentals and theories of basic design. Design elements of color, texture, shape, line, value and principles of balance, repetition, variety, harmony and unity. Formal and expressive elements in art.

124 (PA) Design: Three-Dimensional (3)

The theory and language of three-dimensional design and its application to artistic communication. Projects emphasize understanding intellectual aspects of three-dimensional form, working processes and techniques. Media explored include clay, plaster, wood, metal, styrofoam, paper and wire.

211 (PA) Painting I (3)

Basics of color theory and practice of painting with oil and/ or acrylics. Emphasis on developing fundamental painting approaches, concepts and individual expressions through color.

223 (PA) Computer Art I (3)

Introductory course with emphasis on using the computer as an artistic tool. Study of basic principles of design and color, use of paint and photo programs and critical examination of computer imagery in society.

226 (PA) Photography (3)

35mm camera controls, black and white darkroom techniques, study of historical and contemporary photographers, photographic composition, the evaluation of photographs and the use of photography as a tool for creative expression. 35mm camera with manual override required.

231 (PA) Ceramics: Hand Construction (3)

Methods of hand building in clay with emphasis on creative thinking and technical facility. Forming, surface finishing, glazing and firing. Lectures include viewing and analysis of a broad spectrum of historical and contemporary work in clay.

232 (PA) Ceramics: Wheel Thrown Construction (3)

The potter's wheel as a vehicle for creating expressive forms in clay. Emphasis on creative thinking and technical facility. Forming, surface finishing, glazing and firing. Lectures include viewing and analysis of a broad spectrum of historical and contemporary work in clay.

241 (PA) Sculpture (3)

Sculptural expression and technique. Emphasis on modeling from the human figure in a variety of media. Some work from the nude model. Viewing and analysis of a broad spectrum of historical and contemporary sculpture as a source of ideas.

251 (PA) Fibers: Loom Weaving (3)

Exploration of weaving methods on the floor loom. Tapestry weaving and rug techniques. Survey of historical and contemporary developments in textile arts. Development of weaving as a personal expression.

252 (PA) Fabric Design (3)

Exploration of surface design methods on fabric. Fabric painting, printing, tie and dye, batik and chemical dyeing. Development of fabric design as a personal expression. Survey of historical and contemporary developments in surface design.

253 (PA) Fibers: Sculpture (3)

Exploration of non-loom textiles, structures of feltmaking, basketry, plaiting, coiling and twining. Emphasis on structures as sculptural forms. Survey of historical and contemporary use of the medium.

261 (PA) Relief Printmaking (3)

Introduction to basic monotype and relief printmaking methods, including cardboard (collagraph), linoleum and woodcut techniques and methods of registering multi-block colored prints.

302 (PA) Figure Drawing I (3)

Exploration of the structural, design, and expressive factors of the human figure in a variety of approaches and media. Nude models will be used predominantly. Prerequisite: 101.

303 Figure Drawing II (3)

Further explorations of the human figure via the media of drawing. Emphasis on a basic understanding of the human skeletal and muscular structures in relation to surface appearance. Prerequisite: 101.

311 Painting II (3)

Theory and practice of painting at an advanced level. Prerequisite: 211.

323 Computer Art II/Digital Photography II (3)

The creative process of visual communication will be explored here through advanced problems in the manipulation of digital photography. There will be an emphasis on visual thinking and exploring the relationship between concept and image. Developing multiple solutions to a given problem will also be encouraged. This course will continue the study of the history of digital photography. Prerequisite: 223 or GRD228.

325 Graphic Design II (3)

Advanced conceptual problem-solving relevant to two-dimensional applied graphic design. Emphasis on graphic, typographic, illustrative, photographic, spatial relationships, critical thinking and problem-solving. Course taught on and off the computer. Requires a final portfolio. Prerequisite: 225

326 Advanced Photography (3)

Advanced techniques in taking, developing, printing and presenting black and white photographs. Survey of history of photography. Study of theories of modern photography. In-depth individual expression of self through camera and darkroom work. 35mm camera with manual override required. Prerequisite: 226 or permission of instructor.

331 Ceramics II (3)

Advanced study of clay forms and forming, hand-built, wheel-thrown or combination. Clay and glaze formulation and experimentation and kiln firing. In-depth study of contemporary expressions in the ceramic field. Prerequisite: 231 or 232.

341 Advanced Sculpture (3)

Investigations of sculptural forms and expressions in a variety of media including continued figurative study. Viewing and analysis of a broad spectrum of historical and contemporary sculpture as a source of ideas. Prerequisite: 124 or 241.

342 (PA,G) Studio Art of Africa (3)

Hands-on investigation of African art methods. African aesthetic and cultural expressions explored through African coiled pottery, pit firing, beadwork, West African stamping and dyeing, weaving, maskmaking, and batik. Ceremonial vs. utilitarian function of art-making also investigated.

343 (PA,D) Art of Americas (3)

Exploration of the art of the first peoples of the Americas, stressing symbol and pattern in the aesthetic development and utilizing traditional techniques for artistic expression. The use of art as narrative and ritual medium will be examined. After initial experimentation with ancient techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials.

351 Fibers II (3)

Individualized investigation of advanced textile techniques. Prerequisite: 251, 252, or 253.

361 Intaglio Printmaking (3)

Techniques of etching, engraving, drypoint, aquatint and soft-ground. Emphasis on technical development, aesthetics and contemporary issues of intaglio printmaking.

382 (PA) Teaching Elementary Art (3)

Introduction to art media, techniques and teaching philosophies relating to the elementary classroom teacher. Prerequisite: admission to Teacher Education.

391 Junior Art Inquiry (1)

Development of an artistic research proposal through research, practicum, group critiques and interaction. Studio art majors prepare for a concentrated study in one medium or related media that will become a coherent body of original work during the senior year. There will be field trips to study area exhibitions. Students will begin to work on preliminary portfolio for senior art inquiry. Prerequisite: completion of one media sequence in studio and permission of instructor

411 Advanced Studio Problems: Drawing and Painting (3)

Individualized explorations in two-dimensional media. Emphasis on development of personal expression. Prerequisite: 303 or 311.

431 Advanced Studio Problems: Ceramics (3)

Continuation of 331 with emphasis on development of personal expression. Prerequisite: 331.

441 Advanced Studio Problems: Metals (3)

Continuation of 341 with emphasis on development of personal expression. Prerequisite: 341.

451 Advanced Studio Problems: Fibers (2-3)

Continuation of 351 with emphasis on development of personal expression. Prerequisite: 351.

491 Senior Art Inquiry I (1)

Concentrated study in one medium or related media to produce a coherent body of original work for the senior exhibition. An artist statement is developed. Taken fall term (winter for returnees from fall international term). Consists of weekly working sessions and periodic group critiques with faculty in relevant media. Prerequisites: 391 and a media sequence by the end of junior year in the media chosen for the exhibition; permission of department chair.

492 Senior Art Inquiry II (2)

Continuing study in one medium or related media to produce a coherent body of original work for the senior art exhibition, including presentation and documentation of this work and an artist statement. Taken winter term (spring for returnees from fall international term). Consists of weekly working sessions and periodic group critiques with faculty in relevant media. An IP is granted until completion of the senior exhibition. Prerequisites: 491 and permission of department chair.

493 Art Education Studio (1)

A compilation of the work accomplished, displaying expertise in five areas of art over the course of four years of studio art. (Art Education Specialist Only.)

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and the instructor.

ART-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in art. Departmental internships must be approved by the department. .

ART-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department.

Art History

CATHERINE CARTER GOEBEL, Professor, Paul A. Anderson Professor in the Arts, Chair
B.A., M.A., Vanderbilt; Ph.D., Northwestern

NAOKO GUNJI, Assistant Professor
B.A., Seisen; M.A., Wisconsin; Ph.D., Pittsburgh

MARGARET MORSE, Assistant Professor
B.A., Temple; Ph.D., Maryland

MAJOR IN ART HISTORY. 31 credits, including 165, 166, 167; at least two courses from 361, 362, 363, 364, 365; at least two courses from 366, 367, 368, 369, and at least two courses from 372, 373, 374. 460 must be taken during winter and 461 during spring of senior year.

Recommended supporting courses (15 credits): FREN or GRMN 201-203, PHIL 321, Studio Art class.

MINOR IN ART HISTORY. 18 credits, including 165, 166, 167, and three 300- or 400-level courses, with at least one course from 361, 362, 363, 364, 365; at least one course from 366, 367, 368, 369; and at least one course from 372, 373, 374.

Recommended supporting courses (9 credits): FREN or GRMN 201-203.

COURSES (ARHI)

161 (PA,G) Western Art In Perspective (3)

Works of art examined thematically and chronologically as visual evidence of cultural heritage. Does not count toward major.

162 (PA) Non-Western Art In Perspective (3)

Works of non-western art from Asia, the Near East or Latin America examined thematically and chronologically as visual evidence of cultural heritage. Does not count toward major.

165 (PP, G) Western Art: Ancient-Early Christian (3)

Architecture, sculpture and painting of Egypt, Mesopotamia, Greece, the Roman and the Byzantine empires examined chronologically, including the Pyramids, the Parthenon and the Colosseum.

166 (PP, G) Western Art: Medieval-Renaissance (3)

Western Art: Medieval-Renaissance Medieval, Renaissance and Mannerist architecture, sculpture and painting examined chronologically, including French cathedrals, Michelangelo and Bruegel.

167 (PP, G) Western Art: Baroque-Modern (3)

European architecture, sculpture and painting from the 17th century to the present examined chronologically, including Rembrandt, the Impressionists and Picasso.

361 (PP, G) Ancient Greek and Roman Art (3)

Greek and Roman art and architecture from early Aegean culture to the fall of the Roman Empire examined within political, social, religious and mythological contexts.

362 (PP, G) Medieval Art (3)

Art and architecture of Europe, including cathedrals, stained glass, textiles, and manuscripts, from the early medieval through the Gothic periods examined within their political, social and religious contexts.

363 (PP, G) Italian Renaissance Art (3)

Art and architecture of Italy during the 15th and 16th centuries, including the work of Brunelleschi, Donatello, Botticelli, Leonardo da Vinci, Raphael and Michelangelo. Largely chronological in approach, with a strong emphasis on Renaissance art theory and humanistic culture, as well as the social, political and religious contexts of art.

364 (PP, G) Northern Renaissance Art (3)

Painting, sculpture, graphics, decorative arts and architecture of Northern Europe, including the Netherlands, France and Germany, in the 15th and 16th centuries. Issues explored include devotional practices, growth of the merchant class, humanism and developments in artistic media.

365 (PP, G) Baroque Art (3)

European painting and architecture associated with the Counter-Reformation, royal courts and middle classes, including Peter Paul Rubens, Rembrandt and the palace at Versailles.

366 (PP,G) Nineteenth-Century Art (3)

European art of the late 18th and 19th centuries examined within the political, social, literary and scientific developments of the historic periods of Rococo, Neo-classicism, Romanticism, Realism and Impressionism, including Goya, Courbet, Morisot and Manet.

367 (PP,G) Twentieth-Century Art (3)

American and European art of the late 19th through the 20th centuries examined chronologically while exploring the conflicts inherent in the development of modern art and new definitions of the relationship of the work of the art to the artist and audience, including Van Gogh, Picasso, O’Keeffe and Warhol.

368 (PP) American Art (3)

American Art American art from the earliest Colonial portraits through the establishment of modernism in the early 20th century examined within the historic struggle toward establishing a national identity, including Copley, Homer, Cassatt and Whistler.

369 (PP,G) British Art (3)

British art from early Medieval manuscript illumination through the early 20th century examined within the context of establishing a national character, including Tudor and Elizabethan portraits and paintings by Gainsborough, Hogarth, Blake, Turner and the Pre-Raphaelites.

371 (PP) History of Printmaking (3)

Chronological developments in European and American printmaking traced from their origins in early 15th-century woodcuts contemporary to the invention of the moveable type printing press through the modern era, including Durer, Rembrandt, Goya, Cassatt and Toulouse-Lautrec.

372 (PP,G) Asian Art (3)

Architecture, painting, sculpture and minor arts of India, China and Japan. The development of images of Buddha, cave paintings at Ajanta, Chinese bronzes and scroll paintings, Japanese landscape paintings, gardens and woodblock prints, including relationships with art of the West.

373 (PP,G) Japanese Art (3)

Major artistic traditions of pre-modern Japan within their historical and cultural contexts, with emphasis on the

relations among arts, religions and indigenous beliefs through connections with India, China, Korea and the west, including mortuary art and practice, religious art and architecture, narrative scroll painting, Zen-related art, tea ceremony and gardens as well as ukiyo-e print culture.

374 (PP,G) African Art (3)

Arts of past and present African cultures, predominantly western and central region architecture, sculpture, painting, textiles, ceramics, metals and body arts, specifically focused on relationships between art and ritual, including personal adornment, art and leadership, shrines and altars, masquerades, rites of passage, cycles and circles, tradition and today’s global culture.

460 Senior Seminar: Art Historical Research and Methods (3)

Intensive reading and research of art historical methods in preparation of Senior Thesis 461. Prerequisite: permission of instructor.

461 Senior Thesis (1)

Following successful completion of AH 460: Senior Seminar, art history majors are required to enroll in one term of ARHI 461: Senior Thesis, the final component of art history senior inquiry, conducted on an independent one-on-one basis with an individual instructor.

Individual Studies and Internships**ARHI-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in art history. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

ARHI-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Independent investigation and research in selected topics in art history. Prerequisite: permission of instructor.

Asian Studies

MARI NAGASE, Assistant Professor (Japanese) B.A., M.A., University of Tokyo; Ph.D., University of British Columbia

VAN J. SYMONS, Professor (History), Coordinator B.A., Brigham Young; Ph.D., Brown

PETER TONG XIAO, Professor (Art), Coordinator B.A., Coe; M.F.A., Temple

MAJOR IN ASIAN STUDIES. 34 credits, including 200, 449 and 450, 12 credits in Chinese or Japanese language, 12 credits at the 300 level or higher: one in Art History, one in History, one in Religion and one in either Geography or Political Science. The remaining credits, which may include further language study, are selected from the additional courses listed below.

MINOR IN ASIAN STUDIES. 24 credits, consisting of 200, 449 and 450, and courses chosen from at least four disciplines among the additional courses listed below. At least 12 credits must be 300-level or above. A maximum of 9 credits may be from Chinese or Japanese language.

COURSES (ASIA)**200 A Gateway to Asian Studies (3)**

A required gateway course for all students who major or minor in Asian Studies, which is also available to others interested in studying Asia. Students will be introduced to the rich array of Asian civilizations.

305 (PH, G) Traditional Chinese Medicine (3)

A study of Traditional Chinese Medicine in dynastic and modern China, including its connections with Taoism.

430 Asian Studies Field Experience (1+1+1)

Designed for students living and working in Asia as part of Augustana-approved field programs. Assignments typically include teaching English to university students or working onsite in Asia-based non-governmental organizations or businesses. Students are expected to work full-time at their assigned responsibilities and to maintain a critical journal of their experiences.

449 Research in Asian Studies (1)

Introduction to the capstone research project in Asian studies, identification of key topics and thesis statements, research methodologies, analysis of primary and secondary sources, selection of an original topic, and preparation of a preliminary outline and opening chapter for the project. Should be taken in the fall term in the senior year prior to taking 450 in the winter term. Juniors who have completed a sufficient proportion of courses for their Asian Studies majors or minors may request permission to take the sequence in their junior year.

450 Senior Project for Asian Studies (3)

Independent research and seminar supervised by faculty who have offered courses in the Asian Studies program. As part of the seminar, students must design and complete an individual research project with the Asian Studies advisor and faculty supervisors. Should be taken winter term of junior or senior year.

Additional Courses**Art 109 Studio Art of East Asia****Art 300 Introductory Drawing in China (Asia term only)****Art History 162 (PA,G) Non-Western Art in Perspective (when applicable)****Art History 372 (PP,G) East Asian Art****Art History 373 (PP,G) Japanese Art****Chinese 101-102-103 First-Year Chinese****Chinese/Japanese 106 Chinese and Japanese Calligraphy****Chinese 201-202-203 Second-Year Chinese****Chinese 205/305 (PH,G) Chinese Culture****Chinese 300 (PA) Chinese Literati Art****Chinese 401-402-403 Current Chinese****Geography 334 East Asia****History 150 (PP,G) Traditional East Asia: China and Japan****History 151 (PP,G) Modern East Asia: China and Japan****History 350 (PP,G) China: The Last Dynasty****History 351 (PP,G) China: The Twentieth Century****History 353 (PP,G) Governance in China****History 354 (PP) Modern Japan****History 480 Seminar in Asian History (when applicable)****Japanese 101-102-103 First-Year Japanese****Japanese/Chinese 106 Chinese and Japanese Calligraphy****Japanese 201-202-203 Second-Year Japanese****Liberal Studies 103 Gender and Privilege in the People’s Republic of China****Political Science 342 Comparative Politics of East and Southeast Asia****Religion 362 (PP,G) Religion and Philosophy of India****Religion 365 (PL,G) Religions of East Asia****Religion 366 (PH,G) Buddhism****Religion 392 Women in Religion (when applicable)****Religion 394b Key Issues in Comparative Religion: Studying Asian Religions****Religion 410 Special Topics in Religion (when applicable)****World Literature 350 (PL,G) Japanese Masterpieces in Translation**

Additional courses taken on the East Asia, South Asia or Southeast Asia terms or those taken as part of the Lingnan University program that have been pre-approved by the Asian Studies coordinator may apply to the major or minor.

Internships**ASIA-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

Field experience designed for students living and working in Asia as part of Augustana-approved field programs. Assignments typically include teaching English to university students or working onsite in Asia-based non-governmental organizations or businesses. Students are expected to work full-time at their assigned responsibilities and to maintain a critical journal of their experiences. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

ASIA-INTR-Sxx/Lxx/Axx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

Astronomy

Advisor Lee Carkner, Associate Professor (Physics)

COURSES (ASTR)**311 (PN) The Solar System (3)**

A non-calculus course examining the history, motions and properties of the sun, planets, moons and other members of our own and other planetary systems. Results of recent space discoveries will be emphasized. Methods and tools used by astronomers will be examined. Observing sessions in the observatory and the John Deere Planetarium will be required.

315 (PN) Stars, Nebulae and Galaxies (3)

A non-calculus course introducing the properties of stars, nebulae and galaxies, and the methods and tools astronomers use to study these objects. Observing sessions in the observatory and the John Deere Planetarium will be required.

Biochemistry**Advisors**

Pamela Trotter, Associate Professor, Robert W. Beart Chair in Chemistry
Patrick Crawford, Assistant Professor (Chemistry)

Biochemistry is ideal for the student interested in the chemistry of living things and the close examination of the molecules that carry out such functions as metabolism, movement, and gene expression. A degree in biochemistry prepares a student for many fields beyond biochemistry or biomedical sciences, as it is the core basis for many more applied fields such as biotechnology, molecular genetics,

immunology, pharmacology, toxicology and forensic science. A biochemistry major is ideal preparation for graduate study in such applied fields.

The degree is also appropriate for students interested in health professions (i.e. medicine, dentistry), as well as students interested in the biotechnology and pharmaceutical industries. A biochemistry background could also be useful for students interested in business, law, regulation, journalism or technical writing related to the molecular life sciences.

The biochemistry major includes courses in chemistry, biology, mathematics and physics.

MAJOR IN BIOCHEMISTRY. 32 credits in CHEM beyond 121, including 123 or 225, 200, 313, 361, 412, 413, 451 and one chosen from 454, 455 or 456. 12 credits in BIOL, including 210, 370, 375, and 360 or 362.

Required supporting courses: MATH 221 or 338, PHYS 201, 202, 203.

Recommended supporting courses: CHEM 362, 372, 403, CSC 211 and 212.

MINOR IN BIOCHEMISTRY. 19 credits in CHEM beyond 121, including 411, and 412 or 413. BIOL 210, 370, 360 or 362.

Biology

REBECCA COOK, Instructor, Advising and IRIS Program Coordinator

B.A., Northern Iowa; M.S., Walden

KRISTIN DOUGLAS, Associate Professor, Co-Chair
A.S., Waubesa Community College; B.S., Iowa; M.S., Ph.D., Michigan

BOHDAN DZIADYK, Professor

B.A., M.S., Southern Illinois; Ph.D., North Dakota State

STEPHANIE FUHR, Laboratory Coordinator, Instructor
B.S., M.S., Illinois

C. KEVIN GEEDEY, Professor

B.A., B.S., Ohio State; Ph.D., Michigan State

SCOTT GEHLER, Assistant Professor

B.A., Cornell College; Ph.D., University of Minnesota

DARRIN S. GOOD, Professor

A.B., Augustana; M.A., Ph.D., Kansas

STEPHEN B. HAGER, Associate Professor

B.A., M.A., California State; Ph.D., New Mexico State

JASON A. KOONTZ, Associate Professor, Co-Chair

B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

TIMOTHY MUIR, Assistant Professor

B.A., Kalamazoo; M.S., Ph.D., Miami University (Ohio)

KIMBERLY MURPHY, Assistant Professor

B.A., Winona State; Ph.D., Washington State

LORI R. SCOTT, Professor

B.S., Manchester; M.S., Ph.D., Illinois State

ROBERT B. TALLITSCH, Professor

B.A., North Central; M.S., Ph.D., Wisconsin

DARA L. WEGMAN-GEEDEY, Professor

B.S., Mount Union; Ph.D., Delaware

Visiting Faculty

ALLISON BECK, Visiting Assistant Professor

B.S., Georgetown; M.S., Ph.D., Chicago

KARTHIK RAMASWAMY, Visiting Assistant Professor

B.S., St. Joseph's College (India); M.S., Pondicherry University (India); Ph.D., University of Missouri-Columbia

ALEJANDRA RATTI, Visiting Assistant Professor

B.S., M.S., University of Buenos Aires; Ph.D., Arkansas State University

Potential majors in biology or the pre-professional areas must begin their curriculum with one year of general chemistry (usually Chemistry 121, 122 and one of 123, 200 or 225), and the major with Biology 200 and 210.

MAJOR IN BIOLOGY. 31 credits at the 200 level or above, including the core courses 150, 200, 210, 220, 370 and one 3-credit senior inquiry (SI) experience from 331, 375, 464, 465, 466 and BIOL-INTR-Sxx or any other pre-approved SI experience. Beyond the core courses, any biology course at the 200 level or above may apply to the major. 150 must be completed prior to taking other core courses or within one term after declaring the major; 200 and 210 must be completed within one year of declaring the major; 220 and 370 must be completed within two years of declaring the major.

A student who completes BIOL-INTR-Sxx as their SI may not apply BIOL-INTR-Axx credits to the major. A student who completes 464, 465 or 466 as their SI may apply 3 credits of BIOL-INTR-Axx to the major. A student who completes a sanctioned SI experience as a requirement of a second major may substitute a non-SI biology course at the 200 level or above for the 3-credit SI experiences listed above, with prior approval granted by the departmental coordinator. A student can count multiple courses from 464, 465, 466 toward the biology major; because the option to enroll in additional SI courses is based on enrollment demands, prior approval must be granted by the departmental coordinator. A student can apply only 3 credits from this list toward the biology major: 199, 299, 399, 499, 400, BIOL-INTR-Sxx or BIOL-INTR-AXX.

Required supporting courses (9 credits): CHEM 121, 122, and one of 123 or 200 or 225 or equivalent.

Recommended supporting courses: statistics and computer science. Additional recommended supporting courses for students expecting to work toward a M.S. or Ph.D. in the biological sciences: CHEM 311-312-313; MATH 219; PHYS 101-102-103 or PHYS 201-202-203

MAJOR IN TEACHING BIOLOGY.31 credits, including 150, 200, 210, 220, 308, 310, 343, 370, one of 360 or 362, one of 323 or 380 or 387; one 3-credit SI experience from the options 464, 465, 466 and 389 or the combination of EDUC 422, 450 and 490 as part of the Secondary Education program. See the Director of Secondary Education for more details.

Required supporting courses (24 credits):CHEM 121, 122 and 123; PHYS 101 and 102; one of GEOG 101 or 103; one of GEOL 101 or 115; and ASTR 315.

MINOR IN BIOLOGY. 19 credits: 150 and 18 credits beyond the 100 level, including 200, 210, 220 and 370. Three credits from this list may apply to minor: 199, 299, 399, 499, 400, BIOL-INTR-Sxx or BIOL-INTR-Axx.

Required supporting courses: 9 credits from CHEM 121, 122, and one of 123 or 200 or 225 or equivalent.

COURSES (BIOL)

101 (PN,I) Biological Principles (3)

Integrated study of the basic concepts concerning living organisms. Includes one two-hour investigative lab weekly. May not be taken for credit after the completion of any biology course numbered 200 or above.

120 Ethnobotany (3)

Survey of the importance of plants in the historical development and maintenance of civilizations and of contemporary uses of local flora by native societies, especially in the neotropics. Includes one two-hour lab weekly. Does not satisfy the botany requirement for biology majors. Cannot be taken for credit if credit earned in LSFY 111 Foundations in Ethnobotany.

150 Becoming Biologist Seminar: Understanding Our Place as Life Scientists (1)

Entry-level course for biology, pre-medicine and biology teaching majors and minors, completed during the first year and/or prior to 200, 210, 220 and 370. Topics may include inquiry and reflection, biology careers and the qualities/experiences necessary to attain career goals, and study and learning strategies. Students not intending to declare a biology major or minor or pre-med major are exempt from taking 150 prior to 200 and 210, with permission of departmental coordinator.

180 (PN, I) Fundamentals of Ecology (3)

Broad consideration of the development, structure, functioning and human alteration of natural ecosystems. Includes one three-hour lab weekly, emphasizing an investigative approach.

200 (PN) General Zoology (3)

Survey of animal diversity, including the evolution, phylogeny, natural history, ecology and physiology of the major animal phyla. Includes one two-hour lab weekly. Prerequisite: 150..

210 Cell Biology (3)

Physiology and ultra-structure of prokaryotic and eukaryotic cells, including a survey of the diversity of unicellular organisms. Emphasis on the molecular mechanisms of cell function, including metabolism, replication, gene expression, cell-cell signaling and cell cycle regulation. Includes one two-hour lab weekly. Prerequisite: 150 and CHEM 122.

220 General Botany (3)

Introduction to anatomy, physiology, reproduction, evolution and ecology of organisms in the plant kingdom, with emphasis on seed plants. Includes one two-hour lab weekly. Prerequisite: BIOL-210

225 Local Flora (2)

Field and laboratory identification of plants common to the Upper Mississippi Valley with emphasis on Illinois.

240 (PN) Concepts in Public Health and Epidemiology (3)

An overview of the field of public health with an emphasis on epidemiology as a tool for studying infectious, metabolic, and behavioral disease trends. (Course may NOT be taken for credit if student completed BIOL340 during Holden Term 2008.)

255 (PN) Human Anatomy (3)

Study of the structure and three-dimensional relationships of the human body. Includes one two-hour lab weekly.

263 Nutrition (3)

Principles of basic and applied human nutrition including dieting, food fads and nutritional deficiencies. Prerequisite:101.

308 History of Biological Thought (3)

The great biologists and their contributions to the development of biological concepts from the Greek period to the present.

310 Evolutionary Biology (3)

Theories, mechanisms and evidence of organic evolution and speciation. Includes one two-hour discussion section weekly. Prerequisites: 200 and 210.

323 Plant Diversity (3)

Morphology and taxonomy of the fungi, algae, bryophytes and ferns (first half of term) and the seed plants (second half) with emphasis on plant families in the latter group. Includes two two-hour labs weekly. Prerequisite: 220.

326 Plant Ecology (3)

Structure and ecological functioning of plants as individuals, dynamic populations and essential components of eco-systems. Includes one three-hour lab weekly. Prerequisite: 220.

331 Vertebrate Zoology (3)

Evolution, ecology, behavior and classification of vertebrate animals facilitated in the laboratory and field, including vertebrate sampling techniques. Includes one three-hour lab weekly. Credit may not be earned in both 230 and 331. Prerequisite: 200.

333 Invertebrate Zoology (3)

Natural history, behavior, ecology and phylogeny of invertebrates. Includes one three-hour lab weekly. Prerequisite: 200. Credit cannot be earned in both 333 and 200.

335 (PN,I) Entomology (3)

Natural history, behavior, ecology and phylogeny of insects and arthropods. Includes two two-hour labs weekly. Prerequisite: 200 or permission of instructor.

337 Parasitology (3)

Biology, pathology, epidemiology and phylogeny of parasites of people and domesticated animals. Prerequisite: 200.

339 Animal Behavior (3)

A study of how and why animals behave from the perspectives of genetics, development, physiology and evolution. Includes one two-hour lab weekly. Prerequisite: 200 and 210.

343 Microbiology (3)

The biology of microorganisms with emphasis on bacteria. Includes two two-hour labs weekly. Prerequisite: 210.

345 Principles of Immunology (3)

An overview of the mammalian/human immune system with an emphasis on understanding the physiology and anatomy of the humoral and cell-mediated responses. Prerequisite: 210.

352 Kinesiology (3)

The mechanical and muscular analysis of bodily movements. Prerequisite: 255 and PHYS 101; MATH 219 strongly recommended.

354 Histology (3)

The microscopic and ultramicroscopic structure of human cells, tissues and organs correlated with function and development. Includes two two-hour labs weekly. Prerequisite: 255 or permission of instructor.

358 Neuroanatomy (3)

The structure and three-dimensional relationships of the central and peripheral nervous systems of humans, correlated with normal and abnormal function. Prerequisite: 255 or permission of instructor.

360 Comparative Physiology (3)

A comparative study and broad overview of physiological systems and adaptations among diverse animals from mechanical, morphological and cellular perspectives. One two-hour lab per week. Credit may not be earned in both 360 and 362. Prerequisites: 200 and 210.

362 Human Physiology (3)

Function and neuroendocrine control mechanisms of the nervous, endocrine, skeletal, cardiovascular, respiration, renal and digestive systems in humans. Includes one two-hour lab weekly. Credit may not be earned in both 360 and 362. Prerequisite: 210.

370 Genetics (3)

Basic genetic principles of heredity and variation, including transmission genetics, cytogenetics, molecular genetics and population genetics. Includes one two-hour lab weekly. Prerequisite: 210.

373 Developmental Biology (3)

Study of the molecular and cellular basis of morphological changes during organismal development. Includes one two-hour discussion section weekly. Prerequisites: 200 and 210. 370 suggested.

375 Molecular Genetics (3)

An introduction to genetic engineering and its application in the analysis and manipulation of eukaryotic genes. Includes one three-hour lab weekly. Prerequisites: 370 and permission of instructor.

380 General Ecology (3)

Principles of ecology from the organismic to the ecosystem level including analysis of environmental factors, energy flow, population dynamics and succession. Includes one three-hour lab weekly. Prerequisite: 200.

385 (PN) Applied Ecology (3)

Study of human influence on the global ecosystem including population dynamics, agricultural systems and pest control, resource use and pollution. Includes one two-hour discussion section weekly.

387 Aquatic Biology (3)

The ecology of freshwater ecosystems including physical, chemical and biological effects on function and structure of aquatic biological communities. Includes one three-hour lab weekly. Prerequisites: 200 and 210.

410 Special Topics in Biology (2+)

Treatment in depth of selected topics not covered in the general undergraduate offering.

455 Cadaver Dissection (1)

In-depth study of the structure of the human body utilizing cadaver dissections. Prerequisites: 255 or equivalent and permission of instructor.

464 Senior Inquiry–Biology Literature (3)

Advanced study of the scientific process in biology, completed in the senior year. Students develop a research question and complete an extensive literature search on a topic, culminating in a formal report. Reflective essay component. Prerequisites: 200, 210, 220, 370 and permission of instructor or departmental program coordinator; some sections may have added prerequisites determined by instructor. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval.

465 Senior Inquiry–Laboratory/Field Research (3)

Advanced study of the scientific process in biology, completed in summer following the junior year or in the senior year. Students participate in a laboratory/field research project under the direction of an Augustana faculty mentor, culminating in a laboratory research notebook and at least one form of formal scientific reporting. Reflective essay component. Prerequisites: 200, 210, 220, 370 and permission of mentor or departmental program coordinator; added prerequisites may be determined by mentor. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-OL-INTR-Sxx unless departmental coordinator gives prior approval.

466 Senior Inquiry–Off-Campus Lab/Field Research (3)

Advanced study of the scientific process in biology, completed in summer immediately preceding the senior year. Students participate in a lab/field research project as part of a 8-10 week research program at another institution, culminating in a laboratory research notebook and at least one form of scientific reporting as coordinated with the sponsoring institution and the departmental coordinator. Student secures approval of departmental coordinator in spring term of junior year prior to registering for fall term of senior year. Reflective essay component. Prerequisites: 200, 210, 220, 370 and permission of departmental program

coordinator. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

BIOL-INTR-Axx Academic Internship (3)

Advanced study of the scientific process applicable to the internship setting. Students participate in an internship culminating in a formal report as determined by the department program coordinator. Reflective essay component. Prerequisite: permission of departmental program coordinator. Credit cannot be earned in both BIOL-INTR-Sxx and BIOL-INTR-Axx.

400 Independent Study (1+)**Business Administration**

AMANDA BAUGOUS, Associate Professor
B.S., Drake; M.B.A., Ph.D., Tennessee

DANIEL G. CONWAY, Associate Professor
B.A., Augustana; M.A., Ph.D., Indiana

BURAK DOLAR, Assistant Professor
B.A., Istanbul University; M.B.A., Troy; Ph.D., Mississippi

ANN E. ERICSON, Associate Professor
A.B., Augustana; M.S., Illinois; Ph.D., Iowa; C.P.A., Iowa; C.M.A.

JANIS LONERGAN, Frank Strohkarck Professor of Business and Economics
B.A., Northwestern; M.S., Ph.D., Southern Illinois

MAMATA MARMÉ, Adjunct Instructor, Director of Advising
B.St., M.St., Indian Statistical Institute; M.S., Illinois

NADIA NOVOTOROVA, Assistant Professor
B.S., Gorky State Agricultural Institute; M.S., Iowa State; Ph.D., Illinois

KAREN M. PETERSEN, Adjunct Instructor, Director of Business Administration Internships
B.A., Augustana; M.B.A., Iowa

GREGORY P. TAPIS, Assistant Professor
B.A., Massachusetts Dartmouth; Ph.D., Mississippi State

CRAIG V. VAN SANDT, Associate Professor
B.A., Texas Christian; M.B.A., North Carolina; Ph.D., Virginia Tech

LINA ZHOU, Assistant Professor
B.E., M.A., Central South University, China; M.A., Ph.D., Mississippi; C.F.A.

MAJOR IN BUSINESS ADMINISTRATION. Required foundation courses (21 credits, should be completed during the sophomore year): 205, 211, 212 (MATH 315, 316 may be substituted for 211, 212). ACCT 201, 202. ECON 201, 202. These required foundation courses must be completed with a 2.0 grade-point average.

Required core courses (9 credits): 301, 321, 331.

Required area of emphasis in one of the following areas:

Management (9 credits): Three of 303, 304, 305, 307, 309, 313, 351, PSYC 315.

Marketing (9 credits): Three of 322, 323, 324, 326, 327.

Finance (9 credits): Three of 332, 333, 334, and ECON 345, 362.

International Business (9 credits): 363 and ECON 361, 362.

Management Information Systems (9 credits): 351, 352 and one of 313, ACCT 311, CSC 310, 335.

Required Senior Inquiry experience in one of the following:

Internship with research component (9 credits)

Business Policy (3 credits): 479

Business Simulation (3 credits): 474

Business Honors (3 credits)

See *International Business* for a description of the major. Students cannot major in both business administration and international business.

COURSES (BUSN)**205 Business Writing (3)**

Introduction to the various communication requirements of business and industry. From summaries and correspondence to researched, formal reports, students will write for specific audiences, developing organizational strategies and focusing on concision and clarity. The course features group work, presentations and problem-solving in business situations, as well as editing. Prerequisite: LSFY 101 or equivalent.

211 (Q) Business Statistics I (3)

Methods of analyzing data in economics and business; collection and presentation of data, averages, dispersion, probability, probability distributions, sampling techniques, statistical inference. Credit may not be earned in more than one of BUSN 211, PSYC 240. Credit may not be earned in 211 after completion of MATH 315.

212 Business Statistics II (3)

Regression and correlation, multiple regression with an emphasis on regression diagnostics, time series analysis and forecasting. Prerequisite: 211 or MATH 315. Credit may not be earned in 212 after completion of MATH 316.

301 (PH) Management Concepts (3)

A survey of administrative process in organizations. Includes principles of individual and group behavior applied to an organizational setting; the organizational context (e.g., global environment), and the four management functions (planning, organizing, leading and controlling). Prerequisite: 205.

303 Human Resource Management (3)

The basic functional areas of human resource management (recruitment, selection, training and development, career management, performance evaluation and compensation) within the context of the organizational environment (e.g., demographic shifts, changing organizational structure, the legal environment, global competition and social issues). Human behavior theories and descriptions of leading-edge practices illustrate how human resource management can achieve efficiency and equity in the employment relationship. Prerequisites: 212, 301.

304 Organizational Behavior (3)

Theories about individual, group, and organizational behavior and organizational design are explored with a strong emphasis on application of these theories to organizational problems. Case analysis and experiential exercises are tools used for theory application. Prerequisite: 301 or consent of instructor.

305 Employment Law (3)

Introduction to the law of the workplace and exploration of the tension in employment relationships. Topics include employment relationships, including employment at will; common workplace torts; status discrimination; employee privacy issues; business protection issues, including duty of loyalty, trade secrets and employee inventions; alternative dispute resolution in the workplace and other remedies.

307 (G) Social Issues in Management (3)

An exploration of the bases of the legal and social environments of business, moral awareness, moral philosophy and moral leadership. After gaining a basic understanding of methods of moral reasoning, the focus is on current social issues facing managers in business. Emphasis will be on critical thinking and viewing situations from a variety of perspectives. Students will explore and critically evaluate their personal value systems, focusing on preparing for the ethical dilemmas that occur in business settings.

309 Small Business Entrepreneurship (3)

An overview of this increasingly popular and important area of management education and practices, designed to ignite the entrepreneurial flame and equip students with an appreciation and understanding of the skills, attitudes and knowledge needed to achieve entrepreneurial success. Prerequisites: 301, ACCT 201 and 202.

313 Operations Management (3)

Topics in operations management, including product and service design, total quality management, facility layout, process planning, scheduling and supply chain management. Prerequisites: 212, ECON 202.

321 Marketing (3)

Principles of marketing; marketing strategic planning including market selection, product planning, pricing strategy, distribution systems and communications strategy. Prerequisites: ACCT 202, ECON 202.

322 Advanced Marketing (3)

An overview of the critical aspects of marketing management; application of principles of marketing in analyzing marketing problems that recognize the influences of cultural, social, political and economic forces. Case analysis is used extensively. Prerequisite: 321.

323 Advertising (3)

The process and the practice of advertising in the business communication plan. This course correlates integrated marketing communications with the overall business planning function. Practice and theory are combined in the analysis of traditional mass communication, as well as sales promotion, interactive media, direct marketing and public relations. Prerequisite: 321.

324 Marketing Research Methods (3)

Study of the marketing research process, including methods of design incorporating survey, observation and experimental methods. Consideration of marketing information as a management tool, sampling, measurement scales, instrument construction and statistical analysis. Includes a research project with a non-profit organization. Prerequisites: 205, 212 and 321.

326 New Product Policy (3)

A managerial approach to new product development. Concept generation, pre-technical evaluation, technical development and launch management are stressed. Prerequisite: 321.

327 Consumer Behavior (3)

Introduction to a wide range of behavioral concepts, and the strategic implications of consumer behavior for marketers. Topics will include internal and external factors that influence consumer buying decisions and processes, buyer-seller relationships, positioning, branding and a consumer's information processing. Prerequisite: 321.

331 Financial Management (3)

An overview of the financial decision-making process. Topics include: financial analysis, discounted cash flow analysis, bond and stock valuations, cost of capital and capital budgeting, risk and return analysis. Prerequisites: 212, ACCT 202, ECON 201 and 202.

332 Portfolio and Investment Selection (3)

Security market operations, portfolio theory, asset pricing models, options and futures. Prerequisites: 205, 331.

333 Financial Markets and Institutions (3)

The role of major financial markets and institutions in the U.S. economy, with an emphasis on commercial bank management. Topics include financial intermediation, asset securitization and derivative markets. Prerequisites: 212, ACCN 202, ECON 201 and 202.

334 Bank Management (3)

Overview of key issues in the banking industry and management of commercial banks, including organizational structure of banking, the regulatory environment in banking, evaluating bank performance, asset-liability management, managing investment portfolios, managing sources of funds, and providing loans to businesses and consumers. Prerequisite: 331.

341 Business Law (3)

Law as it relates to the commercial world: introduction to the law, contracts, sales, commercial paper, corporations and secured transactions.

351 Introduction to Management Information Systems (3)

The study of organizational use of information technologies, dealing with the planning, development, management and use of informational technology tools to help people perform tasks related to information processing and management. As a survey of MIS topics, this course does not teach technological proficiency; it teaches fundamental MIS concepts and effective communication of those concepts with an emphasis on innovation and collaboration.

352 System Analysis and Design (3)

Introduction to information systems analysis and design using an object-oriented approach, and preparation for analyzing the information needs and processes of a business. Concepts and methodologies include Systems Development Life Cycle (SDL C), Object-Oriented Development Life Cycle (ODL C), properties of objects and classes, the Unified Modeling Language (UML) and visual modeling; systems analysis will be the main emphasis. Prerequisite: 351 or Computer Science major/minor or consent of instructor.

363 International Business (3)

Exploration of the opportunities and challenges in formulating global strategy and managing multinational operations. Includes the impact of culture, legal frameworks, and trade policies on international business operations. Prerequisites: 301, 321.

380 Topics in Business (1+)

Seminar on special topics in business administration.

474 Business Simulation (3)

Use of various simulation tools to support management decision making in a variety of business contexts, including accounting, finance, marketing, business process analysis, and operations domains. These simulations are powerful tools for performing what-if analyses with various simulated business conditions, including simulating disruptions. Prerequisites: 301, 321, 331.

479 Business Policy (3)

Senior-level capstone that requires applying knowledge from diverse business disciplines in an examination of the organization. The goals are to develop a strategic perspective and to develop an understanding of how and why an organization relates to both its internal and external environments. Case analysis is used extensively. Prerequisites: 301, 321, 331.

Individual Studies and Internships**BUSN-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisites: a declared major in business administration, 301, 321, 331, one elective, minimum 2.5 grade-point average in business administration. Departmental internships must be approved by the department. See *Internships*.

BUSN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See *Internships*.

399, 499 Directed Study (1+)

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: permission of department and instructor.

400 Independent Study (1+)

Research on specific topics for business administration seniors. Prerequisites: grade-point average of 3.0 or higher in major field, completed business administration major, and department permission.

Chemistry

MARY ELLEN BIGGIN, Associate Professor, Chair
B.S., Clarke; Ph.D., Illinois

SALLY BURGMEIER, Laboratory Instructor
B.S., Marycrest; M.S., Western Illinois

KURT M. CHRISTOFFEL, Professor
B.A., M.S., Ph.D., Illinois Institute of Technology

PATRICK A. CRAWFORD, Assistant Professor
B.A., Hanover; Ph.D., Miami (Ohio)

DAVID G. DEWIT, Professor
B.S., Calvin; Ph.D., Northwestern

GREGORY J. DOMSKI, Assistant Professor
B.A., Augustana; Ph.D., Cornell

DELL JENSEN, Associate Professor
B.S., Nevada-Reno; Ph.D., Kentucky

TODD MILLER, Visiting Assistant Professor
B.A., Dubuque; Ph.D., Iowa

RICHARD M. NARSKE, Professor
B.A., Augustana; M.S., Ph.D., Iowa

PAMELA TROTTER, Associate Professor, Robert W. Beart
Chair in Chemistry
B.S., Pacific Lutheran; Ph.D., Harvard

MAJOR IN CHEMISTRY. 35 credits beyond 121, including 200, 225, 313, 362, 372, 403, 411 and 451 and one chosen from 454, 455 or 456. Students desiring an **ACS-accredited major** must include 363 and 421.

Required supporting courses: PHYS 201, 202, 203 and MATH 221 or 338.

Recommended supporting courses: BIOL 210, MATH 230, MATH 329, COMP 211-212, and PHYS 301.

MAJOR FOR TEACHING CHEMISTRY. See the Director of Secondary Education and chair of the chemistry department for program requirements.

MINOR IN CHEMISTRY. 18 credits in chemistry beyond 121, including 200, Physics 201, 202 and 203, and Math 219.

COURSES (CHEM)**101 (PN,I) Fundamentals of General Chemistry (3)**

Brief study of general chemistry, requiring a minimum of algebraic mathematics. Emphasis is placed on relating chemistry to everyday issues and applications. Especially appropriate for non-science majors. Lecture, discussion and three hours of laboratory weekly. Does not count toward a chemistry major. May not be taken for credit after 121 or placement beyond 121.

110 (PN) Cooking is Chemistry (3)

Introduction to the principles of chemistry through cooking. No prior knowledge of chemistry is required. Students will gain an understanding the principles of cooking and preparing food and the relationship of food to nutrition.

121 (PN,I) General Chemistry 1 (3)

Composition, chemical bonding and basic properties of reactivity of matter. Introduction to the basic principles of chemistry. Lecture, discussion, and three hours of laboratory weekly.

122 (PN,I) General Chemistry 2 (3)

Kinetics, equilibrium and thermodynamics. Continuation of 121. Lecture, discussion and three hours of laboratory weekly. Prerequisite: 121 or the equivalent or permission of department.

123 General Chemistry 3 (3)

Introduction to special topics in electrochemistry, nuclear chemistry, metals, nonmetals, organic and biochemistry. Lecture, discussion and three hours of laboratory weekly. Prerequisite: 122 or the equivalent or permission of department. (123 does not count toward a chemistry major. Credit may not be earned for both 123 and 225).

200 Quantitative Analytical Chemistry (3)

Theory and practice of chemical analysis and basic laboratory instrumental analysis. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 122 or equivalent or permission of department.

225 Introductory Inorganic Chemistry (3)

Descriptive chemistry of the elements, concentrating on elements other than carbon. Emphasis on periodic relationships, bonding, structure and reactivity. Lecture, discussion and three hours laboratory weekly. Prerequisite: 122 or permission of instructor. (Credit may not be earned in both 123 and 225.)

311 Organic Chemistry 1 (3)

Survey of organic compounds: their structures, chemical reactivity and spectroscopic properties. Begins with alkanes through alkenes. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 123 or 225, with minimum grade of C, or permission of instructor.

312 Organic Chemistry 2 (3)

Continuation of 311. Alkenes to aromatics, spectroscopy. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 311 with a minimum grade of C or permission of instructor.

313 Organic Chemistry 3 (3)

Continuation of 312. Aromatics to amines, amino acids, carbohydrates, carbonyls and complex molecules and reactions. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 312 with a minimum grade of C or permission of instructor.

315 Environmental Chemistry (3)

Fundamental chemical principles as they apply to the environment. Complex chemical interactions that occur among the terrestrial, atmospheric, aquatic and biological environments. Lectures and four hours of laboratory weekly. Prerequisite: 312 or permission of instructor.

325 Chemistry and Crime (3)

An investigation of the scientific, technological and social aspects of criminalistics. This course will use actual court cases to introduce forensic concepts, including gunpowder analysis, trace evidence, drug analysis, blood analysis and DNA profiling. Students will be expected to critically evaluate evidence and ascertain its significance. Prerequisite: 123 or 225. Recommended: 311.

361 Physical Chemistry 1 (3)

Thermodynamic approach to the properties of matter and to the laws of physical and chemical equilibrium. Prerequisites: 122, PHYS 203, MATH 221 or 338.

362 Physical Chemistry 2 (3)

Kinetics at the microscopic and macroscopic level. Introduction to elementary quantum theory and applications to systems of chemical interest- atoms and molecules. Prerequisite: 122, PHYS 203, MATH 221 or 338.

363 Physical Chemistry 3 (3)

Further topics in the application of quantum theory in chemistry- polyatomic molecules, spectroscopy and reaction dynamics. Introduction to statistical mechanics and its use in understanding macroscopic phenomena. Lecture and four hours laboratory weekly. Prerequisite: 362.

372 Physical Chemistry Laboratory (1)

Laboratory practice in making physico-chemical measurements, particularly related to thermodynamics and kinetics. Four hours laboratory weekly. Prerequisites: 200, 361.

403 Instrumental Analysis (3)

Critical survey of instrumental methods, principles, theory of operation and interpretation of results. Lecture and four hours laboratory weekly. Prerequisites: 200, 313, 362, 372 or permission of instructor.

411 Biochemistry 1 (3)

Chemistry of proteins, enzymes, carbohydrates, lipids and their metabolism. Catabolic pathways and their control. Structure/function relationship of macromolecules. Prerequisite: 313. Strongly recommended: BIOL 210.

412 Biochemistry 2 (3)

Molecular control of DNA replication, transcription and protein translation. Much of the reading materials will be from the primary biochemical journals. Prerequisites: 411 or permission of instructor. Strongly recommended: BIOL 343 and BIOL 370.

413 Biochemistry Laboratory (1)

Laboratory studies to complement 411 and 412. Four hours laboratory weekly. Prerequisite: 411. 200 strongly recommended.

421 Advanced Inorganic Chemistry (3)

Bonding, structure, spectra, and reactions of inorganic and organometallic materials. Lecture and four hours laboratory weekly. Prerequisites: 200, 225, 313, 362.

451 Chemistry Literature (1)

Introduction to chemical literature sources and their use. Online searching techniques. Presentation of literature research results. Prerequisites: 200, 123 or 225, 313.

454 Senior Inquiry – Research Proposal (3)

Literature search of an approved topic and formulation of a polished research proposal that includes an explanation of experimental approaches designed to answer a set of specific questions relating to the topic, and a discussion of possible outcomes and conclusions. Culminates in a polished written proposal, an oral presentation during spring term of the senior year, and a reflective essay. Prerequisite: 451 and permission of instructor.

455 Senior Inquiry – Laboratory Research (3)

Laboratory research project performed under the direction of a faculty mentor at Augustana College. At least 80 clock hours are spent in the laboratory during the first two terms of the senior year and/or during the summer preceding fall term of the senior year. Culminates in a laboratory research notebook, a polished annotated research paper, an oral departmental presentation during spring term of the senior year, and a reflective essay. Prerequisite: 451 and permission of instructor.

456 Senior Inquiry – Off-Campus Laboratory Research (3)

Laboratory research project performed as part of an undergraduate 8-10 week research program at another institution during the summer immediately preceding the senior year. Approval by the chemistry department chair is secured during the spring term of the junior year prior to registering for fall term of the senior year. Culminates in a laboratory research notebook, a polished annotated research paper, an oral departmental presentation during winter term of the senior year, and a reflective essay. Prerequisite: 451 and permission of instructor.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

CHEM-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

An exploration of the practice of chemistry or biochemistry in a non-curricular setting. Prerequisite: a declared major in chemistry. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

CHEM-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Prerequisite: declared major in chemistry. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)**Chinese**

HUA-MEI CHANG, Adjunct Instructor
B.A., National Sun Yat-Sen University; M.A., University of Wisconsin

JEN-MEI MA, Professor, Chair
B.A., Fu-jen, Taiwan; M.A., M.Ph., Ph.D., Kansas

MINOR IN CHINESE. 21 credits including 201-202-203, 301-302-303, and one of 205, 305, or History 350, 351.

MAJOR IN ASIAN STUDIES: See Asian Studies.

COURSES (CHNS)**101-102-103 First-Year Chinese (3+3+3)**

Fundamentals of spoken and written Mandarin Chinese. Basic grammatical patterns and practical conversation skills with an emphasis on speaking, listening, reading and writing.

106 Chinese and Japanese Calligraphy (1)

Introduction to the writing, from China and Japan, of both Hanzi and Kana. The course consists of initial presentation of the historical background and hands-on practice in mastering the art of writing characters. Also JPN 106.

110-111 Accelerated First-Year Chinese (4.5+4.5)

This is the beginning year of Chinese language, taught in two terms instead of the usual three. Registrants should have

high motivation, commitment and linguistic flair. Offered only under special circumstances, such as after the fall term in Asia.

201-202-203 Second-Year Chinese (3+3+3)

Continuation of first-year Chinese; mastery of new vocabulary, conversational skills, grammatical structure of modern Chinese; reading of contemporary short essays and newspaper articles; additional mastery of Chinese characters. Prerequisite: 103.

205 (PH,G) Chinese Culture (3)

An overview of Chinese culture. Emphasis will be placed on various aspects within Chinese society, including religions, literature, art, language and philosophy. Readings are supplemented by audiovisual material, discussions and projects.

300 (PA) Chinese Literati Art (3)

Introduction to the essence of Chinese literati culture. Appreciation and practice of the Three Perfections: calligraphy, poetry and painting.

301-302-303 Third-Year Chinese (3+3+3)

Continuation of second-year Chinese, with increased emphasis on modern Chinese conversation and written characters. Reading materials of selected literature masterpieces will be added. Prerequisite: 203.

305 (PH,G) Chinese Culture (3)

Meets with 205 but expects extra in-depth work incorporating Chinese language text. Also encourages critical thinking and creativity through analysis of various aspects of Chinese society. Prerequisite: 103 or by consent of instructor.

401-402-403 Current Chinese (3+3+3)

Transition from textbooks to the language of film, video, newspapers and magazines. Guided research on current topics and access to media. Prerequisite: 303.

Individual Studies**199, 299, 399, 400, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

400 Independent Study (1+)**Classics**

KIRSTEN DAY, Assistant Professor
B.A., Rice; M.A., Ph.D., Arkansas

EMIL A. KRAMER, Associate Professor, Chair
B.A., Texas; M.A., Georgia; Ph.D., Cincinnati

MAJOR IN CLASSICS GREK and LATN 101-103 or equivalent; four (1-hour) classes at the 200 level in GREK and/or LATN; two (3-hour) classes at the 300 level in GREK and/or LATN; WLIT 228; two of CLAS 230, 360, WLIT 212, 222, 224, 226; CLAS 401.

Required supporting courses (6 credits): History 214 and 215.

MAJOR IN CLASSICAL STUDIES GREK or LATN 101-103 or equivalent; four (1-hour) classes at the 200 level in GREK or LATN; two (3-hour) classes at the 300 level in GREK or LATN; WLIT 228; three of CLAS 230, 360, WLIT 212, 222, 224, 226; CLAS 401.

Required supporting courses (6 credits): History 214 and 215.

MAJOR FOR TEACHING LATIN. 34 credits for a first field, 21 for a second field. Please see the Director of Secondary Education and the chair of Classics.

MINOR IN CLASSICS GREK and LATN 101-103 or equivalent; three (1-hour) classes at the 200 level in GREK and/or LATN; two (3-hour) classes at the 300 level in GREK and/or LATN; WLIT 228; one of CLAS 230, 360, HIST 214, 215, WLIT 212, 222, 224, 226.

MINOR IN CLASSICAL STUDIES GREK or LATN 101-103 or equivalent; three (1-hour) classes at the 200 level in GREK or LATN; one (3-hour) class at the 300 level in GREK or LATN; WLIT 228; three of CLAS 230, 360, HIST 214, 215, WLIT 212, 222, 224, 226.

MINOR IN CLASSICAL STUDIES WITH INTERDISCIPLINARY EMPHASIS GREK or LATN 101-103 or equivalent; three (1-hour) classes at the 200 level in GREK or LATN; two (3-hour) classes at the 300 level in GREK or LATN; WLIT 228; three of ARHI 165, 361, 362, 363, 364; ENGL 307, 350, 352, 353; PHIL 240,311, 318,321; RELG 310, 311, 360; SPCM 320.

MINOR IN GREEK FOR NEW TESTAMENT STUDIES. GREK 101-103 or equivalent; three (1-hour) courses in New Testament Greek (by arrangement); two of RELG 310, 311, 360.

COURSES**Courses in Classics (CLAS)**

No knowledge of Greek or Latin is required for the following courses.

111 Greek and Latin Terms for Science (1)

A systematic approach to the large vocabulary of the life sciences via the relatively small number of Greek and Latin base-words underlying it. The course takes up these base-words, the patterns in which they change and the forms they take in anatomical and scientific names. Course does not count toward a classics major.

230 (PP, D) Women in Classical Antiquity (3)

How Greek and Roman women lived in the world of the ancient Mediterranean, including the physical spaces they occupied, the roles they played, and the laws that governed them. Examination of the ways the ancient Greeks and Romans defined the categories of masculine and feminine and how these categories were used in discourses of literature, politics, law, religion and medicine. Additionally, how these ancient conceptions of gender have shaped our contemporary views of male and female gender roles. Precludes taking other courses in the Women in Antiquity group (GREK 230/330, LATN 230/330).

360 (PH,D) Greek and Roman Religion (3)

How ancient Greeks and Romans understood, interacted with and analyzed their gods through literature, cult practice and philosophy; the role of religion in the communal and societal setting of the Greco-Roman world; ideas about afterlife and immortality, and the relationship of the human world with the divine; the "divine man" concept and the interaction of the "pagan" world with early Christianity

401 a,b,c Senior Inquiry in Classics (1+1+1)

In 401a students work closely with a faculty member to discover and develop a research question or other project of significance. In 401b, continuing to work with their faculty advisor, students research their question or otherwise develop their project. In 401c students complete their project, generally a substantial paper, and present their work orally. If circumstances demand, 401a and 401b may be taken in the same term, but one course per term is the usual schedule.

Courses in World Literature (WLIT)

The following world literature courses from Classics are described in the world literature section of this catalog. No knowledge of Greek or Latin is required for these courses.

212 (PL) Greek Mythology (3)**222 (PL) The Art of History (3)****224 (PL) Classical Tragedy (3)****226 (PL) Classical Laughter (3)****228 (PL) Classical Epic (3)****Courses in Greek (GREK)**

Courses numbered above 200 are usually offered alternate years.

101-102-103 Elementary Greek (3+3+3)

Introduction to both the New Testament koine and classical varieties of ancient Greek. By the end of the third term, students have basic skills needed to read most Attic and Hellenistic prose.

201 Greek Prose Composition (1)

Review of Greek morphology, grammar and syntax, and an introduction to the principles of prose composition in Greek.

214 Greek Lyric Poetry (1+)

Translation of Greek lyric poetry (Archilochus, Sappho, Solon and others). Prerequisite: 103 or equivalent.

216 Hellenistic Literature (1+)

Translation of Greek prose and poetry from the Hellenistic era (including the New Testament). Prerequisite: 103 or equivalent.

218 Greek Philosophy and Rhetoric (1+)

Translation of Greek philosophical and rhetorical prose (Plato, Lysias, Demosthenes and others). Prerequisite: 103 or equivalent.

222 Greek Historical Prose (1+)

Translation of Greek historical prose (Herodotus, Thucydides, Xenophon). Prerequisite: 103 or equivalent.

224 Greek Tragedy (1+)

Translation of Greek tragedy (Aeschylus, Sophocles, Euripides). Prerequisite: 103 or equivalent.

226 Greek Comedy (1+)

Translation of New and Middle Greek Comedy (Aristophanes, Menander). Prerequisite: 103 or equivalent.

228 Greek Epic (1+)

Translation of the Homeric epics (Iliad and Odyssey). Prerequisite: 103 or equivalent.

314 (PL) Greek Lyric Poetry (3)

Translation of Greek lyric poetry (Archilochus, Sappho, Solon and others) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

316 (PL) Hellenistic Literature (3)

Translation of Greek prose and poetry from the Hellenistic era (including the New Testament) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

318 (PL) Greek Philosophy and Rhetoric (3)

Translation of Greek philosophical and rhetorical prose (Plato, Lysias, Demosthenes and others) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

322 (PL) Greek Historical Prose (3)

Translation of Greek historical prose (Herodotus, Thucydides, Xenophon) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

324 (PL) Greek Tragedy (3)

Translation of Greek tragedy (Aeschylus, Sophocles, Euripides) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

326 (PL) Greek Comedy (3)

Translation of New and Middle Greek Comedy (Aristophanes, Menander) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

328 (PL) Greek Epic (3)

Translation of the Homeric epics (Iliad and Odyssey) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

Courses in Latin (LATN)

Courses above 200 are usually offered alternate years.

100 Elementary Latin Refresher (1)

For students placed in 102 by the Latin placement test. They may, with the consent of the department, register for 100 (they cannot take 101), and then continue with 102-103.

Prerequisites: placement in 102 and consent of department.

101-102-103 Elementary Latin (3+3+3)

Basics of Latin, with appropriate readings in prose and poetry.

201 Latin Prose Composition (1)

Review of Latin morphology, grammar and syntax, and an introduction to the principles of prose composition in Latin.

214 Latin Lyric and Elegiac Poetry (1+)

Translation of Latin lyric and elegiac poetry (Catullus, Horace, Propertius, Tibullus). Prerequisite: 103 or equivalent.

216 Literature of the Roman Empire (1+)

Translation of Latin prose and poetry from the Imperial era (Ovid, Petronius, Pliny, Suetonius and others). Prerequisite: 103 or equivalent.

218 Roman Philosophy and Rhetoric (1+)

Translation of Roman philosophical and rhetorical prose (Lucretius, Cicero, Seneca and others). Prerequisite: 103 or equivalent.

220 Medieval Latin Literature (1+)

Translation of post-Classical prose and poetry. Prerequisite: 103 or equivalent.

222 Latin Historical Prose (1+)

Translation of Latin historical prose (Caesar, Sallust, Livy, Velleius, Tacitus). Prerequisite: 103 or equivalent.

224 Latin Tragedy (1+)

Translation of Latin tragedy (Seneca). Prerequisite: 103 or equivalent.

226 Latin Comedy (1+)

Translation of Roman Comedy (Plautus, Terence). Prerequisite: 103 or equivalent.

228 Latin Epic (1+)

Translation of the Vergil's Aeneid. Prerequisite: 103 or equivalent.

314 (PL) Latin Lyric and Elegiac Poetry (3)

Translation of Latin lyric and elegiac poetry (Catullus, Horace, Propertius, Tibullus) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

316 (PL) Literature of the Roman Empire (3)

Translation of Latin prose and poetry from the Imperial era (Ovid, Petronius, Pliny, Suetonius) and research to prepare for the senior seminar. Prerequisite: LATN above 200.

318 (PL) Roman Philosophy and Rhetoric (3)

Translation of Roman philosophical and rhetorical prose (Cicero, Seneca and others) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

320 (PL) Medieval Latin Literature (3)

Medieval Latin Literature Translation of post-Classical prose and poetry and research in preparation for the senior seminar. Prerequisite: LATN above 200.

322 (PL) Latin Historical Prose (3)

Translation of Latin historical prose (Caesar, Sallust, Livy, Velleius, Tacitus) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

324 (PL) Latin Tragedy (3)

Translation of Latin tragedy (Seneca) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

326 (PL) Latin Comedy (3)

Translation of Roman Comedy (Plautus, Terence) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

328 (PL) Latin Epic (3)

Translation of the Vergil's Aeneid and research in preparation for the senior seminar. Prerequisite: LATN above 200.

Courses in Hebrew (HEBR)**100-101-102 Elementary Hebrew (2+2+2)**

An introduction to the Hebrew of the Hebrew Bible. By the end of the third term, students will be able to read the text of the Hebrew Bible with the aid of lexica. The sequence is offered when feasible, which is normally every third year.

Individual Studies and Internships**199, 299, 399 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's guidance. Prerequisite: permission of department chair and instructor.

CLAS-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in classics. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

CLAS-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Reading and analysis of selected literature

Communication Sciences and Disorders

ALLISON M. HASKILL, Associate Professor
B.A., M.A., Ph.D., University of Nevada–Reno

KATHY J. JAKIELSKI, Professor, Chair
B.S., Towson; M.A., Ph.D., Texas

ANN PERREAU, Assistant Professor
B.A., M.A., Ph.D., University of Iowa

MAJOR IN COMMUNICATION SCIENCES AND DISORDERS.

33 credits including 265, 280, 304, 305, 367, 368, 370, 375, 380, 404; one of 470, 480, 490; two of 202, 376, 440 (can be taken two times if different topics); optional: 110. Required supporting courses (21 credits): ENGL 307, PSYC 100, 216, 240, 420, any course with a BIOL prefix, any course carrying ASTR, CHEM, GEOL or PHYS prefix.

COURSES (CSD)**100 Human Communication & Its Disorders (2)**

Learn about multiple aspects of human communication and its disorders. Students will learn how to differentiate speech, language, and communication and identify subcomponents of each; apply methods for evaluating and observing human communication; appreciate multicultural diversity as it relates to communication; identify etiologies and interventions for a variety of communication disorders; gain an understanding of implications of communication disorders through clinical observations; explain communication changes that occur across the lifespan; consider ways to make daily life more accessible to individuals with communication disorders; and improve oral and written communication skills through active class participation, the completion of a group presentation, and a research term paper.

110 Sign Language (1)

Comprehension and expression of a basic vocabulary in sign language. English word order. Manual fingerspelling. Development of a basic understanding of deaf culture.

202 Communication: Components, Variations and Disorders (3)

Human and animal communication systems, communication variations including multicultural issues, communicative disorders and the impact of communication breakdown in individuals and society.

265 Phonetics (3)

Speech sound production, perception, and use in a variety of the world's languages, with an emphasis on American English. Phonetic transcription of normal, disordered, and dialectal speech using the International Phonetic Alphabet.

280 Speech and Language Development (3)

Development of phonology, semantics, syntax, morphology, pragmatics and metalinguistics in children and adults. Speech and language universals and multicultural variations related to age, gender, race and ethnicity. Language-base for reading development

367 Language Disorders (3)

Identification and treatment of language disorders in children birth through adolescence. Multicultural variations.

368 Speech Sound Disorders (3)

Various speech disorders that can affect individuals throughout the lifespan. Review of competing theories of speech acquisition. Special populations and multicultural issues related to diagnosis and treatment of speech disorders and differences.

369 Anatomy & Physiology of Speech & Hearing (3)

Structure, function and neurology of the mechanisms of respiration, phonation, articulation, resonance and audition.

370 Audiology (3)

Rationale, structure and function of various auditory test batteries. Instruction in administering hearing tests and interpreting results.

371 Speech and Hearing Science (3)

Exploration of the multidisciplinary nature of speech communication by applying principals from physics, biology and psychology to speech and hearing. Topics such as speech acoustics, physiology of speech and hearing systems, evolution of speech and related theories.

375 Anatomy, Physiology, and Science of Speech (3)

Study the structure, function, and neurology of the mechanisms of respiration, phonation, articulation, and resonance. Examine the multidisciplinary nature of speech communication by applying principles from physics, biology, and psychology to speech. Students study topics such as physiology of speech and evolution of speech.

376 Aural Rehabilitation (3)

Principles and methods of teaching language and speech to hearing impaired individuals. Emphasis on total communication.

380 Anatomy, Physiology, and Science of Hearing (3)

Study the structure, function, and neurology of the mechanisms of audition. Examine the multidisciplinary nature of audition by applying principles from physics, biology, and psychology to hearing.

440 Special Topics in Communicative Disorders (3)

Investigates advanced topics related to communication disorders. May be repeated for credit one time if the topic is different. Consult department for current topic. Prerequisite: junior or senior standing or consent of instructor.

470 Senior Inquiry – Research Essay (3)

Advanced study of the research process and scientific writing in communication sciences and disorders. Development of a research question and completion of an extensive literature search, culminating in a scientific essay on a topic of narrow focus and an in-class presentation of research. Reflective essay component. Limited enrollment.

480 Senior Inquiry – Applied Research (3)

Advanced study of the research process and scientific writing in communication sciences and disorders. Development of a data-based research question and investigation of its answer, culminating in a senior thesis and an in-class presentation of research. Reflective essay component. Limited enrollment.

490 Senior Inquiry – Thesis (3)

Advanced study of the research process and scientific writing in communication sciences and disorders. Development of a data-based research question and investigation of its answer, culminating in a senior thesis and an in-class presentation of research. Reflective essay component. Limited enrollment.

Internships

Admission to each of three academic internship courses (a, b and c, below) is granted only if a student has a minimum overall grade-point average of 3.00 when the course begins. Admission to internship is by written application submitted in the preceding term. See p. 22 for more information and other internship options.

a) CSD-INTR-304 – Beginning (1)

Speech-language pathology diagnostic and intervention procedures. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

b) CSD-INTR-305 – Intermediate (1)

Intermediate speech-language pathology diagnostic and intervention procedures. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

c) CSD-INTR-404 – Advanced (1)

Study of advanced speech-language pathology diagnostics and therapeutic intervention. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

CSD-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

Communication Studies

MAX ARCHER, Instructor, Director of Debate
B.A., West Texas; M.A., Kansas State

LISA (FARINELLI) ALLEN, Assistant Professor
B.S., California State–Chico; M.A., Ph.D., Arizona State

ELLEN HAY, Professor
B.A., M.A., Northern Iowa; Ph.D., Iowa State

WENDY HILTON-MORROW, Associate Professor
B.A., Augustana; M.A., Ph.D., Iowa

STEPHEN KLIEN, Associate Professor
B.A., Monmouth; M.A., Ph.D., Illinois

DAVID SNOWBALL, Professor
B.A., Pittsburgh; M.A., Ph.D., Massachusetts

SHARON VARALLO, Professor, Chair
B.A., William and Mary; M.A., North Carolina; Ph.D., Ohio State

MAJOR IN COMMUNICATION STUDIES. 28 credits, including two of 210, 211, 212; one of 104, 204, 301, 401; 310; one of 320, 321, 322; one from among 371, 372, 373, 374, 375; one from among 381, 382, 383, 384, one additional 1-credit research module 1-credit modules, and either 451-452 or 453-454.

MINOR IN COMMUNICATION STUDIES. 18 credits, at least 6 credits of which must be at 300-400 level, including one of 104, 204, 301, 401; two of 210, 211, 212; and one of 320, 321, 322.

MAJOR FOR TEACHING COMMUNICATION-LANGUAGE ARTS. See Director of Secondary Education.

COURSES (COMM)

104 Public Speaking (3)

Training in the art of public address. Focus on structure, resources, reasoning and delivery skills needed to perform effectively in front of an audience, including attention to communication apprehension.

200 Practical Debate (1+ or 2)

Credit for participation in the intercollegiate debate program. May be repeated for a maximum of 2 credits. Prerequisite: permission of instructor.

204 Argumentation and Oral Advocacy (3)

Skills-based course focused on learning to organize, present and defend ideas. Includes instruction in group discussion, persuasive public speaking and basic debate.

206 Small Group Communication (2 or 3)

Considers variables that affect group functioning such as cohesiveness, conformity, climate, structure and leadership. Assignments include group projects.

210 (PS,D) Communication and Social Relationships (3)

Examines how family, peer and cultural socialization influences communication in close relationships. Consideration of race, class, gender and sexual orientation as they relate to communication.

211 (PL) Communication, Politics and Citizenship (3)

Addresses issues of communication as they impinge on citizens of a free society, with a focus on political discourse in the public sphere. Features communication strategies and argument patterns in political campaigns, public policy and the media. Also MJMC 211.

212 (PS) Advertising and Social Influence (3)

Examines history, strategies, techniques and effects of advertising on individuals and society. Also MJMC 212.

220 Radio Production (1+)

Practical work at one of the college radio stations. Students will have individual evaluation sessions. May be repeated for a maximum of 2 credits

250 (PL) Critical Analysis of Messages (3)

Focuses on strategies of rhetorical criticism, demonstrating the value of rhetorical criticism to a variety of disciplines.

300 Advanced Debate (1+)

Participation in intercollegiate debate at the championship level. May be repeated for a maximum of 4 credits. Pre-requisite: permission of instructor.

301 Performance Studies (3)

Develops creative and presentational abilities through performing prose, poetry and drama, and creating and presenting stories. Focuses on critical abilities by analyzing various texts.

310 Ethical Issues in Communication Research (1)

Introduces and complicates practical and philosophical notions of ethics in communication research. Students apply ethical frameworks to communication research questions. Taken concurrently with Senior Inquiry.

320 (PL) Communication Theory I: The Rhetorical Tradition in Communication (3)

Addresses definitions and frameworks of rhetoric from theorists ranging from Plato, Aristotle and Cicero to Burke, Toulmin and Foucault.

321 (PS) Communication Theory II: The Social Scientific Revolution (3)

Examines the rise of the social sciences and reviews contemporary social science theories and perspectives in communication.

322 (PS) Communication Theory III: Media and Social Influence (3)

Examines the rise of the social sciences, introduces methods of social science communication research and reviews major contemporary theories and perspectives in communication. Also MJMC 322.

330 (PH,G) Intercultural Communication (3)

Examines how communication helps create culture and how culture constrains communication; how membership in racial, ethnic and national cultures helps shape our communication, reasoning and morality; and how intercultural skills relate to communication competence.

340 (PP) Propaganda (3)

Examines some of the most significant events of the past century and the public persuasion campaigns surrounding them, including propaganda campaigns and techniques from WWI through the current conflict between Islamic factions and the West. Also MJMC 340.

345 (PP) Cultural History of Broadcasting (3)

Addresses shifting relationships among broadcasting institutions, politics, culture, social organizations and technology. Considers the development of radio and television. Offered every other year, rotating with 350. Also MJMC 345.

350 Issues in Broadcasting: Law, History and Ethics (3)

Examines the role that broadcasting plays in society, applying legal and ethical perspectives to controversial issues surrounding media ownership and media content. Offered every other year, rotating with 345. Also MJMC 350.

360 Communication and Emerging Technologies (3)

Addresses the effects of emerging technologies on social, political and economic communication. Also MJMC 360.

371 Historiography of Communication (1)

Addresses construction and interpretation of historical communicative exchanges: (1) what was said? and (2) what did it mean?

372 Rhetorical Criticism (1)

Practical introduction using methods of rhetorical criticism to analyze public discourse.

373 Argument Analysis (1)

Practical use of method to analyze argument and argumentation in public messages and to help craft critical arguments.

374 Media Content Analysis (1)

Students learn methods to draw representative samples of content from media texts (such as television shows) by using or developing categorical rules, analyzing patterns in texts, and making arguments about what those patterns mean.

375 Critical Media Analysis (1)

Focuses on methods to interpret media artifacts and uncover potential ideological meanings.

380 [Q] Quantitative Tools for Communication Research (3)

Introduction to the social scientific research process, foundations of measurement and the descriptive and inferential statistical procedures necessary to conduct research on communication questions and variables

381 Survey Research (1)

Practical introduction to survey research methods designed to collect quantitative information about a population.

382 Qualitative Interviewing for Research (1)

Focuses on qualitative interview methods via data collection and analysis.

383 Experimental Research (1)

Focuses on designing experiments using reliable and valid measures, testing variables and reporting results. Prerequisite: 380 or comparable stats course.

384 Social Action Research (1)

Involves identifying a problem that impacts a population and implementing an appropriate intervention. Required for 453-454.

401 Business and Professional Communication (3)

Skills-based course requires preparing a variety of presentations applicable to professional situations.

402 Organizational Communication (3)

Discusses how structure, leadership, values, goals and climate contribute to organizational culture and communication, and explores how individuals and groups are impacted by these variables.

403 Principles of Public Relations (3)

Reviews current practices and emerging trends in public relations. Students will create a portfolio-quality public relations plan. Also MJMC 403.

404 Broadcast Writing and Production (3)

Introduces elements of radio and television production, including shooting, writing and editing; students create their own broadcast feature stories. Also MJMC 404.

410 Seminar in Communication (3+)

In-depth analysis of communication topics offered for advanced students. Typically reading and discussion-intensive, with an expectation that students take active roles in the classroom. Seminar topic changes every year. Can be repeated

411 Seminar in Media (3+)

451 Senior Inquiry: Traditional Research Proposal (2)

Students review scholarly literature, design and present a proposal for original communication research. Prerequisites: 320, 321 or 322, and two methods modules.

452 Senior Inquiry: Traditional Research Practicum (1)

Execution of the project designed in 451. Prerequisites: 451, permission of instructor.

453 Senior Inquiry: Civic Engagement Action Plan (1)

involves researching a contemporary issue or problem, volunteering at an agency that addresses this situation, and

designing a project to serve the needs of the agency.

Prerequisites: 320, 321 or 322; 384 and one other methods module; permission of instructor.

454 Senior Inquiry: Civic Engagement Project (2)

Implementation of action plan from 453 and presentation of results. Prerequisites: 453, permission of instructor.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

COMM-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policies in the sponsoring organization. Prerequisite: a declared major or minor in speech communication. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

COMM-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Original research in an area of particular interest not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: permission of the instructor.

Computer Science

THOMAS E. BENGTSON, Professor (Mathematics), Chair
A.B., Augustana; Ph.D., California (San Diego)

DONA M. DUNGAN, Professor
A.B., Augustana; M.S., Ph.D., Iowa

CARROLL W. MORROW, Jr., Professor
B.S., Richmond; S.M., Harvard; Ph.D., Virginia

MAJOR IN COMPUTER SCIENCE. 37 credits, including Computer Science 211-212, 285, 330, 370, 490, 491; two of Computer Science 310, 332, 335, 380; Mathematics 219-220, 230, and one of 315, 329, 343.

MINOR IN COMPUTER SCIENCE. 18 credits, including 211-212, 285, 330, 370.

COURSES (CSC)

112 Spreadsheet Software (1)

Introduction to the use of spreadsheet software to manage and present data. Data entry, editing and formatting, relative and absolute addressing, formulas and built-in functions, sorting, database features, graphing, presentation quality output. Uses Microsoft Excel spreadsheet software.

113 Math Worksheet Software (1)

Mathematical worksheet software for the analysis, interpretation and presentation of data and results. Problem analysis, graphs as a problem-solving and decision tool, modeling, computation. Uses Mathematica worksheet software. Prerequisite: MATH 219 or ECON 317 or equivalent.

121 (Q) Explorations in Computing (3)

A broad study of the fundamental ideas in computer science. Topics include the history of computing, data representation, machine architecture, networking and the Internet, algorithms, programming languages, information systems, artificial intelligence, limitations of computing and ethical issues. Includes in-class laboratory work. Intended primarily for non-majors. May not be taken for credit after 212.

211 Introduction to Computer Science I (3)

Problem solving and program development using the Java programming language. Elementary control structures, classes and object-oriented design.

212 Introduction to Computer Science II (3)

Continuation of 211. Event-driven programming, graphical user interfaces, arrays, file processing, inheritance. Prerequisite: 211.

215 Web Programming (3)

Introduction to web programming. Fundamentals of website design and development, including HTML, CSS and the use of various scripting languages. Prerequisite: 211.

270 Ada Programming (3)

Fundamentals of the Ada programming language including packages, generics, exceptions, and tasks. Prerequisite: 211

285 Software Development (3)

Introduction to software engineering concepts. The software life cycle, models, requirement analysis and specification, design, implementation, testing, maintenance and project management. Includes a significant group project. Prerequisite: 212.

310 Database Management Systems (3)

Entity-relationship and relational data models, normalization, relational database design and implementation, SQL, administration. Projects using a commercial relational database system. Prerequisite: 212.

330 Computer Architecture (3)

Computer systems organization. Memory, control processing, assembly language, data representations, digital logic, sequencing of instruction fetch and execution. Prerequisite: 212.

332 Operating Systems (3)

Software management of computer resources. Processes, resource management and scheduling, memory management and protection, input/output devices, concurrency. Prerequisite: 330.

335 Computer Networks (3)

Fundamentals of computer communication network concepts and protocols at the application, transport, network and link layers. Hands-on lab experience with networking hardware and software. Prerequisite: 330.

370 Data Structures and Algorithms (3)

The specification and implementation of data structures with an emphasis on abstract data types including linked lists, stacks, queues, trees and graphs. The design and analysis of algorithms that operate on those data structures. Prerequisites: 212.

380 Programming Language Principles (3)

The concepts underlying programming languages. Formal languages. Imperative languages with emphasis on block-structured and object-oriented paradigms. Declarative languages with emphasis on logic and functional languages. Prerequisite: 370.

490 Senior Capstone (3)

Applying the software development process to specify, design, implement and test a major software project in teams. Includes a discussion of social and ethical issues, a reflective written evaluation and an oral presentation. Prerequisite: senior standing.

Individual Studies and Internships**COMP-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in computer science. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

COMP-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Prerequisite: 6 upper-division credits in computer science and consent of department chair.

Dentistry

Advisor Jason Koontz, Associate Professor (Biology)

Augustana's pre-dentistry program prepares students for admission to dental school. All U.S. dental schools require three or more years of pre-dental training and preference is given to applicants who are bachelor's degree candidates. Dental schools also place emphasis on the importance of a broad, general program of study. Students seeking admission to dental school should include in their course of study BIOL 200, 210, 362 and 370; CHEM 121-122-123, 311-312-313 and 411; PHYS 101-102-103 or 201-202-203.

Recommended electives include MATH 219 (calculus 1), and advanced courses in art, English, history, philosophy, psychology, and social and political science. It is recommended that elective courses be chosen to broaden the student's intellectual background.

Augustana's dentistry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a dental school, though nationwide the majority of matriculating dental students have a major in biology.

Economics

RICHARD J. BALLMAN, Jr., Adjunct Professor
Stuart Lee and Virginia Talbot Harbour Chair
B.A., M.A., Wisconsin-Milwaukee; M.A., Ph.D., Iowa

JANIS LONERGAN, Professor (Business Administration)
B.A., Northwestern; M.S., Ph.D., Southern Illinois

CHRISTOPHER B. MARMÉ, Professor
B.A., St. Ambrose; M.S., Ph.D., Illinois

MAMATA MARMÉ, Adjunct Instructor (Business Administration)

JOANNA SHORT, Associate Professor, Chair
B.B.A., Iowa; M.A., Ph.D., Indiana

KEVA U. STEADMAN, Assistant Professor
B.S., M.S., University of West Indies; Ph.D., Binghamton

MAJOR IN ECONOMICS. 27 credits, including 201, 202, 301, 302, 317, 404 and 406, but not 105, and two of 225, 345, 361, 362. (MATH 329 may be substituted for 317.)

Required supporting courses (9 credits): ACCT 201. BUSN 211 and 212 or MATH 315 and 316.

Recommended supporting courses: ACCT 202, MATH 220, 221, 230 and 329.

MINOR IN ECONOMICS. 18 credits, including 201, 202, 301, 302; 105 may be included.

COURSES (ECON)**201 Principles of Macroeconomics (3)**

Economic fluctuations including national income analysis, aggregate supply and demand models and stabilization policy.

202 Principles of Microeconomics (3)

The theory of consumer behavior, firm behavior and the role of markets and prices in the allocation of resources.

225 (PS) Health Economics (3)

The tools and perspectives of economic analysis applied to the health care industry. Emphasis is on the changing nature of the industry and alternative methods of structuring and financing it.

301 Intermediate Macroeconomics (3)

Descriptive and analytical exploration of the U.S. economy including national income and growth analysis, aggregate market models and stabilization policy. Prerequisites: 201, 202. Recommended: 345.

302 Intermediate Microeconomics (3)

Price and distribution theory, the mechanics and efficiency of various market structures. Prerequisites: 201, 202. Recommended: 317.

317 Mathematical Methods in Economics (3)

An introduction to the use of linear algebra and multivariate calculus in economic theory and applications. Prerequisites: 201, 202.

345 Money and Banking (3)

American financial institutions with particular emphasis on commercial banking, the central bank mechanism, monetary analysis and policy. Prerequisites: 201, 202.

361 International Trade (3)

An analysis of the determinants of international trade with consideration of issues involving nations' foreign trade policies. Prerequisites: 201, 202.

362 International Finance (3)

International finance theory with consideration of the major current problems in the international economy. Prerequisites: 201, 202.

404 (PP) U.S. Economic History (3)

An analysis of selected topics in U.S. history using economic methodology. A comparison of the economic methodology to other methods of historical analysis. Controversies within the discipline. Prerequisites: 201, 202, BUSN 212. Recommended: 301, 302.

406 (PH,G) Development Economics (3)

Examination of various explanations of poverty and slow growth in developing countries. Prerequisites: 201 and 202 or consent of instructor.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

ECON-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in economics. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

ECON-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Research on specific topics for seniors majoring in economics. Prerequisite: departmental permission.

Education

DEBORAH BRACKE, Assistant Professor

B.A., Minnesota; M.S., Ed.S., Western Illinois; Ph.D., Iowa

MICHAEL EGAN, Assistant Professor, Certification Officer
B.S., Notre Dame; Ed.M., Harvard; Ph.D., Boston College

RANDALL HENGST, Professor, Co-Chair, Assessment
Coordinator
B.S., M.Ed., Oklahoma; Ph.D., Wisconsin-Madison

KATIE HANSON, Instructor
B.A., Luther; M.A., St. Mary's (Minnesota)

CHARLES HYSER, Professor, Director of Elementary
Education
B.A., Cornell; M.A., Ph.D., Minnesota

MICHAEL SCHROEDER, Professor, Co-Chair, Director of
Secondary Education
B.S., M.Ed., Ph.D., Illinois

PAT SHEA, Assistant Professor, Director of Clinical
Experiences
B.A., Notre Dame College; M.A., Mundelein; M.A., Washington
University; Ph.D., St. Louis University

Entering the Program

Admission to the first Education course, EDUC 300: Educational Psychology and Measurement.

Students may be enrolled in EDUC 300 when they have:

1. Earned at least 27 semester credits including AP and transfer courses.
2. Declared an education major.
3. Met with an education advisor to plan their schedule and discuss qualifications.
4. Earned a minimum Augustana GPA of 3.00. Students with overall GPAs of 2.75-2.99 may be enrolled if space is available and they have had at least one term with a 3.0+ GPA.
5. Earned at least a C or equivalent in: LSFY-101 or its equivalent; and PSYC-213, 214 or 216 (whichever is required by the education major). The 200-level PSYC course may be taken concurrently with EDUC-300. Note: Grades of C- or lower are not accepted by the State of Illinois in courses required for certification. See your Education Department advisor for more information about this requirement.
6. Taken or registered for the Illinois Basic Skills Test. Registration is done at www.icts.nesinc.com. Testing is conducted at locations throughout Illinois.

Admission to Teacher Education

Admission to the Teacher Education Program is by written application and is required for students to take any EDUC course beyond EDUC-300.

1. Earned an Augustana grade-point average (GPA) of 3.00.*
2. Secured the signature of the major advisor of the field in which the student is preparing to teach.
3. Secured the signature of the Education Department advisor
4. Earned a grade of at least C or equivalent in:
 - a. LSFY-101 or its equivalent;
 - b. Child Development (PSYC-213) for elementary education majors or Adolescent Development (PSYC-214) for secondary education majors or Lifespan Development (PSYC-216) for K-12 art, foreign language and music majors;
 - c. Educational Psychology and Measurement (EDUC-300)
5. Earned a passing score for the Basic Skills test administered by the Illinois State Board of Education.

* The minimal GPA requirement for standard admission to the Teacher Education Program is 3.00. Any student with a GPA in the 2.75-2.99 range shall also be considered for provisional admission to the program providing that he/she:

- 1) secures an oral or written statement of support from his/her academic advisor;
- 2) earns a 3.0 in the term during which EDUC-300 was taken; and,
- 3) if asked by the committee chair, meets with the Subcommittee on Admission to and Retention in Teacher Education and presents a convincing case for his/her admission to the program.

Students dismissed from the Teacher Education Program because of GPA deficiencies will be required to wait a minimum of one term before reapplying to the program. Reapplication procedures will be monitored closely, taking individual student considerations into account. A student may be readmitted to the program only once. In order to be readmitted the student must secure a letter of support from his/her major advisor and personally meet with the Subcommittee on Admission to and Retention in Teacher Education. At that particular meeting the student must present a convincing case for readmittance.

Admission to Student Teaching

Admission to student teaching is by written application. Prior to admission the student must be in good standing in the Teacher Education Program and have:

1. Earned grades of at least C or equivalent in all education courses.
2. Earned credits at Augustana in the areas of educational psychology, methods and clinical experience.
3. Earned a minimum of 24 credits with grades of at least C or equivalent in the field in which student teaching is to be completed.
4. Completed 80 or more clock hours of pre-student-teaching clinical experience.
5. Secured the recommendation of the advisor(s) or the chair(s) of the field(s) in which the student is preparing to teach.

6. Secured the recommendation of the Education Department advisor.
7. Met all conditions of any provisions applied at the time of admission or established during the course of enrollment in the Teacher Education Program.
8. Completed all work from previous terms in which "I" (incomplete) grades were received.

The minimal Augustana GPA requirement for student teaching will be 3.00 unless the Subcommittee on Admission to and Retention in Teacher Education makes allowances for a student in the 2.75-2.99 range.

Grading for Student Teaching

P (Pass): A student receiving a Pass grade receives credit for the experience and is allowed to continue in the professional education sequence.

NR (Not Recommended): A student receiving a Not Recommended grade will not receive departmental recommendation for certification but will receive college credit for the experience.

F (Fail): A student receiving a Fail grade does not receive credit for the experience and may not, except by petition, continue in the professional education sequence.

Recommendation for Certification and Program Graduation

To be eligible for an Augustana College recommendation to the State of Illinois for certification the student must have:

1. Satisfied all requirements of the Teacher Education Program.
2. Passed the Illinois Content Test in the field for which certification is being sought.
3. Secured the recommendation of the chair(s) of the teaching field(s).

To be certified in Illinois the student must:

1. Passed the appropriate Assessment of Professional Teaching Exam administered by the Illinois State Board of Education.
2. Met the standards established by the Illinois State Board of Education.
3. Secured the recommendation of the institution providing the preparation for teaching.

NOTE: Students completing all teacher education program requirements will be awarded an Augustana degree in an approved teacher education major. However, completion of a major and awarding of the degree do not guarantee certification.

Provision for appeal of decisions: A decision by the Subcommittee on Admission to and Retention in Teacher Education may be appealed to the Teacher Education Committee. A decision by the Teacher Education Committee may be appealed to the Faculty. The student has the right to be represented by an attorney during the appeal process.

MAJOR IN ELEMENTARY EDUCATION. A professional sequence consisting of 27 credits including 300, 330, 340, 360, 361, 362, 364, 366, and 450. To be eligible for teacher certification in Illinois the student must also successfully complete 391F, 391W, 391S, 422 and 495. See your education department advisor for information regarding supporting courses in other departments that are also required for certification.

SECONDARY EDUCATION PROGRAM. Teacher candidates in K-12 and secondary education complete professional courses including Education 300, 310, 330, 340, 380, 396, 397, 412, 422, 450, 490, and one of 381-387. Exceptions apply to Music and Art candidates. See your Education Department Advisors for details. All teacher candidates also complete a teaching major in Art, Biology, Chemistry, Earth & Space Science (Geology), English, Geography, History, Physics, French, German, Latin, or Spanish. See each department for information on its major.

COURSES (EDUC)

217 (PH,D) Urban Education: A Clash of Cultures & Values (3)
A critical, interdisciplinary exploration of the American ideal of universal education and aspects of vocation that support and sustain individuals who work in urban settings. What happens when personal, cultural, and nationalist values meet in the context of urban education? Prerequisites: LSFY-101, Permission of Instructor.

300 Educational Psychology and Measurement (3)
Examination of issues related to how people learn emphasizing the active construction of meaning by learners. Connections made between the work of children in classrooms, the role of teachers in classrooms, and the purpose of schools in society. Prerequisites: Successful Completion of or Registration for the Illinois Basic Skills Test, Declared Major, Sophomore Standing (27 credits), Augustana GPA of 3.00, Concurrent Enrollment or Credit in PSYC-213, 214 or 216, permission of Department.

310 Computers in Education (2)
Examination of the use of computers and related technology as learning and instructional tools in middle and high schools. Prerequisites: 300, 330, 340, Concurrent Enrollment or Credit in a Methods Course, Retention in Teacher Education Program.

330 Developing Classroom Assessments of Student Learning (3)
Examination of factors involved in understanding, developing and applying classroom assessment strategies. Includes educational goals and learning objectives, purposes and development of formative and summative assessments, standardized tests, performance assessments, portfolios, practices of grading, and school-wide use of data. Prerequisites: 300, Admittance to the Teacher Education Program.

340 Methods of Inclusion (3)
Examination of evidence-based strategies that are designed to facilitate the successful inclusion of students with various needs across academic, social/emotional, and physical/sensory areas. Theory is connected to practice through a 20-hour clinical experience. Prerequisites: 300, 330, Retention in Teacher Education Program.

360 Elementary School Methods: Social Studies (3)
Examination of what children learn within the social sciences and how it is consistent with work of social scientists. Development of a unit integrating technology and multiple content areas. Criteria to judge the quality of the unit also developed. Prerequisites: 300, 330, 340, two Courses from the Social Sciences, Retention in Teacher Education Program.

361 Elementary School Methods: Emergent Literacy in Grades K-2 (3)
Examination of current literacy methods including reading, writing, listening, speaking and viewing in grades K-2. Includes instruction in the use of phonics and other decoding skills within a Balanced Literacy Program for native speakers and English Language Learners. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

362 Elementary School Methods: Literacy Development in Grades 3-9 (3)
Examination of methods of literacy instruction including reading, writing, listening, speaking and viewing in grades 3-6. Comprehension strategies, vocabulary development, and writing instruction within the context of a Balanced Literacy Program for native speakers and English Language Learners. Prerequisites: 300, 330, 340, 361, Retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

364 Elementary School Methods: Mathematics (2)
Examination of methods of literacy instruction including reading, writing, listening, speaking and viewing in grades 3-6. Comprehension strategies, vocabulary development, and writing instruction within the context of a Balanced Literacy Program for native speakers and English Language Learners. Prerequisites: 300, 330, 340, 361, Retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

380 Secondary and Middle School Methods (3)
Examination of and practice teaching experiences with a broad spectrum of constructivist methodologies and techniques used in middle/high school classrooms. Investigation of student learning styles, critical thinking, the middle school model, classroom management and current issues in secondary education. Prerequisites: 300, 330, Retention in Teacher Education Program.

381 Art Methods: Elementary and Secondary (3)
Examination of and practice with current aims and methods of art education at the elementary and secondary levels. Includes supervised clinical practice in the Augustana Kaleidoscope Art Program. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

382 Middle and Secondary School Methods: English (3)
Examination of and practice with current research-based, best practices for teaching literature and composition in the middle and secondary schools. As part of a learning community with ENGL-406, students plan and present composition workshops for Augustana first-year student writers. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program. Concurrent enrollment in ENGL-406 required only for those seeking high school certification.

383 Middle and Secondary School Methods: Foreign Languages (3)
Examination of and practice with current approaches to the teaching of foreign languages. Study of materials used in middle and secondary schools. Includes selected clinical experiences. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

384 Middle and Secondary School Methods: Mathematics (3)
Examination of and practice with current approaches and materials in the teaching of mathematics in middle and secondary schools. Includes selected clinical experiences. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

386 Middle and Secondary School Methods: Science (3)
Examination of and practice with constructivist methods in teaching science in the middle and high school classroom. As part of this experience, students will have the opportunity to plan and teach lessons in a local middle school classroom. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

387 Middle and Secondary School Methods: Social Studies (3)
Examination of and practice with current approaches to teaching social studies in middle and secondary schools. Development of a unit integrating technology and promoting democratic multicultural citizenship. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

391F Elementary Clinical I (3)

First of three clinical experiences in elementary school classrooms. Includes a minimum of 25 clock hours. During the clinical experience sequence teacher candidates will work in at least three different grade levels. Concurrent registration in an elementary methods course required. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

391W Elementary Clinical II (3)

Second of three clinical experiences in elementary school classrooms. Includes a minimum of 25 clock hours. During the clinical experience sequence teacher candidates will work in at least three different grade levels. Concurrent registration in an elementary methods course required. Prerequisites: 300, 330, 340, 391F, Retention in Teacher Education Program. Taken Pass/No Credit.

391S Elementary Clinical III (3)

Third of three clinical experiences in elementary school classrooms. Includes a minimum of 25 clock hours. During the clinical experience sequence teacher candidates will work in at least three different grade levels. Concurrent registration in an elementary methods course required. Prerequisites: 300, 330, 340, 391F, 391W, Retention in Teacher Education Program. Taken Pass/No Credit.

395 Clinical Experience: Elementary (1)

Assignment to an elementary school classroom grades K-6. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

396 Clinical Experience: Middle/Junior High (1)

Assignment to a middle/junior high school. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

397 Clinical Experience: High School (1)

Assignment to a high school. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

398 Clinical Experience: Other (1)

Assignment to a classroom for additional clinical experience. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

412 Teaching Reading in Secondary and Middle Schools (2)

Examination of current, research-based methods for improving reading effectiveness in all content area secondary classrooms through explicit strategy instruction. Includes: reading process, English Language Learner challenges, language acquisition, and teaching with a wide range of texts. Prerequisites: 300, 330, 340, Retention in Teacher Education Program.

422 Seminar in Student Teaching (1)

Investigation of processes of teaching and learning designed to supplement the student teaching experience. Highly interactive, student-centered sessions focus primarily on the planning, implementation, and management of constructivist teaching and assessment methods in the K-12 classrooms. Prerequisites: Retention in Teacher Education Program, Admission to Student Teaching. Concurrent registration in Student Teaching is required.

450 (PH) School and Society (3)

A historical, ethical and philosophical investigation of the relationship between American schools and American

society. Exploration of contemporary educational issues and practices. Includes a 10-hour, outside-of-class service learning experience at a local middle school. Prerequisites: Retention in Teacher Education Program, Completion of Student Teaching. Permission of education advisor needed if a prerequisite is not met.

451 Service Learning Intern (1)

A service learning course coupled with EDUC 450 as a Learning Community. Teacher candidates complete a 35-hour internship at a local middle school under the supervision of the 450 instructors and school faculty. Full group discussion sessions are also required. Prerequisite: Retention in Teacher Education Program, Completion of Student Teaching, Concurrent Enrollment in EDUC-450.

490 Student Teaching: Secondary (9)

Placement in a middle school or high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

491 Student Teaching: Art K-12 (9)

Placement at two levels, one in K-6 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

492 Student Teaching: Music K-12 (9)

Placement at two levels, one in K-6 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Music Comprehensive Examination; Piano Proficiency; Senior Classification; Retention in Teacher Education; Committee Approval.

495 Student Teaching: Elementary (9)

Placement in a elementary school or middle/junior high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

Individual Studies

EDUC-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Service to or investigation of a cooperating community organization that contributes to K-12 education. Internships are distinct from Student Teaching [e.g. involve action research, community outreach, or other efforts that highlight the school's place in society but extend beyond traditional classroom teaching]. Departmental approval required. See p. 22 for more information about internships.

399, 499 Directed Study (1+)

Prerequisite: permission of instructor.

400 Independent Study (1+)

Prerequisite: permission of instructor.

Engineering

Advisor Joshua Dyer, Assistant Professor (Physics)

Augustana is affiliated with the engineering schools of the University of Illinois (Urbana-Champaign), Purdue University, Iowa State University, the University of Iowa and the University of Minnesota. In a coordinated degree program, a student can earn both a bachelor of arts degree from Augustana College and a technical bachelor of science degree in engineering from one of these universities.

These programs normally require three years in residence at Augustana followed by at least two years in residence at the engineering school. While at Augustana the student pursues a broad, general education in the liberal arts while simultaneously obtaining the basic training in mathematics, physics, chemistry and computer science which is required for the study of engineering.

Since it is expected that most general education requirements for the Augustana degree, together with a departmental major, will be completed before transferring to the university, the engineering advisor works closely with the student in planning and monitoring his or her academic progress. It is important that a student interested in this coordinated degree program meet with the advisor early in the first year of college.

The criteria for transferring to a university as well as standards which transfer students must meet are established by the university. Augustana cannot guarantee acceptance by the university of the student planning to pursue one of these programs.

For more information, see Coordinated Degree Programs and contact the engineering advisor.

Engineering Physics

Advisor Joshua Dyer, Assistant Professor (Physics)

The major in Engineering Physics combines coursework in fundamental physics with specialized courses in applied physics and engineering. The major is intended for students interested in participating in our 3-2 engineering program or working in engineering or industry after graduation from Augustana.

MAJOR IN ENGINEERING PHYSICS. 29 credits, including the following PHYS courses: 170, 201-203, 220, 301, 350-352, 370; 6 credits of either PHYS 320 and 322, or PHYS 308 and 311; 3 credits in one of the following electives: PHYS 311, 313, 316, 320, 321, 322, 340, 360, 390, 401. 6 credits in CHEM 121 and 122; 9 credits in MATH 219, 220, 221.

The above sequence involves a selection of one of two tracks: mechanics or electricity. A student interested in mechanical or civil engineering would take PHYS 320 Mechanics I and 322 Engineering Statics, while students interested in electrical or computer engineering would take PHYS 308 Electronic Circuits and 311 Electricity and Magnetism.

English

UMME AL-WAZEDI, Assistant Professor
B.A., M.A., Rajshahi University; M.A., Eastern Illinois; Ph.D., Purdue

L. ANN BOADEN, Adjunct Associate Professor
A.B., Augustana; M.A., Ph.D., Chicago

DAVID CROWE, Professor
B.A., Luther; M.A., Ph.D., Minnesota

KELLY R. DANIELS, Assistant Professor
B.A., San Francisco State; M.F.A., Georgia State; Ph.D., Western Michigan

DON ERICKSON, Adjunct Professor
B.A., Lake Forest; M.A., Chicago; Ph.D., Washington (St. Louis)

MEG GILLETTE, Assistant Professor, Director of Writing
B.A., Iowa; M.A., Ph.D., Illinois

LAURA E. GREENE, Professor
B.A., Williams; M.A., Ph.D., Cornell

CATHERINE L. HANSON, Adjunct Instructor
B.A. Luther; M.A., St. Mary's (Minnesota)

JAN KEESSEN, Professor
B.A., Purdue; M.A., Ph.D., Chicago

JOSEPH McDOWELL, Professor, Chair
B.A., M.A., Ohio State; Ph.D., North Carolina

SARAH McDOWELL, Adjunct Instructor
B.A., Augustana; M.A., Wisconsin

PAUL V. OLSEN, Professor
B.A., Luther; M.A., Ph.D., Oregon

JASON R. PETERS, Professor, Associate Chair
B.A., Calvin; M.A., Ph.D., Michigan State

JOHN TAWIAH-BOATENG, Associate Professor
B.A., University of Ghana; M.A., Dalhousie; Ph.D., Southern Illinois

REBECCA WEE, Professor
B.A., St. Olaf; M.F.A., George Mason

KARIN YOUNGBERG, Professor, Conrad Bergendoff Professor of Humanities
A.B., Augustana; M.A., Ph.D., Iowa

READING/WRITING CENTER:

VIRGINIA JOHNSON, Director
B.S., Moorhead State; M.S., M.A., Oregon

WRITING FELLOWS:

ERIN BERTRAM, Fellow
B.A., Augustana; M.F.A., Washington (St. Louis)

FARAH MARKLEVITS, Fellow
B.A., Augustana; M.F.A., Syracuse

MAJOR IN ENGLISH. 31 credits, including the following ENGL courses: 270, 271, 272, 273 (taken as early as possible); three literature courses above 315; 352 or 353; 441 and 442; and one additional literature course above 315 or one writing course above 200. A course may not be used to fulfill more than one requirement.

MAJOR IN ENGLISH-WRITING EMPHASIS. 37 credits, including the following: ENGL 270, 271, 272, and 273; 352 or 353; three literature courses above 315; 441 and 442; two ENGL or ENCW writing courses at the 300-400 level; one ENGL literature course above 315 or ENGL writing course above 200 or any ENCW course.

MAJOR IN ENGLISH—CREATIVE WRITING. 34 credits, including: two courses from ENCW 201, 202, 203; ENGL 271, 272 or 273; ENCW 330 or 331; ENCW 301, 302, 303; ENCW 301, 302, or 303, or other from 330 and 331, or 300- or 400-level ENGL writing course; two literature courses above 315; ENCW 441 and 442.

MAJOR IN TEACHING ENGLISH (ENGLISH LANGUAGE ARTS). Please consult the department chair of English or Education for information.

MINOR IN ENGLISH. 21 credits, including 270, 271, 272, 273; two literature courses above 315; and 352 or 353. A course may not be used to fulfill more than one requirement.

COURSES (ENGL)

110 College Reading (3)

Development of reading proficiency through an examination of books from various disciplines. Strategies for responsible reading and vocabulary building.

111 Introduction to College Discourse (1)

Practice in the writing, reading and thinking that a liberal arts education requires of students. Primarily conducted in an individualized tutorial, the course may require small group discussion and collaborative work with others. Recommended for first-year students. Permission of instructor required.

LSC 200 Rhetoric and the Liberal Arts for Transfer Students (1)

Designed for transfer students with college-level writing experience, this course acquaints them with key texts and principles of LSFY 101 and ensures common grounding with the AGES program, without repeating writing practice done elsewhere. Permission of the Registrar, which normally will track students into the course when deemed appropriate.

211 Critical Strategies for College Discourse (1)

An individualized tutorial designed for students with at least one year of college experience. Methods and practice in managing liberal arts processes of inquiry, critical reading, research, reasoned evaluation and written expression. Permission of instructor required.

Literature Courses for Non-Majors and Education Majors

208 (PL) Dimensions of Literature (3)

Introduction to the enjoyment of literature and its potential as a source for understanding the self and the world, through careful reading of texts from several genres and perspectives. Open to first-and second-year students only.

231 (PL) Modern Fiction (3)

Readings in English, American and continental fiction to acquaint students with contemporary trends as well as techniques and values.

233 (PL) Poetry (3)

Readings of selected poems to acquaint students with historical and contemporary trends and to promote an appreciative and critical understanding of poetry.

237 (PH,D) Introduction to African-American Literature (3)

Principal works by African Americans representing literary forms and significant currents of thought from the era of slavery to the present.

239 (PL) Women in Literature (3)

An elective course for non-majors that examines representations of women in literature and introduces students to women's literary traditions. Topics vary by section.

308 (PL) The Literary Imagination (3)

Readings in poetry, fiction and drama which explore how literature raises and responds to significant questions. Pre-requisite: junior or senior standing or consent of instructor.

309 (PH) Sacred and Profane (3)

A study of the creative tensions and interactions between the sacred and the secular through works drawn from several periods and genres of English and American literature. Pre-requisite: junior or senior standing or consent of instructor.

310 (PH) Shakespeare and Company (3)

Study of dramatic and poetic works by Shakespeare and the company of other writers who allude to or draw upon Shakespeare's works.

314 (PL) Children's Literature (3)

Literature for children, emphasizing poetry, folk tales and the novel. Prerequisite: elementary education major or consent of the instructor, EDUC chair, or designated EDUC faculty such as elementary education advisor.

315 (PL) Literature for Learning Communities (3)

Listed by particular topic, these literature courses are designed specifically for learning communities.

Introductory Literature Courses Required for Major

270 (PL) Writing About Literature (3)

Practice in writing about literature, with attention to critical approaches. Required for all English majors. Prerequisite: 101.

271 (PL) English Literature to 1660 (3)

Using English literature from Beowulf to the Restoration, the course will introduce students to the study of literature, emphasizing the aims, methods, and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors and with genre and literary period in a way that will carry over to more advanced classes.

272 (PL) English Literature from 1660 to 1900 (3)

Using English literature from the Restoration to the beginning of the modern era, the course will introduce students to the study of literature, emphasizing the aims, methods and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors, and with genre and literary period in a way that will carry over to more advanced classes. Prerequisite: 271.

273 (PL) American Literature from 1620 to Present (3)

Using American literature from its beginnings to the present, the course will introduce students to the study of literature by emphasizing the aims, methods and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors, and with genre and literary period in a way that will carry over to more advanced classes.

Advanced Literature Courses

332 (PL) Adolescent Literature (3)

Literature appropriate to the needs and interests of high school students, with theoretical issues relevant to the teaching profession and individual reader. Prerequisite: English major or consent of instructor.

333 (PL,G) Topics in Anglophone Literature (3)

Post-colonial writing in English-speaking countries like India, Nigeria and Jamaica. Topic and critical emphasis will vary to include a range of authors, genres and global issues. Open to majors and non-majors.

334 Modern Poetry (3)

Advanced study of poems written since the late 19th century, historical schools and trends, and critical methods for explicating poetry. Prerequisite: consent of instructor.

336 Narrative Forms (3)

Advanced study in the English narrative in its various modes: epic, romance, allegorical, satirical, dramatic and historical. Prerequisite: English major or consent of instructor.

337 Women Writers and Feminist Theory (3)

Women's literary traditions as explored in feminist criticism. Texts from 19th- and 20th-century literature in English and the insights into artistic creation, historical periods, genres and cultural codes gained by reading women writers in relation to one another. Open to majors and non-majors.

350 Medieval Genre and Society (3)

Advanced study of medieval literature, emphasizing how genres carry meaning and reveal the social configurations and cultural richness of the Middle Ages. Prerequisite: 271 or consent of instructor.

351 The English Literary Renaissance (3)

Poetry, drama and prose from the Tudor humanists through the early 17th century, read in relation to religious, political and social issues. Prerequisite: 271 or consent of instructor.

352 (PH) Shakespeare: Comedies and Histories (3)

An introduction to Shakespeare's early plays and to the Elizabethan stage using the perspectives of phenomenology and performance-based criticism. Prerequisites: 271 and 272, declared theatre major, or consent of instructor.

353 (PH) Shakespeare: Tragedies and Late Plays (3)

Intensive study of a few plays selected from the tragedies, problem plays and later romances, using the perspectives of contemporary literary theory. Prerequisites: 271 and 272, declared theatre major or consent of instructor.

354 (PL,G) Empire and Outsiders, British Literature 1700-1900 (3)

The expansion of literary forms, aims, and experiences during the period of the British Empire, with emphasis on defenders and critics of Empire, as well as political and cultural insiders and outsiders. Prerequisites: 271 and 272 or consent of instructor.

355 English Romantic Poets (3)

Intensive study of works by English Romantic poets, testing the claim that they were revolutionaries, exemplifying (and partly effecting) the greatest single shift in English literary history. Prerequisites: 271 and 272 or consent of instructor.

356 The Developing English Novel (3)

A study of the development of the novel form in England through the 19th century. Prerequisites: 271 and 272 or consent of instructor.

357 Modernism in British Literature (3)

Major British poets and novelists of the 20th century with special attention to critical definitions of modernism. Prerequisites: 271 and 272 or consent of instructor.

358 (D) Versions of America (3)

A study of selected literary versions of life on this continent with special attention to the writings of Puritans, the early national period, and native peoples. Prerequisite: 273 or consent of instructor.

359 American Romanticism (3)

A study in early 19th-century poetry and prose, with emphasis on Sentimentalism and Transcendentalism. Prerequisites: 272 and 273 or consent of instructor.

360 Age of American Realism (3)

Study of late 19th-century American poetry and prose, with particular attention to the philosophies and techniques of Realism and Naturalism. Prerequisite: 273 or consent of instructor.

361 (PH,D) Contemporary African-American Literature (3) African American fiction, drama and poetry from the Harlem Renaissance to the present. Prerequisite: 273 or consent of instructor.

362 Modernism in American Literature

Major American poetry and prose fiction of the first half of the 20th century with special attention to critical definitions of modernism. Prerequisite: 273 or consent of instructor.

363 Contemporary Literature (3)

American and British poetry and fiction from 1950 to present, reflecting tensions of the Cold War, the youth movements of the 1960s, debates over civil rights, and varying literary styles. Prerequisites: 271, 272, and 273 or consent of instructor.

364 American Romance to Realism (3)

Study of 19th-century American poetry and prose, with emphasis on Sentimentalism, Transcendentalism, Realism and Naturalism.

365 Major Authors (3)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history and biography that enriches an understanding of those works.

403 Book Publishing (1+)

Introduction to the fundamentals of book publishing, emphasizing the history of publishing and the book as a cultural artifact. Students will also learn the techniques of editing and electronic formatting. Prerequisites: 270, 202, 206, or 304.

441-442 Senior Inquiry Seminar (2+2)

Intensive study of a literary problem, genre, period or major author (topics vary). Students produce a researched essay on some aspect of the seminar topic. Course should normally be taken in the senior year, beginning in fall or winter term, but some students—particularly those planning graduate school in English or comparative literature—may take the seminar in junior year with permission of department chair and instructor. Depending on whether the instructor uses one-on-one, small group or plenary meetings in the second term (442) course, students may need to reserve a particular hour for that course. Some sections will not require that class hour because instructor and student will meet on a discretionary basis to complete Senior Inquiry requirements. Prerequisites: 271, 272 and 273; declared English major, junior or senior standing.

Writing (ENGL)

201 The Writing Process (3)

Practice in advanced expository writing with an emphasis on audience, style and editing strategies. Useful for all students who will use writing in academic and professional settings. Prerequisite: 101. Not applicable to the English major.

216 Applied Journalism: Newspaper (1+, max. of 3 credits)

Analysis and critique of student newspaper in a workshop setting.

217 Applied Journalism: News Magazine (1+, max. of 3 credits)

Analysis and critique of student news magazine in a workshop setting.

217 Writing Colloquium (3)

Advanced writing techniques in workshop tutorial format. Prerequisites: 270, 202, 206, or 304.

341 Professional Writing (3)

Advanced work in writing for those who seek writing or communications careers in business, government and non-profit organizations. Prerequisites: 201, 202, 270 or 304, or consent of instructor.

401 Advanced Writing Tutorial (3)

Advanced work in fictional expository or poetic techniques to help students meet the standards of quality periodicals and publishers. Prerequisite: consent of English faculty, based on submission of prospectus and manuscripts prior to registration.

406 Composition Theory and Practice (3)

Readings exploring the process theory of composition and the importance of persuasive and expressive writing in a democratic society. Regular writing practice will allow students to explore their own composing processes and test the theories they encounter in the course. Prerequisite: English major or consent of instructor.

Writing (ENCW)**201 Writing Poetry (3)**

Practice in writing poetry with an introduction to poetic form, voice and techniques. Emphasis will be on generating, critiquing and revising student work, but students will also study the work of published poets. Prerequisite: 101.

202 Writing Fiction (3)

Practice in writing with introduction to the basic techniques of fiction writing, emphasizing the conventions of the modern short story and the revision process. Prerequisite: 101.

203 Writing Creative Nonfiction (3)

Exploration of the literary essay in its varied form—personal experience, philosophical speculation, social and political commentary—from Montaigne to Dillard and Walker. Student writing projects include essays and journal. Prerequisite: 101.

301 Poetry Workshop (3)

Advanced poetry writing techniques in workshop tutorial format. Prerequisite: 201 or consent of instructor.

302 Fiction Workshop (3)

Advanced fiction writing techniques in workshop tutorial format. Prerequisite: 202 or consent of instructor.

303 Topics in Creative Nonfiction (3)

Advanced theory and practice in creative nonfiction in workshop tutorial format, with focus on a special topic such as nature writing, the personal essay, etc. Prerequisite: ENGL 205, ENCW 203, or consent of instructor.

330 Forms in Poetry (3)

Theory and practice of poetic forms (sonnet, sestina, villanelle, and others) as well as meter, stanza and figures of speech. Considers goals of various genres and the merits and challenges of found, occasional, concrete and performance poetry. Prerequisite: ENGL 206, ENCW 201, or consent of instructor.

331 Forms in Fiction (3)

Theory and practice of the formal qualities of fiction, focusing on factors such as length, point of view and inherited structures. Prerequisite: ENGL 202, ENCW 202, or consent of instructor.

441-442 Senior Inquiry Seminar in Creative Writing (2+2)

Intensive practice in composing, beginning with assembling a portfolio of creative writing in student's favorite genre, then revising and expanding that portfolio. Mixed genre projects allowed with permission of instructor. The portfolio, the focus of the first term, will reflect the student's work to date, and will be tailored to serve as a writing sample for M.F.A. and/or Ph.D. programs in creative writing. The second term typically will involve readings chosen by student and instructor, as well as written reflection upon that reading and the student's artistic and vocational goals. Course will normally be taken in the senior year, but juniors preparing for graduate school may petition to register. Prerequisites: substantial completion of the declared ENCW major, including at least one advanced workshop, and junior or senior standing.

Language Study**307 Introduction to Linguistics (3)**

Descriptive and historical study of language: linguistic analysis, language universals, language in its social and

cultural setting, language acquisition. Also French 307, German 307, Spanish 307. Prerequisite: one year of college-level foreign language or equivalent.

405 Language and Society (3)

English as system: a study of grammar, usage, style, and ethnography as applicable to teaching and editing.

407 Tutorial Theory and Practice I (1)

This weekly colloquium prepares selected students to be peer tutors in the Reading/Writing Center. The course enables students to define their roles as tutors and to understand and respond to the writing and learning processes of college students. Students are selected through application to the Reading/Writing Center director. Consent of instructor.

408 Tutorial Theory and Practice II (1)

This second weekly colloquium is taken concurrently with a student's first term of tutoring in the Reading/Writing Center. It examines in greater complexity writing and learning theories as well as the tutor/student relationship while it supports new tutors as they apply their preparation to actual tutoring sessions. Prerequisite: 407. Consent of instructor.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENGL-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in English. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

ENGL-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Advanced critical study or research on a specific topic for seniors majoring in English. Prerequisite: consent of English faculty based on submission of proposal.

Environmental Management and Forestry

Advisor Norman T. Moline, Edward Hamming Professor of Geography

Augustana is affiliated with the Nicholas School of the Environment at Duke University, Durham, North Carolina. Through the Cooperative College Program of the School of the Environment, a student in a five-year coordinated program can earn both a Bachelor of Arts degree from Augustana and either the Master of Forestry or Master of Environmental Management from Duke. This 3-2 cooperative program generally requires three years in residence at Augustana College followed by two years in residence at Duke University. It is also possible for a student to spend four years at Augustana to complete the B.A. degree and then attend Duke for two years under a 4-2 cooperative program. Students majoring in one of the natural or social sciences or in pre-engineering or business will be considered for admission to Duke University upon completion of three or four years at Augustana.

Since all general education requirements for the Augustana

degree together with a departmental major should be completed before transferring to Duke, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Students should work closely with the advisor since completion of the requirements alone does not guarantee admission to Duke University. Admission to the University is based on grade-point average (recommended minimum 3.4), recommendations and test scores. Students should initiate the application procedure in the fall term of the junior year.

Coursework at Augustana must include BIOL 220 and 380, ECON 202, GEOG 308, MATH 219 and 220, and one term of statistics. Depending on the student's intended concentration at Duke, other recommended courses include BIOL 200 and 387, GEOG 373, an introductory physical geography or geology course, and CHEM 121. A good preparation in the social sciences is important even though such preparation may reduce the number of advanced courses a student is able to take in the natural sciences. In this program all general education requirements for Augustana's Bachelor of Arts degree must be completed together with a departmental major.

At Duke students choose to specialize in one of the following eight concentrations: Coastal Environmental Management; Environmental Economics and Policy; Ecosystem Science and Conservation; Energy and Environment; Ecotoxicology and Environmental Health; Forest Resource Management; Global Environmental Change, or Water and Air Resources.

When a student has satisfactorily completed one year of study at Duke University and has satisfied the Augustana graduation requirements, he or she will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded either the degree of Master of Environmental Management or Master of Forestry by Duke University.

Environmental Studies

Advisors Bohdan Dziadyk, Professor [Biology] Norman T. Moline, Edward Hamming Professor of Geography

The term "environment" has broad implications—from a neighborhood to a region to the world—and includes resources such as water, air, soils, plants, animals, energy sources, recreational areas, farmlands, and urban and sub-urban areas. One concern is to preserve healthy rural and urban environments; another is to improve our polluted and degraded landscapes. Yet another is to identify and adopt sustainable practices as societies continue to put demands on the earth's finite resources and contribute to global climate change.

To understand the complexity of the environmental studies field, students need both disciplinary depth and breadth of understanding. Augustana's program emphasizes the connections between disciplines in the natural and social sciences and humanities so that students may develop a general perspective on environmental issues and a focus related to their specific interests.

The major is intended for two categories of students: (1) those with no other major or with a major outside of the natural sciences who desire a good broad-based perspective on the environment and a modest level of focused study in biology, chemistry, geography, geology or political science and humanities; and (2) those who have declared majors in other disciplines explicitly related to studying and managing natural and/or urban environments (e.g., biology, chemistry, geography, geology and political science) who desire this second major to add breadth of perspective to complement

the focused perspective of their other discipline.

MAJOR IN ENVIRONMENTAL STUDIES. 37 credits, distributed among Core Courses (seven courses/21 credits); Elective Supporting Courses (two courses/6 credits); and Integrative Experiences, including an academic internship (four courses/10 credits).

MINOR IN ENVIRONMENTAL STUDIES. 27 credits, distributed among Core Courses (six courses/18 credits); Elective Supporting Courses (two courses/6 credits); ENVR-INTR Academic Internship or ENVR 380.

COURSES (ENVR)**Core Courses**

Biology 200 (PN) General Zoology OR 220 General Botany Biology 180 Fundamentals of Ecology OR 380 General Ecology Chemistry 101 Fundamentals of Chemistry OR 121 (PN,I) General Chemistry Geography 101 (PN,I) Global Weather and Climate Systems OR 102 (PN,I) Landforms and Landscapes OR 103 (PN,I) Water and Land Resources Geography 307 Environmental Conservation and Development OR 308 Land Resources Management Geology 101 or 105 (both PN,I) Physical Geology OR 115 (PN,I) Environmental Geology OR 116 (PN,I) Energy Resources and the Environment English 315 Environmental Literature or Political Science 336 (PS) Politics of Environmental Policy

Elective Supporting Courses

Two 300- or 400-level electives from one discipline are required for a major or minor in environmental studies to supplement a non-science major. Two 300- or 400-level electives in two different disciplines outside the primary major are required for a major or minor in environmental studies to supplement another environment-oriented major.

Biology 200 (PN) General Zoology Biology 220 General Botany Biology 225 Local Flora Biology 323 Plant Diversity Biology 326 Plant Ecology Biology 331 Vertebrate Zoology Biology 333 Invertebrate Zoology Biology 335 (PN,I) Entomology Biology 385 (PN) Applied Ecology Biology 387 Aquatic Biology Chemistry 121,122 (both PN,I) & 123 General Chemistry I, II and III Chemistry 200 Quantitative Analytical Chemistry Chemistry 311 Organic Chemistry I Chemistry 315 Environmental Chemistry Computer Science 211 Introduction to Computer Science I Economics 202 Principles of Microeconomics English 315 Environmental Literature Geography 101 (PN,I) Global Weather and Climate Systems Geography 102 (PN,I) Landforms and Landscapes Geography 103 (PN,I) Water and Land Resources Geography 305 Water Resources Management Geography 307 Environmental Conservation and Development Geography 308 Land Resources Management Geography 373 GIS and Remote Sensing Geology 101 OR 105 (both PN,I) Physical Geology Geology 115 (PN,I) Environmental Geology Geology 116 (PN,I) Energy Resources and the Environment Geology 301 Mineralogy Geology 309 Geomorphology Geology 330 Hydrogeology

Mathematics 315 Probability and Statistics OR Psychology 240 (Q) Statistics for the Behavioral Sciences Physics 102 & 103 (both PN,I) Principles of Physics II and III Physics 202 (PN,I) & 203 Basic Physics II and III Political Science 336 (PS) Politics of Environmental Policy Religion 325 (PH) Environmental Ethics

Integrative Experiences

100 Introduction to Environmental Studies (1)

Introduction to the scope and character of the environmental studies major, with emphasis on environmental chemistry, biology, geography and geology; deep time and spatial contexts; history and philosophy of environmental thought, social, religious, and literary underpinnings; decision-making and management approaches. Students should plan to take this class in spring term of first year.

380 Special Topics (3)

Students and faculty from two or more disciplines study a single environmental topic through an integrative approach. Students develop an appreciation of the value of such an approach for environmental issues and expand their analytical skills for dealing with these issues. The specific issue will vary from year to year with the topic announced in January of the previous year. Students should plan to take the course in the spring of their junior year. Prerequisites: at least three environmental studies core courses or permission of the instructors.

450 Senior Inquiry (3)

Independent research involving the perspectives and methodologies of at least two environmental studies disciplines. Working on their research and participating in weekly class sessions, students learn about topic selection, research design, integration of different perspectives, data collection techniques, analyses of data, identification of conclusions, and elements of quality presentations. Students share their results in a written report and an oral presentation. Students reflect on how this research connects with their environmental studies curriculum, world view and life goals. Should be taken in winter term of senior year.

ENVR-INTR-Lxx/Axx Service Learning/ Academic Internship (1-9) Field Experience with an agency or company which is involved directly with environmental management. Students submit to the environmental studies advisors a report of activities, copies of any written work completed for the sponsor and an evaluation of the field experience and of the agency or company. Internship will be for 3 credits unless the student has received special permission from the advisors for a different value. Department internships must be approved by the department. See p. 22.

Family Studies

The Family Studies program offers a basic course in family life and additional coordinated courses to provide students with a foundation in family systems emphasizing development, processes, theory, diverse forms and ecological relationships to other groups and institutions. The program is designed for students interested in family life issues for their own personal development or as a foundation for pursuing further appropriate training for family life related careers.

The basic course, 210 Family Life, is open to all students. Those interested in further study should consult with the advisor and select additional courses, depending on interest, from SOC 200; PSYC 213, 214, 332, 420; Social Welfare 160, 340; COMM 210; ENGL 331, 332 and WGST 230. For in-depth individual study, students may consult with the advisor.

The Family Studies program is funded through a generous gift from the Harold W. and Violet M. Jaeke Foundation.

COURSE (FAMS)

210 (PS) Family Life (3)

An introduction to the nature of the family, its processes and diversity. Includes an emphasis on communication, parenting and specific applications to family functioning.

Individual Studies

199, 299, 399, 499 Directed Study (1+)

French

ROGER CROSSLEY, Adjunct Professor
B.A., M.A., Cambridge; Ph.D., Stanford

TADDY KALAS, Professor, Chair
B.A., M.A., Ph.D., Wisconsin

SARAH SKRAINKA, Assistant Professor
B.A., Washington University; M.A., Ph.D., University of Virginia

MAJOR IN FRENCH. 31 credits, including 301, 310, 331, 441 and 9 credits from 340-349 (at least 3 credits from 340-344; at least 3 credits from 345-349). 314 may replace one required literature course from the group 340-349. 101-103 may not be counted toward the major.

Recommended supporting courses: any of Art History 166, 167, 363-367; Geography 335.

MAJOR FOR TEACHING FRENCH. 34 credits, including a major in French and 314. See the Director of Secondary Education.

MINOR IN FRENCH. 21 credits, including 301, 331, 310, and at least 3 credits from the group 340-349. 101-103 may not be counted toward the minor.

COURSES (FREN)

100 Elementary French Refresher (1)

A review course, covering the same material and meeting at the same time as 101, but restricted to students placed in 100/102 by the French Placement Test. These students may not register for 101 (3 credits) but register for 100 (1 credit), then continue with 102-103 upon completion of the course. Includes one hour laboratory weekly. Prerequisite: placement in 100/102 and consent of department.

101-102-103 Elementary French (3+3+3)

The fundamentals of French grammar, graded reading, composition and conversation with one hour practice weekly in the language laboratory.

201 Intermediate French I (3)

Review of the fundamentals of French grammar. Vocabulary building through oral and written work based on readings of short literary and cultural texts. Prerequisite: 103 or the equivalent.

202 Intermediate French II (3)

Continued review of basic grammar with increased emphasis on more advanced usage of the language. Development of greater oral and written fluency through conversation and written work based on readings of longer and more complex texts. Prerequisite: 201 or the equivalent.

203 Intermediate French III (3)

Concentration on the finer points of oral and written expression in French. Discussion and written work based on readings of complete literary works. Prerequisite: 202 or the equivalent.

301 Composition and Conversation (3)

Idiomatic forms, grammar, readings of short literary texts, intensive oral and written work to increase fluency in the use of the French language. Prerequisite: 203 or the equivalent.

310 (PP) Topics in French Culture and Civilization (3)

Specific periods or themes in French society and culture, both popular and élite, focusing on the intersection of literary, artistic, intellectual, religious and socio-political currents. Topic varies. May be repeated for credit with permission of instructor. Prerequisite: 331 or consent of instructor.

314 Advanced Grammar and Translation (3)

Grammar problems, idiomatic expressions, stylistic difficulties in translation. Prerequisite: 331 or consent of instructor.

331 (PL) Introduction to French Literature (3)

A course intended to equip the student with the skills needed to analyze critically literary texts. Prerequisite: 301 or consent of instructor.

340 Medieval French Literature (3)

Survey of French literature of the Middle Ages, from the chansons de geste through Villon. Representative poets (Charles d'Orléans, Christine de Pisan), sacred and profane theatre, courtly literature. Prerequisite: 331 or consent of instructor.

341 The French Renaissance (3)

Examines major authors of sixteenth-century French literature situated in the larger historical and cultural context of the Continental Renaissance. Topics vary and may include, for example, humanism and reform, women writers, and urban culture. May be repeated for credit with different topics. Prerequisite: 331 or consent of instructor.

342 Seventeenth-Century French Poetry and Prose (3)

Representative works by Descartes, Pascal, the moralistes; overview of 17th century poetry; introduction to the novel. Prerequisite: 331 or consent of instructor.

343 Seventeenth-Century French Theatre (3)

Overview of representative baroque texts; intensive study of Racine, Corneille, Molière. Prerequisite: 331 or consent of instructor.

344 The French Enlightenment (3)

The main literary exponents of the Enlightenment: Montesquieu, Prévost, Voltaire, Rousseau, Diderot and some dramatists. Prerequisite: 331 or consent of instructor.

345 Nineteenth-Century French Poetry and Theatre (3)

Romantic and Realist theatre; poetry of the Romantic, Parnassian, Symbolist and fin de siècle periods. Prerequisite: 331 or consent of instructor.

346 Nineteenth-Century French Novel (3)

Prose works representing the different periods in the development of the novel; authors such as Chateaubriand, Constant, Hugo, Stendhal, Balzac, Flaubert, Zola and de Maupassant. Prerequisite: 331 or consent of instructor.

348 Twentieth-Century French Literature I (3)

The different trends of the first half of the century as illustrated in selected works by novelists such as Alain-Fournier, Gide, Proust, Colette, Mauriac or Malraux and poets such as Valéry, Apollinaire or the Surrealists. Prerequisite: 331 or consent of instructor.

349 Twentieth-Century French Literature II (3)

Selected major works of the modern period in French literature, including those by representative writers of the Existential and Existentialist period; the Theatre of the Absurd; the Nouveau Roman; Francophone literature and cinema. Prerequisite: 331 or consent of instructor. cinema. Prerequisite: 331 or consent of instructor.

441 Seminar: Topics in French Literature (3)

Investigation and research in a particular problem, genre or period. Prerequisite: 331 and senior standing.

442 Senior Thesis (3)

Continuation of French 441. This is the term in which students will write the final paper. Weekly group meetings will ensure continued progress and provide a forum for exchange of ideas.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and consent of instructor.

FREN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in French. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

FREN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information.

400 Independent Study (1+)

Research project in French literature or civilization for majors. Prerequisite: consent of department chair.

Geography

JENNIFER BURNHAM, Assistant Professor
A.B., Augustana; M.S., Illinois; Ph.D., Washington

REUBEN A. HEINE, Associate Professor
B.A., St. Cloud; M.S., Ph.D., Southern Illinois (Carbondale)

CHARLES G. MAHAFFEY, Professor, Chair
B.S., Wisconsin (Superior); M.S., Ph.D., Wisconsin

NORMAN T. MOLINE, Edward Hamming Professor of Geography
A.B., Augustana, M.A., Ph.D., Chicago

MAJOR IN GEOGRAPHY. 28 credits, including two courses with a natural science orientation from 101, 102, 103; two courses with a social science orientation from 121, 210, 325; five methodological courses: 270, 272, 373, 472, 473; and one non-U.S. regional course from 331, 334, 335.

Required supporting courses [4 credits]: one of Business Administration 211 or Psychology 240; Computer Science 112.

Recommended supporting courses [9 credits]: Economics 202; English 341; one of Speech 104, 204 or 401; Environmental Studies 430 and participation in an international study program. See geography advisor for additional recommended courses depending upon student interests.

MAJOR IN TEACHING GEOGRAPHY. Please consult the department chair for information.

MINOR IN GEOGRAPHY. 18 credits, including two courses with a natural science orientation from 101, 102, 103; one course with a social science orientation from 121, 210; and three electives courses from 272 or above (except 472 and 473). No more than one regional course (331, 334, 335) may be counted toward the minor requirement.

Geography is a "bridge" discipline that overlaps the traditional division between the natural and the social sciences. Some courses in the department have a natural science orientation (Perspective on the Natural World and Investigative Lab designation) while others have a social science orientation (Perspective on the Individual and Society and may have a D or G designation). 101, 102 and 103 are laboratory courses which may be applied toward the Natural World requirement for graduation. 121 and 210 will carry the Individual and Society perspective. 331 and 334 will carry the G designation.

COURSES (GEOG)

Courses with a Natural Science

Orientation

101 (PN,I) Global Weather and Climate Systems (3)

An introduction to elements of weather and climate systems. Topics include a study of the earth's atmosphere, wind and pressure systems, ocean currents, precipitation processes, weather prediction, descriptions of characteristics of the various climate regions and climate change. Includes one two-hour lab per week.

102 (PN,I) Landforms and Landscapes (3)

An introduction to physical landscapes, which includes landforms and the natural processes that create and change them, the distribution and characteristics of landforms and landform processes and the role of humans in landscape change. Includes one two-hour lab per week. Field trip fee will be applied. Contact instructor for more information.

103 (PN,I) Water and Land Resources (3)

Study of water resources, their characteristics and global distributions; soil types and their distributions; erosion problems and solutions; introduction to biogeography, the distribution and characteristics of the earth's major vegetation types as influenced by natural and human factors; land use planning based on analysis of natural processes. Includes one two-hour lab per week; last five labs are in the field on an applied land use analysis project.

302 Introduction to Meteorology (3)

Elementary physics of the atmosphere; principles of weather analysis. (Offered in alternate years.) Prerequisite: 101 or consent of instructor.

305 Water Resources Management (3)

Distributional aspects of U.S. and world water resources; human use of and impact upon water resources; economic, environmental, social and political issues related to surface and ground water. Includes case studies of water resources management concerns from around the world.

307 Environmental Conservation and Development (3)

Philosophical frameworks and historical contexts for interpreting the relationship between humans and the environment. The study of the connections between economic and natural systems forms an important aspect of the course. Energy and various forms of resource extraction and consumption, particularly water, agricultural and forest resources, are considered through an analysis of case studies on the regional, national and international scales.

308 Land Resources Management (3)

Analysis of problems in the use of land resources, including land use planning, soil conservation, recreation land uses, urban open space, flood plain management, wetlands preservation and solid waste disposal; decision-making approaches to these problems; introduction to environmental perception, resource economics and environmental law.

Courses with a Social Science Orientation

121 (PS,G) The Geography of the Global Economy (3)

Geographic study of the global economy, economic traditions and practices; patterns of farming, manufacturing, services, etc. and their variation between Western and non-Western cultures; technologies with wide-ranging impacts within and between countries and regions of the developed or core economies and the developing countries or periphery. Emphasis on economic interdependencies and exchanges at various geographic scales, on the economic and cultural impacts of these rapid changes, impacts to the global and regional environments, the changing nature of agricultural

and industrial location theory, and case studies exploring efforts from within various countries to promote more sustainable strategies.

210 (PS,G) Cultural Geography (3)

The geographic (spatial) approach to the study of cultures; global distribution patterns of cultures and culture traits, including population, language, religion, ethnicity, folk and popular culture, political organization and forms of livelihood; the importance of the diffusion process of people, goods and ideas and the impacts of globalization trends; analysis of dynamic relationships between cultures and nature; and "reading" of cultural landscapes in many parts of the world.

325 Urban and Transportation Systems (3)

A geographical treatment of urban and transportation systems with emphasis on North America; spatial organization of the city; models of urban structure; housing and neighborhood space; analysis of transport networks and mass transit options.

331 (G) Latin America (3)

Cultural, environmental and economic geography of Latin America with special emphasis on Costa Rica, Mexico, Ecuador, Peru, Brazil, Chile and Argentina; distribution and use of resources; issues in urban and rural development.

334 (G) East Asia (3)

Cultural and economic geography of East Asia with special emphasis on Japan, People's Republic of China, Taiwan and Hong Kong; distribution and use of natural resources; patterns of settlement and land use trends in urbanization, agriculture and other rural development. (Offered in alternate years.)

335 Europe (3)

A geographical analysis of the people, landscapes, resources and settlements of Europe and its rimlands; particular attention is paid to the "new Europe" that is emerging from the unified western and more open eastern regions of the continent. (Offered in alternate years.)

339 Historical Geography of the United States (3)

Major concepts and methods of historical geography; the development of patterns of settlement, land use, transportation routes and boundaries in the United States. (Offered in alternate years.)

423 Urban and Regional Planning (3)

Introduction to some principles and practices in urban and regional planning, with particular emphasis on physical aspects such as transportation, land use, housing, recreation and open space. Designed for students interested in planning and public administration careers. Guest lectures by local and regional planners. (Offered in alternate years.) Prerequisites: 210 or 325, POLS 331, or consent of instructor.

Primarily Methodological Courses

270 Geographic Perspectives (1)

Introduction to the major traditions of geographic study, the major foci of geography as a research and applied discipline, and to basic tools for geographic study, including library research, map study and fieldwork to answer spatial questions. Should be taken as soon as possible after declaring a major.

272 Cartography (3)

Principles of cartography, including map design, map user issues and cartographic ethics. Collection, manipulation and visual presentation of data. Practical map, cartogram and chart production using computer techniques.

373 Geographic Information Systems and Remote Sensing (3)

Theory and use of geographic information systems (GIS), remotely sensed images (e.g. LANDSAT, SPOT, DO DO Qs) and global positioning systems (GPS) in the study of environ-

mental, hydrologic, biogeographic, geologic, economic and demographic systems, and in natural resource and land use planning.

472 Seminar on Geographic Research I (3)

Research in design and research methodologies, data collection techniques, analysis and use of quantitative methods in geographic research, selection of an original topic for the senior research paper and preparation of a preliminary outline and chapter for that paper. Should be taken in the spring term of the junior year. Students participating on spring focused term will need to make special arrangements with department advisors.

473 Seminar on Geographic Research II (3)

Collection and analysis of primary data, selection and preparation of cartographic material for the senior research paper and research writing and presentation; completion and presentation of a major original research paper. (For geography majors in winter term of the senior year.) Prerequisite: 472.

Internships, Individual and Special Studies

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

380 Special Topics (1-3)

In-depth treatment of topics selected by faculty and/or students. Prerequisite: consent of instructor.

GEOG-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Departmental internships must be approved by the department. These internships will be for 3 credits unless a student has received special permission from the advisors for a different value. Prerequisite: a declared major or minor in geography. See p. 22 for more information and for other internship options.

GEOG-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by department. See p. 22 for more information and other internship options.

400 Independent Study (1+)

Advanced studies on specific subjects; research problems.

Geology

WILLIAM R. HAMMER, Fritiof Fryxell Professor of Geology B.S., M.S., Ph.D., Wayne State

JEFFREY C. STRASSER, Professor B.A., Carleton; M.S., Ph.D., Lehigh

MICHAEL B. WOLF, Professor, Chair A.B., Hamilton; M.S., Ph.D., Caltech

MAJOR IN GEOLOGY. (30 credits): 101 or 105, 201, 301, 309, 325, 340, 403, 450 and 451, plus 3 additional GEOL credits.

Required supporting courses (15 credits): CHEM 121-122, MATH 219, and either (a) two from PHYS 101-102-103-105 or 201-202-203 or (b) one PHYS course and GEOG 373.

Recommended supporting courses for students planning graduate study: summer field work, computer science, biology, Geographic Information Systems, and additional chemistry, mathematics, physics and geology courses.

MAJOR FOR TEACHING EARTH AND SPACE SCIENCE. The approved program may be obtained from the department chair. See also the Director of Secondary Education.

MINOR IN GEOLOGY. 17 credits, ten of which at 200- to 400-level, including 399 (1 credit) Directed Study. This culminating experience will result in a research paper that addresses some aspect of geology and relates it to the student's major field of study, and must incorporate a reflective component demonstrating an understanding of the connectivity between subject areas. This paper could conceivably be an extension of the Senior Inquiry effort within the student's major.

GEOLOGY DEGREE WITH DISTINCTION. Students can earn a departmental distinction upon successful completion of a superior senior research thesis, GEOL 451, and the geology degree with a grade-point average of at least 3.50 for all geology courses and the supporting courses that are required for the major, and demonstrated leadership and service roles within the department.

Geology addresses both the materials that form the Earth and the processes of Earth formation and evolution. Sub-disciplines include but are not limited to: study of life and evolution as preserved in the rock record; study of resources upon which our industrial society is based; study of environmental problems and remedial solutions; study of geologic hazards and hazard mitigation. The interdisciplinary study of geology relies upon mastery of geological principles and oral and written communication skills as well as the application of fundamental principles of physics, chemistry, biology and mathematics to complex Earth systems.

COURSES (GEOL)

100 (PN) Geology of Myths (3)

Students will learn to interpret geological data and then integrate their knowledge of geology with other non-science disciplines. They will be able to assess whether certain ancient myths and legends can be explained by geological evidence. Is there geologic evidence that these myths were based on real events or were they fabricated or modified for other symbolic or metaphorical purposes? Analysis of the myths will take place within the broader context of what actually constitutes valid scientific inquiries and evidence.

101 (PN,I) Physical Geology (3)

Introduction to Earth materials (minerals and rocks), structures, composition and dynamic processes (e.g., volcanic eruptions, earthquakes, weathering, erosion) of the Earth. Includes one two-hour lab per week and optional field trips. Not for credit after 105.

104 Gemology (3)

An introduction to all aspects of rare, beautiful gemstones, from their geologic formation to their jewelry store presentation and identification. Includes one lab per week during which students will learn to identify and quality-grade the important gemstones.

112 (PN,I) Dinosaurs and Extinction (3)

The role of dinosaurs in earth history. Dinosaur evolution, the environments to which they adapted, and hypotheses that attempt to explain their mass extinction. Includes one two-hour lab per week. Lab study will involve specimens in the Fryxell Geology Museum collection.

115 (PN,I) Environmental Geology (3)

Introduction to the application of geological concepts to the study of environmentally related issues. Variable format: course may emphasize topics such as geological hazards (earthquakes, volcanic activity, floods, mass movement), earth resources (mineral, energy, soil, water) and pollution (waste disposal and other health hazards). Includes one two-hour lab per week and optional field trips.

116 (PN,I) Energy Resources and the Environment (3)

Environmental geology course focusing on the formation, exploration, extraction and uses of non-renewable energy

resources (coal, petroleum and uranium). These energy issues directly influence many areas of our lives (health, housing, transportation, economy, politics, safety, environment, international relations, ethics, etc.) which will be discussed in light of impending world energy and global warming problems. Includes one two-hour lab per week and required field trips.

201 Historical Stratigraphy (3)

The study of stratigraphic principles used to study the physical and biological history of the Earth, followed by an overview of Earth history. Prerequisite: 101 or 105. Includes one two-hour lab per week.

301 Mineralogy (3)

Introduction to the building blocks of solid Earth (minerals). The fundamentals of crystallography (2-D and 3-D symmetry), crystal and mineral chemistry and stabilities and occurrences of silicate minerals. Practical identification of minerals in hand samples and in thin-sections and grain mounts using polarizing light microscopy. Prerequisites: 101 or 105 and Chemistry 122; Chemistry 122 may be taken concurrently. Includes one three-hour lab per week and one four-day fieldtrip to the Tucson Gem & Mineral Show.

309 Geomorphology (3)

Quantitative analyses of the surficial geological processes and the landforms which they produce. Prerequisite: 101 or 105. Includes one two-hour lab per week.

325 Paleontology (3)

Study of the principles of paleobiology, including methods of classification and interpretation of the fossil record. Also, systematic study of the major groups of invertebrate and vertebrate animals that have evolved since the beginning of the Cambrian. Prerequisite: 201 or Biology 200. Includes one two-hour lab per week.

330 Hydrogeology (3)

Study of physicochemical aspects of water and contaminant flow at the Earth's surface and through subsurface materials. Includes case studies of environmental groundwater problems. Prerequisites: 101 or 105 and Mathematics 219. Includes one two-hour lab per week.

340 Structural Geology and Tectonics (3)

Quantitative study of rock structures (e.g. folds, faults and fabrics) and the forces that cause them. Also study of large-scale plate tectonic processes and regional geology. Prerequisite: 101 or 105. Includes one two-hour lab per week.

370 Special Topics (1-3+)

Intensive study of geologic topics, usually in connection with forthcoming departmental field trips. Prerequisite: 101 or 105. Variable format.

403 Petrology (3)

Quantitative analysis of the geologic processes and phase relationships of igneous, metamorphic and sedimentary rocks, with emphasis on igneous systems. Prerequisites: 201 and 301. Includes one two-hour lab per week.

450 Research Methods (3)

Planning and development of a research proposal involving literature searches, group discussions and analytical instrumentation instruction in preparation for the required Senior Research project (GEOL 451).

451 Senior Research (1-3+)

A required research project, performed under the direction of a faculty advisor, culminating in both a written thesis and a public oral presentation. Prerequisites: 450 and consent of department chair.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

GEOL-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in geology. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

GEOL-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

German

LISA SEIDLITZ, Assistant Professor
B.A., M.A., Illinois; Ph.D., Texas (Austin)

KIM VIVIAN, Professor, Chair
B.A., M.A., Ph.D., California (Santa Barbara)

MAJOR IN GERMAN. 30 credits. For those starting with 201: 201-203, 306, 308, 324 (or HIST 315), at least two courses from 401-404, 409, and remaining course from 307, 209/309, 210/310, 325, 330, 411. For those starting with 306: 306, 308, 324 (or HIST 315), 480, at least three courses from 401-404, 409, and remaining courses from 307, 309, 310, 325, 330, 409, 411, 480.

Students majoring in German must participate in a program in Germany, either the summer program in Eichstätt, one of the exchange programs (Eichstätt, Passau, Regensburg), the fall term program in Wittenberg, or an internship approved by the department.

Recommended Supporting Courses: ARHI 166, 167, 361-367, BUSN 463, GEOG 335, HIST 110-113, 315, MUSC 301-302, PHIL 142, 340, 341, POLS 305, 367, at least one year of a second language.

MAJOR FOR TEACHING GERMAN. 32 credits. See the departmental advisor for this major.

MINOR IN GERMAN. 21 credits. For those starting with 201: 201-203, 306, 308, 324 (or HIST 315), and one course from 209/309, 210/310, 307, 330, 401-404. For those starting with 306: 306, 308, 324 (or HI 315), plus two courses from 401-404, 409, and two courses from 307, 309, 310, 325, 330, 411, 480.

See also World Literature.

COURSES (GRMN)

101-102-103 Beginning German (3+3+3)

The fundamentals of German grammar with an emphasis on conversational German. Students begin the sequence at the level of placement.

201 Intermediate German (3)

A review of the basics of German grammar. Prerequisite: 103 or placement.

202 Intermediate German (3)

A continued review of the basics of German grammar with increased emphasis on writing. Prerequisite: 201.

203 Intermediate German (3)

Review of grammar. Reading of plays, poetry and short novels. Emphasis on writing. Prerequisite: 202.

306 Advanced Grammar and Composition (3)

A review of German grammar with a focus on composition. Reading of a short novel. Prerequisite: 203 or placement.

307 Linguistics (3)

Overview of the linguistic study of German, including the sound system, the formation of words and sentences, language change over time, and variation in language use. Prerequisite: GRMN 203.

308 Advanced Conversation (3)

Focuses on situational German and a discussion of contemporary events in Germany and Austria. Reading of a short novel.

317 (PL) Topics in German Literature and Culture (3)

May deal with a writer (e.g. Goethe), a movement (e.g. Romanticism), a genre (e.g. Medieval Epic) or a cultural topic (e.g. the Holocaust). Also WLIT 317.

324 Landeskunde Deutschland (3)

Introduces many aspects of contemporary German culture: politics, history, geography, the arts, media, education, etc.

325 (PA) German Cinema (3)

Examines major developments in German cinema in the 20th century through an overview of important films, movements and directors in the history of German cinema. Also WLIT 325.

330 Business German (3)

Prepares students for potential work experience in Germany by helping them acquire an extensive business vocabulary and the communicative skills needed to function daily in a professional setting.

401 (PL) Literature and Culture: The Middle Ages and the Renaissance (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe from approximately 800 to 1600.

402 (PL) Literature and Culture: 17th and 18th Centuries (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe in the 17th and 18th centuries.

403 (PL) Literature and Culture: 19th Century (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe in the 19th century.

404 (PL) Literature and Culture: 20th Century (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe in the 20th century.

411 Advanced German Grammar (3)

Intensive study of German grammar with a focus on areas traditionally difficult to master. Reading of a novel. Prerequisite: department approval.

480 Senior Seminar (3)

May deal with a writer (e.g., Goethe), a movement (e.g., Romanticism), a genre (e.g., Medieval Epic) or a cultural topic (e.g., the Holocaust).

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRMN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in German. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

GRMN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Research project in German literature or civilization for departmental or divisional majors. Prerequisite: consent of department chair.

Graphic Design

KELVIN MASON, Associate Professor
A.O.C.A., Ontario College of Art; B.A., University of Guelph, ON, Canada; M.F.A., University of Arizona

CHRISTIAN MORTENSON, Adjunct Assistant Professor
B.F.A., University of South Dakota; M.A., M.F.A., University of Iowa

ROWEN SCHUSSHEIM-ANDERSON, Professor
B.F.A., Rochester Institute of Technology; M.F.A., Arizona State

CORRINE SMITH, Adjunct Assistant Professor
B.F.A., Southern Illinois University; M.F.A., University of Kentucky

PETER TONG XIAO, Professor
B.A., Coe; M.F.A., Temple

MAJOR IN GRAPHIC DESIGN. 34 required credits in ART and GRD, including ART 101, ART 123, ART 226 or GRD 228, GRD 222, 291, 225, 327, 371, 372, 425, 391, 491, and 492 or GRD-INT and 3 elective credits in ART or GRD. Also, ARHI 161, ARHI 367, and a new course in marketing to be developed by the Business Dept., for a total of 46 required credits. A required senior exhibition, or a portfolio from a 3-credit (or more) internship, or a year-long design responsibility for a publication such as the Saga Magazine, fulfills a major's capstone experience.

COURSES (GRD)**222 Typography (3)**

This course helps students gain an understanding of the effects produced by various typefaces and typographic techniques. It provides a historical overview and in-depth explanations of the formal qualities of characters and typefaces. A range of theoretical and applied projects are used to investigate typography as a fundamental communication tool. Students use both traditional and digital media.

225 Intro. To Graphic Design (3)

Overview of graphic design, its techniques and applications. Basic principles of page layout and composition, design skills, typography and color application. Practical investigation of publication design, advertising and brochure development. Emphasis on critical thinking and problem-solving. Course will be taught on and off the computer. Requires a final portfolio.

228 Digital Photography (3)

The photographic image is now so ubiquitous that its presence and effects are hardly noticed. The world changed dramatically with its invention and it continues to be one of the main forces forming our understanding of the world and our lives. GRD 228 is a course which explores the mechanisms, processes,

technology, history and power of the digital photographic image. Camera mechanisms, digital image manipulation software and the creative possibilities of digital photography will be discussed and experienced in depth with the goal of improving the quality of photography produced by the student.

327 Web Design (3)

This is a course which explores the special design considerations involved in composing websites and generating media for the World Wide Web. General topics covered are HTML coding, web media types, using Adobe Dreamweaver, usability testing, and various web utilities such as FTP clients. It will also include an introduction to Adobe Flash. Design techniques and software will be used to combine media into various on-line interactive experiences. The software language used extensively in this class will be HTML. To a lesser degree, java scripting and CSS will be used to supplement and expand the functionality of the html code.

271 2-D Animation (1.5)

This course is an introduction to the theory and practice of vector-based animation using Adobe Flash and other software programs for creating simple digital animation. The basic principles associated with creating aesthetic interactive animated experiences will be studied through project-based assignments. Students will become familiar with basic interface components, procedures and capabilities of the program in service of creating interactive web experiences which utilize the strengths of this new medium. It is an exploration of 2-D digital graphics and animation for interactive multimedia, computer games, and the Web. Topics include animating weights and materials, audio-animation synchronization, and basic navigation interactivity.

273 Digital Illustration (3)

This is a course which explores digital imaging environments and their uses as both tool and medium. Digital images (primarily raster-based graphics) and their applications will constitute the bulk of the investigations; however, traditional illustration techniques will also be utilized as an introduction and techniques to successfully integrate traditional illustrative works into intermedia imagery will be employed. Advanced digital painting techniques, scanning, advanced photo manipulation, and production for hard copy output will also be explored.

372 3-D Animation (1.5)

The field of 3-D computer graphics has grown and changed tremendously in the past few decades. However, there are some essential concepts and general rules regarding digital 3-D graphics that have remained constant and are well worth studying. In general, the process of creating 3-D graphics can be divided into 4 categories or units: Modeling, texturing, lighting, and rendering. This course will address these four units in relation to one of the current leaders in open source 3-D graphics, animation, and special effects - Blender from the Blender Foundation. With this course, all the building blocks are considered and groundwork laid for students to go on to create their own 3-D animation for games, movies, the web, and TV.

391 Junior Art Inquiry (1)

Development of an artistic research proposal through research, practicum, group critiques and interaction. Studio art majors prepare for a concentrated study in one medium or related media that will become a coherent body of original work during the senior year. There will be field trips to study area exhibitions. Students will begin to work on preliminary portfolio for senior art inquiry. Prerequisite: completion of one media sequence in studio and permission of instructor.

425 Advance Design Portfolio (3)

This is a senior level course which prepares graduating Graphic Design majors for a successful career in their field through coursework culminating in a professional level

portfolio. This portfolio showcases the student's ability to work with digital media to create a diverse array of projects. The materials and projects for the portfolio will be drawn from the student's collected works in previous courses and internships along with new works created in this class. Although the emphasis is on portfolio preparation, professional practice issues and appropriate career presentation strategies will constitute a substantial part of the course.

491 Senior Art Inquiry I (1)

Concentrated study to produce a coherent body of original work for the senior exhibition. An artist statement is developed. Taken fall term (winter for returnees from fall international term). Consists of weekly working sessions and periodic group critiques with faculty in relevant media. Prerequisites: 391 and a media sequence by the end of junior year in the media chosen for the exhibition; permission of department chair.

492 Senior Art Inquiry (2)

Continuing study in one medium or related media to produce a coherent body of original work for the senior art exhibition, including presentation and documentation of this work and an artist statement. Taken winter term (spring for returnees from fall international term). Consists of weekly working sessions and periodic group critiques with faculty in relevant media. An IP is granted until completion of the senior exhibition. Prerequisites: 491 and permission of department chair.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRD-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major in Graphic Design. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

GRD-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Research in an area of particular interest. Generally involves questions not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: permission of the instructor.

Greek

Augustana offers beginning through advanced Greek courses. See the Classics section of this catalog for course listings and descriptions, and the requirements for the Classics (Greek and Latin) major and minor and the Classical Studies (Greek or Latin) major and minor. The Classics department also offers a minor in Greek for New Testament Studies.

Health and Physical Education

MARK BEINBORN, Instructor, Assistant Women's Basketball Coach
B.S., University of Dubuque

ZACHARY CONNORS, Instructor, Assistant Football Coach
B.S., Southern Utah University

ROB CUSHMAN, Instructor, Head Football Coach
B.A., University of Puget Sound; M.A., California State University–Chico

BOBBI ENDRESS, Instructor, Head Women's Basketball Coach
B.S., University of Dubuque; M.A., Loras College

GREY GIOVANINE, Instructor, Head Men's Basketball Coach, Head Men's Golf Coach
B.S., Central Missouri State University

TOM JESSEE, Instructor, Assistant Men's Basketball Coach
B.A., Augustana College; M.A., Western Illinois University

SCOTT JOHANNSEN, Instructor, Head Men's and Women's Swimming Coach
B.S., Western Illinois University

BRENTON JOSEPH, Instructor, Head Men's Soccer Coach
B.S., Alabama A&M University

ERIC JUERGENS, Instructor, Head Wrestling Coach
B.A., University of Iowa

KRIS KISTLER, Instructor, Head Softball Coach
B.A., Eureka College; M.S., Illinois State University

JEFF LINDMARK, Instructor, Assistant Football Coach
B.A., Augustana College

TIM McCHESNEY, Instructor, Assistant Baseball Coach, Facilities Manager
B.S., Western Illinois University

SCOTT M. MEJIA, Instructor, Head Women's Soccer Coach
B.S., Edgewood College; M.S., Western Illinois University

PAUL V. OLSEN, Professor, Head Men's Track and Cross Country Coach
B.A., Luther; M.A., Ph.D., University of Oregon

KYLE READE, Instructor, Assistant Football Coach
B.A., Augustana College

ROCHEL RITTGERS, Assistant Professor, Head Athletic Trainer
B.A., University of Northern Iowa; M.S., Eastern Kentucky University

TOM SCHMULBACH, Assistant Professor, Assistant Football Coach
B.S., M.S., Western Illinois University

ANNA SMITH, Assistant Athletic Trainer
B.S., Weber State University; M.S., Ohio University (Athens)

RON STANDLEY, Head Women's Golf Coach
B.S., Morrison Institute of Technology

ADAM STRAND, Instructor, Head Men's and Women's Tennis Coach
B.A., Luther College

SARA TISDALE, Instructor, Head Women's Lacrosse Coach
B.S., Central Michigan University

GREGORY WALLACE, Instructor, Head Baseball Coach
B.A., Augustana College; M.Ed., Frostburg State University
FREDERIC WHITESIDE, Instructor, Head Women's Track and Cross Country Coach
B.A., Augustana College; M.S.S., United States Sports Academy

DENISE YODER, Instructor, Assistant Athletic Trainer
B.A., Augustana College; M.S., Ohio University (Athens)

MICHAEL ZAPOLSKI, Instructor, Chair

B.A., M.B.A., Pepperdine University

HEALTH COURSES (HEPE)

Wellness Coordinator Denise Yoder

241 Lifetime Wellness (1)

Students should take course before the junior year or transfer an approved course from a degree-granting institution.

Other Health Electives

213 Prevention and Treatment of Athletic Injuries (3)

Two hours of theory and lab weekly. Prerequisite: HEPE 140 or equivalent First Aid and CPR certification.

360 Advanced Sports Medicine I (3)

Evaluation and therapeutic rehabilitation of athletic injuries for upper extremities and cervical spine. Applied anatomy and physiology as they relate to management of injuries. Pre-requisites: 213, BIOL 255 or permission of instructor.

361 Advanced Sports Medicine II (3)

Evaluation and therapeutic rehabilitation of athletic injuries for the torso and lower extremities. Applied anatomy and physiology as they relate to sports medicine's management of injuries. Prerequisites: 213, 360, BIOL 255 or permission of instructor.

470 Seminar in Sports Medicine (3)

A senior seminar involving various topics associated with sports medicine. Topics will include administrative and budget considerations, therapeutic modalities and legal issues as they relate to sports medicine. Prerequisites: 213, BIOL 255, BIOL 358 or permission of instructor.

PHYSICAL EDUCATION ACTIVITY COURSES (HEPE)

Two activity courses are required for Bachelor of Arts candidates. No activity courses may be repeated for credit except upon recommendation of physical education department chair and approval of the Dean of the College. No more than 3 activity credits may count toward total number of credits for the degree. To meet the degree requirements, students must select two P suffix activity courses from the list below. Activity courses are open to students at all knowledge and skill levels.

Activity Courses (P Suffix)

101 Physical Conditioning

***103 Volleyball**

111 Badminton

***112 Tennis**

116 Weight Training

***117 Swimming**

118 Racquetball

119 Scuba Training

121 Archery

122 Aerobic Dance

123 Jazz Dance

130 Bowling

131 Canoeing

***132 Golf**

133 Ballet

134 Square and Folk Dance

***135 Beginning Modern Dance**

136 Skiing

138 Cycling

139 Social Dance

200 Varsity Football

201 Varsity Cross Country

202 Varsity Basketball
***203 Varsity Swimming**
204 Varsity Wrestling
205 Varsity Baseball
***206 Varsity Tennis**
207 Varsity Track & Field
***208 Varsity Golf**
***209 Varsity Volleyball**
222 Varsity Softball
223-01 Varsity Lacrosse-Men
223-02 Varsity Lacrosse-Women
224 Varsity Soccer
225-01 Crew – Club
225-02 Cheerleading – Club
225-03 Dance Company – Club
225-04 Equestrian – Club
225-05 Lacrosse – Club
225-06 Poms – Club
225-07 Rugby – Club
225-08 Volleyball – Club
225-09 Ultimate Frisbee – Club
225-10 Fencing – Club
225-11 Ice Hockey – Club
225-12 Water Polo – Club
225-13 Badminton – Club
225-14 Swing Dance – Club
233 Movement and Dance for Educators
***235 Intermediate/Advanced Modern Dance**
EDUC 365 Elementary and Middle School PE and Health Methods

*Students may not repeat a skill/topic with a different course number to fulfill the P suffix. Students may take one but not both skill/topic courses below to fulfill the P requirement:

103 Volleyball or 209 Varsity Volleyball
112 Tennis or 206 Varsity Tennis
117 Beginning Swimming or 203 Varsity Swimming
132 Golf or 208 Varsity Golf
135 Beginning Modern Dance or 235 Intermediate Modern Dance

Elective HEPE Courses

(Some offered every other year; consult master schedule.)

141 First Aid and Cardiopulmonary Resuscitation
239 Coaching and Officiating Volleyball
241 Coaching and Officiating Football
242 Coaching and Officiating Basketball
243 Coaching and Officiating Baseball
244 Coaching and Officiating Track & Field
245 Coaching and Officiating Wrestling
248 Coaching and Officiating Softball

HEPE Course Transfer Credit Policy

The policy is to accept transfer credit/waive credit only for approved health or physical education courses offered and taught by accredited colleges and universities. Approved courses must be taught as a regular class and have a course description printed in the institution’s official course catalog.

History

LENDOL G. CALDER, Professor
B.A., University of Texas–Austin; M.A., Ph.D., Chicago

TODD C. CLEVELAND, Assistant Professor
B.A., M.A., New Hampshire; Ph.D., Minnesota

DAVID L. ELLIS, Associate Professor
B.A., Wake Forest; M.A., Ph.D., Chicago

THOMAS F. MAYER, Professor
B.A., M.A., Michigan State; Ph.D., Minnesota

JANE E. SIMONSEN, Associate Professor
B.A., Gustavus Adolphus; M.A., Ph.D. Iowa

VAN J. SYMONS, Professor
B.A., Brigham Young; Ph.D., Brown

MOLLY TODD, Assistant Professor
B.A., Reed; M.A., University of Texas–Austin; Ph.D., Wisconsin

STEPHEN WARREN, Associate Professor, Chair
B.A., Indiana; M.A., Arizona State; Ph.D., Indiana

PLAN 1–MAJOR IN HISTORY. 30 credits, distributed as follows: 6 credits from 100-level history courses; 3 credits for 200; 6 credits for 481 and 482; 15 additional credits in history, 12 of which must be at the 300/400 level.

Additional Requirements: Students in Plan 1 must: take at least two 3-credit courses centered on topics in African, Asian, and/or Latin American history; take at least one 3-credit “skills and methods” course (oral history, public history, historiography or internship); take at least two 3-credit courses centered on topics before 1800.

PLAN 2–MAJOR IN TEACHING HISTORY. 36 credits distributed as follows: 9 credits in U.S. history (6 credits from 130, 131, 132; 3 credits from a 300-level U.S. history course in a period other than the ones taken at the 100-level); 9 credits in European history (3 from 110 or 111; 3 from 112 or 113; 3 from 390 (when a European topic), 310, 311, 312, 315, 341, 346); 12 credits from 150 or 151, 305 or 306, 371, and one of the following: 120, 121, 140, 141, 330, 348; 3 for 200; 3 for 490 [may substitute with 481/482 sequence or 450/451 sequence].

PLAN 3–HISTORY HONORS. 33 credits distributed as follows: 6 credits from 100-level history courses; 3 credits for 200; 6 credits for 450 and 451; 18 additional credits in history, 15 of which must be at the 300/400 level. In addition, honors majors must show proficiency in a foreign language, either by taking a language through 203 or demonstrating the equivalent result in a language exam.

Additional Requirements: Students in Plan 1 must: take at least two 3-credit courses centered on topics in African, Asian, and/or Latin American history; take at least one 3-credit “skills and methods” course (oral history, public history, historiography or internship); take at least two 3-credit courses centered on topics before 1800.

MINOR IN HISTORY. 18 credits, distributed as follows: 6 credits from 100-level history courses; 3 credits from history 200; 9 credits from 300- and 400-level history courses.

NOTE: Unless permission of the instructor is given, all 300- and 400-level courses have a prerequisite of any 100-level course. Students are strongly recommended to take 200 before taking any 300-or 400-level courses. Instructors may specify that upper-level courses have 200 as a prerequisite, unless permission of the instructor is given.

COURSES (HIST)

110 (PP) Europe: 200-1300 (3)

Western civilization from its roots in the Mediterranean to the establishment of a distinctly European culture. Emphasis on intersection of politics, intellectual developments and gender.

111 (PP) Europe: 1300-1700 (3)

Survey of a period of profound testing in all domains of European life, ranging from politics and culture to the development of capitalism and the religious upheaval of the Reformation.

112 (PP) Problems in European History, 1700-1900 (3)

Society, ideology, religion, industrial and political revolution, nationalist movements and war in the 18th and 19t centuries.

113 (PP) Problems in European History, 1900 to Present (3)

The checked history of Europe since 1900, from the grandeur and power of the Belle Époque through war, depression, fascism, the rise and fall of communism, to the era of the European Union.

120 (PP,G) Colonial Latin America (3)

An introduction to the colonial period (ca. late 1400s–mid 1800s) in the regions we know today as Latin America and the Caribbean, focusing on prevalent themes including: race and gender relations, economic issues and labor, religion, and resistance to colonial domination. Also introduces the basic processes of historical study.

121 (PP,G) Modern Latin America (3)

Introduction to the modern period (ca. early 1800s–present) in Latin America and the Caribbean. Examines in particular the push for independence, the challenges of building new nations, the development of Latin American identities, and the turbulence of the 20th century. Also introduces the basic processes of historical study.

130 (PP) Problems in American History, 1492-1865 (3)

Survey of the period from the developing break with Great Britain through the creation of the new nation, westward expansion and sectionalism to the disruption of the Union.

131 (PP) Problems in U.S. History, 1865-1945 (3)

The Civil War, Reconstruction, Gilded Age, Industrialism, Progressivism, World War I, the Twenties, Depression and the New Deal and World War II. Women’s Suffrage movement and the impact of industrialism and the consumer society on women and minorities.

132 (PP) Problems in U.S. History, World War II to Present (3)

World War II and post-war conversion of the economy, Cold War, consumer society in the 1950s, New Frontier and Great Society, Civil Rights movement, Vietnam War, women’s rights movement in the 1960s and 1970s, end of Cold War, present problems in perspective of past trends.

140 (PP,G) African History to 1800 (3)

History of the African continent and its peoples from its physical formation to the height of the Transatlantic slave trade. The vibrant and dynamic African cultures, as well as Africans’ social, political and economic behaviors and strategies.

141 (PP,G) Modern Africa (3)

Survey of the history of Africa from the height of the Transatlantic slave trade through the most recent developments on the continent. Focus on the experiences of Africans as they interacted with each other, as well as with Europeans and Asians, and reconstruction of the challenges Africans faced and the methods and means used to overcome them.

147 (PP,G) History of African Women (3)

Exploration of the lives and experiences of African women across the continent from the colonial era to the present day. In particular, the course examines the historical processes that have shaped women’s everyday lives, but also the ways

in which African women have been active agents in the making of their own histories.

150 (PP,G) Traditional East Asia: China and Japan (3)

The evolution of the Chinese and Japanese civilizations with emphasis on their characteristic institutions and intellectual traditions.

151 (PP,G) Modern East Asia: China and Japan (3)

The societies of China and Japan during the 19th and 20th centuries as they have confronted the modern West while still grappling with age-old problems.

177 (PP,G) World History since 1500: The Age of Globalization (3)

The initial contacts between various global populations and how these inter-continental, cross-cultural encounters played out over time and affected those involved. Explores organic processes and their external impetus in order to situate peoples in a global context and to show how the world has become increasingly integrated, ultimately enabling us to historicize the current “globalization” phenomenon.

200 Gateway Seminar: Introduction to Historical Research (3)

Introduction to basic skills and methods of historical research and writing, including acquisition and analysis of primary sources. Required for majors and minors; intended for students early in their historical studies. Prerequisite: any 100-level history course (not including AP or transfer courses).

300 Historiography (3)

Topics in recent historiography, philosophy of history and current methodologies of research and writing in history. Open to non-history majors by permission of instructor.

304 Historical Documentation (3)

Source criticism of historical documents and materials and how to present them in various modes of historical discourse. Open to non-history majors by permission of instructor.

305 (PP) Ancient Greece (3)

History of ancient Greece with special attention to Minoan/ Mycenaean, classical Athenian and Hellenistic life.

306 (PP) Ancient Rome (3)

A history of ancient Rome with a view to the continuities and changes in institutions—from the beginning of the republic to the principate of Augustus to disintegration of the empire.

310 The Crucible of Europe, 1000-1300 (3)

A major moment of transition in Western Europe. Adaptation of institutions—economic, cultural, political, social—which had slowly appeared over the previous five or six hundred years into a foundation for European behavior until at least 1700.

311 Renaissance and Reformation in Italy (3)

Cultural, intellectual and political developments from 1300-1600. Special emphasis on the role of religious institutions as shapers of action and reflection.

312 Renaissance and Reformation in Northern Europe (3)

The appearance of new cultural forms—some diffused from Italy, some autonomously generated—between approximately 1400 and 1700 in England, France and the Holy Roman Empire. Glances at trajectories further east.

315 (PP) Modern Germany (3)

The movement for unification, the Empire, WWI, the Weimar Republic, National Socialism, WWII, and the division and (re) unification of Germany.

320 Public History (3)

Basic principles for the collection, organization, preservation and public presentation of material culture and historical records in museums, archives, historical societies or public agencies. Includes practical experience under supervision of public history professionals. May be repeated when content is significantly different.

331 (PP) The American Revolution (3)

The era of the American Revolution, including the outbreak of conflict, the war for independence, social and cultural change and the formation of the American political system.

334 (PP) Social and Cultural History of Modern United States (3)

The impact of economic abundance on the social and cultural institutions and practices of the modern United States.

335 (PP) The West in American History and Culture (3)

Examines the relationship between history and legend in the American West and its consequences for modern Americans. Focus is on the frontier and its long standing and problematic hold on American culture.

336 (D) American Indians and Their Interpreters (3)

Examines the producers of knowledge about American Indians, and the sources they have created for popular consumption of that knowledge. As such, this course explores the motivations of varied interpreters of American Indians and the context of their arguments.

337 (PP) Foreign Relations of the United States (3)

The role of the United States in world affairs in the 19th and 20th centuries.

338 (PP) The Sixties (3)

The political, social and cultural history of the U.S. in “The Sixties,” 1960-1974. Major topics include Kennedy/Johnson liberalism, the civil rights movement, Vietnam War, student rebellion, feminism, the counterculture, conservatism and legacies of the Sixties.

341 (PP) Women in Europe Since 1800 (3)

A survey of historical themes and historiographical issues in the field of women’s history. Content focuses not only on experiences of women, but also on the way female gender has been defined during the last two hundred years. Topics include family, ethnic and racial heritage, struggles for economic and political rights, women and the nation state, the body and sexuality, and women’s artistic expression.

342 (PP,D) Women in the United States, 1800-Present (3)

Examines topics in U.S. women’s history since 1800. Focus is changing definitions of womanhood over time, with special focus on how historians have looked at U.S. history through the lens of gender. Course themes may include women and work, definitions of female citizenship, and intersections between gender and ethnicity.

346 (PP) Revolutions in Comparison (3)

Compares and contrasts major political and social revolutions, concentrating on the French Revolution of 1789-1799/1815 and at least one other revolution, which may vary each time the course is offered.

348 (PP,G) Colonialism and Imperialism: A Comparative History Approach (3)

Comparison and contrast of different historical experiences with colonialism in the Americas, Africa and/or Asia from the perspectives of both colonizers and colonized. Focus on what is common to the colonial experience and what is unique to specific cases. Comparisons vary each time the course is offered. Occasionally offered as part of a Learning Community with ENGL 333.

350 (PP,G) China: The Last Dynasty (3)

Traditional China in transition: China confronts serious economic and social problems and internal unrest in addition to the new threat of Western encroachment.

351 (PP,G) China: The Twentieth Century (3)

Revolution, nationalism and social change leading to the successful Communist takeover of China in 1949. Major developments in the People’s Republic of China since that date.

353 (PP,G) Governance in Asia (3)

Taught as part of a Learning Community sequence with RELG 365, the course will explore how East Asian philosophical and religious traditions, including Confucianism, Legalism and Buddhism were effectively utilized to create stable and long-lasting governments in China, Korea and Japan.

354 (PP) Modern Japan (3)

Political, social and economic development of Japan since 1600. Japan’s emergence as a world power, defeat and post-war recovery.

361 (PP,G) Modern Latin America (3)

Examines topics relevant to the modern period in Latin America, such as the relationship between race, ethnicity, gender, class and citizenship; borderlands issues; authoritarianism and popular protest. Focus may shift from term to term. May be offered as part of Latin America term. Designed for intermediate and advanced students of history and/or Latin American studies.

362 Mexico and the Caribbean (3)

Mexico since Independence; the Cuban Revolution; U.S. role in Central America and the Caribbean in the 20th century.

365 (PP) Violence in Latin America (3)

Examines roots of conflict and war, transitions to peace, and legacies of violence in the Latin American and Caribbean regions during the 20th and early 21st centuries. Designed for intermediate and advanced students of history and/or Latin American studies.

369 (PP) Oral History and Testimony (3)

Analyzes historical works based on oral sources, addressing issues of memory, intention and authority. Introduces basic methodological techniques: interviews, transcription and editing, analysis and evaluation, and final production. Particularly relevant for juniors and seniors interested in public history, anthropology and communications, work in “third world” regions (e.g., Latin America) or with “underrepresented” populations (e.g., immigrant groups in U.S.), and those researching the late 20th and early 21st centuries.

371 Illinois History (3)

Explores the sweep of Illinois history from its Native American inhabitants to the French and American colonizers who displaced them to the impact of African-American and Latino immigrants. Emphasis is placed on the history of Chicago and its relationship to agricultural and natural resources frontiers, labor unrest, progressivism and 20th-century national politics.

373 (PP, D) African-American History (3)

African-Americans in the United States from the African slave trade through antebellum slavery, emancipation and Reconstruction to Jim Crow and the 20th century.

375 West African History (3)

This course explores the region’s political, social, economic and social history from the initial encounters with Europeans (late 15th c.) to the present time. With special attention paid to the histories of the peoples that now comprise the modern states of Ghana and Senegal, we will examine the ways in which these respective pasts continue to shape contemporary events and sentiments.

390 History Colloquium (3+)

Focus on a particular moment or problem in history with an experimental format that will include the use of various media: film, slides, music, novels or original documents. May be repeated once for credit.

450-451 History Honors (3+3)

For senior majors, students to be invited into the course by the history faculty.

480 Seminar in History (3)

Readings and individual research in selected topics in history. Prerequisite: 300 or permission of instructor.

481 Senior Inquiry: Research Methods (3)

The capstone seminar for students preparing to graduate with a history major. 481 is a readings seminar in African, Latin American, European, Asian or U.S. history that culminates in a research prospectus to be completed the following term in 482.

482 Senior Inquiry: Research and Writing Tutorial (3)

Building on the prospectus completed in 481, students will discuss the challenges of research, clarify arguments and conclusions and revise drafts. The final product will be a polished essay communicating the results of a significant project of historical research.

490 Senior Inquiry: History Teaching and Learning (3)

Seminar on problems related to history teaching and learning. Students will develop projects from questions and problems encountered in their student teaching experience. Intended for students preparing to become history teachers.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of instructor.

HIST-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Open to history majors and minors with a grade-point average of 3.0 or better. See department chair to request approval of application. See p. 22 for more information and for other internship options.

HIST-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Open to history majors and minors with a grade-point average of 3.0 or better. See department chair to request approval of application. See p. 22 for more information and for other internship options.

Honors Program

Advisor Joseph McDowell, Professor (English)

Augustana’s integrated, interdisciplinary set of honors courses begins with either of two first-year honors program tracks, Foundations or Logos. Admission to Foundations or Logos is by invitation, after application and a faculty interview. Then, if they choose, students from either first-year program may enroll in a team-taught honors course in the winter term of their second year. Finally, students who wish to complete the honors cycle may propose a Capstone Tutorial project under the supervision of a faculty mentor.

All honors courses except the Capstone Tutorial fulfill specified general education requirements. Completion of first year honors courses (Foundations or Logos) fulfills the requirement for the Liberal Studies First-Year (LSFY) Program; in addition, as long as one of the courses is taught by a professor of religion, the first-year programs also fulfill the Christian Traditions requirement. Completion of the second-year course satisfies the Learning Community requirement. Finally, students who complete the full cycle of honors coursework earn Honors Program designation on their college record.

Foundations

Foundations is an interdisciplinary honors program organized around some of the basic issues that have concerned and perplexed thoughtful people for millennia. Three consecutive 4-credit courses are planned by the team of teachers to be

complementary and integrated, a whole that is more than the sum of its parts. Reading of classic texts and writing to develop integrative and critical thinking skills are central in each course. Completion of the program completes the requirement for the First-Year Liberal Studies Program; if one of the three courses is taught by a professor of religion, the program also fulfills the Christian Traditions requirement.

COURSES (HONR)**101 Self and Other (4)**

What is it like to be a self, to hold a point of view or follow a way of life? What happens when a self encounters “otherness”? What kinds of relationships can or should exist between self and other? These matters will be addressed using classic Western texts that have laid the groundwork for durable answers to such questions.

102 Community and Faith (4)

When selves join together in communities, they become part of larger identities. Using critical and historical perspectives, including special focus on the traditions and writings of early Christian monastic communities, the class explores questions about both the basis of community and the nature of faith.

103 Vision and Visionaries (4)

Building on the experience of the two previous terms of Foundations, this course examines extraordinary individuals whose vision has set them apart in some way from the communities in which they lived. The character of such radical selves—and the worth of alternative views of reality to the community that denies, collaborates with or is expanded by them—are explored.

Logos: Discourse and Discovery in the Sciences

Logos is an integrated program of first-year courses focusing on how science has developed through history, how science has been understood and practiced in particular historical moments, and how we are affected today by the achievements of science. The nurturing of writing and critical thinking skills is integral to the program. The program begins with HONR 121. In most years, the Logos series will include three 4-credit courses, including a section taught by a professor of religion; in this case, completion of the program fulfills both the First-Year Liberal Studies requirement and the Christian Traditions requirement.

COURSES (HONR)**121 Evolution of Scientific Principles (4)**

A general introduction to the history of science, focusing on the logic, philosophy and methods of scientists from ancient Greece to the present.

122 Seeking Logos: The Dialogue between Theology and Science (4)

An examination of the historical interplay between the sciences and theology within the Western tradition, as they both attempt to understand and describe the nature of the world, the universe and the human being.

123 Exact Thinking: The Mathematical Dimension of Science (4)

This course will show the historical dimension of mathematics, emphasizing its role as a liberal art. Topics may include the mathematics of the ancient Greeks, logic, probability and statistics, and graphing.

124 Great Controversies in Science (4)

This course will critically examine various sides of some of the more prominent controversies in the natural sciences. Sample topics include arguments about the age of the earth, hot-blooded dinosaurs and global warming.

125 The Sociology of Science (4)

Analysis of scientific practice and communities as human constructs embedded in particular sociocultural milieus; an inquiry into cultural variables that shape scientific inquiry and into the institutionalization of the scientific enterprise.

126 Science and Literature (4)

What are the differences between what a poet does and what a scientist does? How have discoveries in science changed literature? How have literary works made use of such archetypes as “mad scientists?”

127 Science and Values (4)

The scientific enterprise has often been characterized as value neutral. This course will explore the tradition that supports such a description, but also examine recent trends which deny it. Throughout, our approach depends on both theoretical and applied readings.

Second- or sophomore-year courses

Each year, at least one of the following courses will be offered. Prerequisite: completion of either Foundations or Logos in the first year.

220 (PH) Certainty/Uncertainty (3)

How have people coped with uncertainty and worked toward certainty in the humanities, the arts, and the social and natural science? How do literature and the arts represent uncertainty of values? How has uncertainty challenged scientists, especially since the development of quantum mechanics and its Uncertainty Principle? How does the work of philosophers, theologians and other thinkers increase certainty and uncertainty?

221 Revolution/Evolution (3)

How has the problem of change been understood in the arts, the humanities, and the social and natural sciences? When and where do we apply varying models of change, such as steady or punctuated evolution, inexorable progress, paradigm shifts, accidents and cataclysms? What is time? Is time essentially productive, destructive, or neutral? How have political states and other institutions undergone change?

222 Origins (3)

To what extent can things be explained with reference to their origins? How have the arts, humanities, and the social and natural sciences theorized the origins of their objects of study? How have we understood creation and creativity? Are there timeless ideas or essences that cannot be explained with reference to origins? What do historical and current cosmologies tell us about the fate of the universe?

Third- or junior-year capstone tutorial

330 Capstone Tutorial (3)

A capstone experience in honors study and an exploration in independent inquiry. Honors students design and complete creative or analytical projects, with the guidance of a faculty member. Prerequisites: (1) Completion of Logos or Foundations first-year courses; (2) Completion of 220, 221 or 222; (3) A contract with a supervising tutor, completed according to stated guidelines and approved by the Honors Committee in the term before the student registers for credit.

International Business

AMANDA BAUGOUS, Associate Professor, Chair
B.S., Drake; M.B.A., Ph.D., Tennessee

DANIEL G. CONWAY, Associate Professor
B.A., Augustana; M.A., Ph.D., Indiana

BURAK DOLAR, Assistant Professor
B.A., Istanbul University; M.B.A., Troy; Ph.D., Mississippi

ANN E. ERICSON, Associate Professor
A.B., Augustana; M.S., Illinois; Ph.D., Iowa; C.P.A., Iowa; C.M.A.

JANIS LONERGAN, Frank Strohkarck Professor of Business and Economics

B.A., Northwestern; M.S., Ph.D., Southern Illinois

MAMATA MARMÉ, Adjunct Instructor, Director of Advising
B.St., M.St., Indian Statistical Institute; M.S., Illinois

NADIA NOVOTOROVA, Assistant Professor
B.S., Gorky State Agricultural Institute; M.S., Iowa State; Ph.D., Illinois

KAREN M. PETERSEN, Adjunct Instructor, Director of Business Administration Internships
B.A., Augustana; M.B.A., Iowa

GREGORY P. TAPIS, Assistant Professor
B.S., Massachusetts Dartmouth; Ph.D., Mississippi State

CRAIG V. VANSANDT, Associate Professor
B.A., Texas Christian; M.B.A., North Carolina; Ph.D., Virginia Tech

LINA ZHOU, Associate Professor
B.E., M.A., Central South University, China; M.A., Ph.D., Mississippi; C.F.A.

MAJOR IN INTERNATIONAL BUSINESS. Required foundation courses (21 credits, should be completed during the sophomore year): BUSN 205, 211, 212 (MATH 315, 316 may be substituted for 211, 212). ACCT 201, 202. ECON 201, 202. These courses must be completed with a 2.0 grade-point average.

Required core courses (9 credits): BUSN 301, 321, 331.

Required international business course: BUSN 363

Required international business or economics course: select one of ECON 361, 362, 406 or a business or economics course offered as part of an international academic program.

Required Senior Inquiry experience in one of the following:
Internship with research component (9 credits)
Business Policy (3 credits): 479
Business Simulation (3 credits): 474
Business Honors (3 credits)

Required supporting areas: second year (through 203) or equivalent of a foreign language; international academic experience: 6 credits of Augustana international term, international study or international internship; three 3-credit courses with a global perspective (G suffix) from outside the business department (may be fulfilled through the international academic experience).

See *Business Administration* for descriptions of courses.

Students cannot major in both business administration and international business.

Japanese

JEN-MEI MA, Professor, Chair
B.A., Fu-jen, Taiwan; M.A., M.Ph., Ph.D., Kansas

MARI NAGASE, Assistant Professor
B.A., M.A., University of Tokyo; Ph.D., University of British Columbia

MAJOR IN ASIAN STUDIES. See Asian Studies.

COURSES (JPN)

101-102-103 First-Year Japanese (3+3+3)

Fundamentals of spoken and written Japanese. Basic grammatical patterns and practical conversation skills with an emphasis on speaking and listening. Cultural aspects of modern Japanese society.

106 Chinese and Japanese Calligraphy (1)

Introduction to the writing, from China and Japan, of both Hanzi and Kana. The course consists of initial presentation of the historical background and hands-on practice in writing of characters. Also Chinese 106.

201-202-203 Second-year Japanese (3+3+3)

Continuation of the first-year sequence. Emphasis on Japanese culture and the development of practical conversation skills as students broaden their knowledge of characters (kanji) and more complex grammatical patterns. Japanese is used as the primary classroom language. Prerequisite: 103.

301-302 Second-year Japanese (3+3)

300-level Japanese is the continuation of JPN201-103 sequence, designed for students who have acquired elementary levels of Japanese. While continuing to expand vocabulary, grammar, and kanji, these areas will no longer be the primary focus. Now that you have acquired the basic language tools, the focus shifts to becoming more proficient in using the language with deeper understanding of social and cultural situations. The emphasis is placed on all the four language skills, speaking, listening, reading and writing. The primary language in class is Japanese.

Landscape Architecture

Advisor Norman T. Moline, Edward Hamming Professor of Geography

Augustana is affiliated with the Department of Landscape Architecture at the University of Illinois at Urbana-Champaign in offering a coordinated degree program through which a student can earn a B.A. from Augustana and a M.L.A. in Landscape Architecture from the University of Illinois. The 3-3 cooperative program normally requires three years of study at Augustana College followed by three years at the University of Illinois. The program is designed to integrate an under-graduate education with a professional education.

Students should major in geography at Augustana to be considered for admission to the University of Illinois Master of Landscape Architecture Program at the completion of three years at Augustana. During these first three years participating students are expected to complete all general education requirements, a good distribution of preparatory coursework—including Biology 220 General Botany, 323 Plant Diversity, 326 Plant Ecology, 380 General Ecology, Geography 373 Geographic Information Systems and Remote Sensing, Physics 399 AutoCAD (directed study), Art 101 Drawing and 124 Design: Three-Dimensional, and a minimum of 92 semester hours applicable toward graduation.

Since all general education requirements for the Augustana degree together with the geography major must be completed before transferring to the University of Illinois, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Students should work closely with the advisor since completion of these requirements alone does not guarantee admission to the University of Illinois. Admission to the University is based on grade-point average (minimum 3.0), recommendations and test scores.

Students should initiate the application procedure in the fall term of their junior year. After satisfactorily completing one year of study at the University of Illinois and satisfying the Augustana graduation requirements, the student will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master’s degree, the student will be awarded the degree of Master of Landscape Architecture by the University of Illinois.

Latin

Augustana offers Latin courses from beginning to advanced levels. See the Classics section of this catalog for Latin course listings and descriptions, and the requirements for the Classics (Latin and Greek) major and minor and the Classical Studies (Latin or Greek) major and minor.

Latin American Studies

Advisors

Mariano J. Magalhães, Associate Professor (Political Science)
Charles G. Mahaffey, Professor (Geography)
Araceli Masterson, Assistant Professor (Spanish)
Molly Todd, Assistant Professor (History)

Augustana’s Latin American studies program offers an opportunity for students to expand awareness and understanding of Latin America, the Caribbean, and the Latino/a United States. This, in turn, allows them to better engage with and act in an increasingly interconnected world.

The college offers a minor in Latin American Studies, requiring 18 credits and a capstone essay. Course work in several disciplines, augmented by experiential learning opportunities, encourages analysis of how such things as historical experience and physical environment interact to influence the ways Latin Americans have expressed themselves both individually and collectively through languages and arts, social and political behaviors, cultural priorities, and responses to community and national problems. The interdisciplinary approach of the Program

- fosters an understanding of contemporary issues facing Latin American nations and peoples
- increases awareness of the challenges of Latin America’s relations with other world regions, including the United States
- encourages the application of knowledge through study away, internship, volunteer and work experiences

In addition to course work, the Latin American Studies Program integrates co-curricular activities, including student organizations, lecture and film series, workshops, and conferences.

Area studies complement traditional disciplinary concentrations, making Latin American Studies appropriate for students from a wide variety of backgrounds. Latin American Studies set a strong foundation for careers in

many different areas including education, government and international service, and other fields. For some areas of employment, additional study and training may be necessary. Numerous resources exist at Augustana College to support students in their Latin American Studies endeavors. Faculty and advisors come from departments across campus, from Art and World Literature to Biology and Political Science. The Tredway Library provides access to a dozens of print and electronic resources in a numerous languages, and assists students with interlibrary loans and other research- and course-related needs. The Office of International Programs links students with study and volunteer abroad opportunities, and accompanies students throughout their experience -- from before they depart to their reentry into the Augustana community. Latin American Studies students have held research assistantships with faculty members, and have acquired funds for language study, participation in conferences, and independent research in Latin America through Augie Choice and various campus departments and programs.

Program Requirements

(1) LANGUAGE

Students must demonstrate proficiency in a second language by completing one of the following:

- pass a language proficiency exam at the second-year level
- successfully complete two years of course work in Spanish (through SPAN 203)

Note: In appropriate circumstances, an alternate language (e.g., Portuguese, Quechua, etc.) may be substituted with the consent of Program coordinators.

(2) COURSE WORK - 18 credits (6 classes)

Students must complete 18 credits of course work, with at least six credits (2 courses) in each of the following areas: (a) history & social sciences, and (b) arts & humanities. Students are encouraged, though not required, to explore the offerings from the list of complementary courses.

Note: The following course lists are not exhaustive and changes may occur without notice. Please direct questions to the Latin American Studies advisors.

(a) History & Social Sciences

Economics 406 (PH, G) - Development Economics
Geography 331 (G) - Latin America
History 120 (PP,G) - Colonial Latin America
History 121 (PP,G) - Modern Latin America
History 241 (PP) - Colonialism and Imperialism (when topic is Latin American)
History 361 - Modern Latin America
History 365 (PP,G) Political Violence in Latin America
History 369 (PP) Oral History and Testimony (when topic relates to Latin America)
Latin American Studies 400 - Directed Study [pending approval]
Political Science 346 (PS,G) - Politics in Latin America
Political Science 373 - International Relations of Latin America

(b) Arts & Humanities

Art 343 (PA, D) - Art of the Americas
Latin American Studies 400 - Directed Study [pending approval]
Spanish 326 (PP, G) - Spanish-American Culture & Civilization I
Spanish 327 (PP, G) - Spanish-American Culture & Civilization II

Spanish 332 (PL) - Representative Spanish-American Literature I
Spanish 333 (PL) - Survey of Spanish-American Literature II
Spanish 344 (PL) - Topics in Hispanic Literature
Women and Gender Studies 380 – Special Topics (when topic is “Women’s Writing in Latin America”)
World Literature 219 (PL) - Hispanic Literature in Translation

World Literature 310 - Topics in World Literature (when literature selected is Latin American)
World Literature 327 (PL, G): Francophone Literature (when literature selected is Caribbean)

(c) Complementary Courses

Note: It is expected that students who enroll in the following courses for credit toward a Latin American Studies minor will select a Latin American theme for any independent research projects in the course.

Biology 385 (PN) - Applied Ecology (when taught on Latin America term)
Africana Studies 101 (PP, G) - Introduction to Africana Studies
History 177 (PP, G) - World History since 1500: The Age of Globalization
History 330 - Colonial Borderlands
Political Science 340 (PS, G)- Politics in the Developing World (when primary theme is Latin America)
Psychology 471 - Childhood in the Developing World [Currently offered as Special Topics; faculty intend to propose as regular course focusing more on Guatemala]
Speech Communications 330 (PH, G): Intercultural Communications (when not focused on specific Internship Learning Community)

Additional notes regarding course requirements:

- at least 9 credits (3 classes) at the 300-level or above
- no more than 6 credits (2 classes) in one department will count toward LAS minor
- no more than 3 credits (1 class) from complementary courses may count toward LAS minor
- courses (level 250 and higher) from Augustana’s summer language program in Ecuador may be applied toward requirements (a) and/or (b) above

(3) EXPERIENTIAL LEARNING COMPONENT / FIELD EXPERIENCE

Students must complete an experiential learning component for the Latin American Studies minor. These include, but are not limited to the successful completion of at least one of the following:

- a study abroad program in a Latin American or Caribbean nation, through the Augustana
- College International Programs offerings (examples: Ecuador, Mexico).
- an Augustana College Latin America Term.
- a field program offered through Augustana College. Options include, but are not limited to:
 - JETS medical service learning in Nicaragua, Childhood in Developing World (currently Psych
 - 471) field experience in Guatemala, SAFARI immersion program at the U.S.-Mexico border.
 - a study abroad program in a Latin American or Caribbean nation through an accredited program, the credits for which have been transferred to Augustana.
 - an internship/volunteer experience (minimum 40 hours). Internships may be completed in a Latin American or Caribbean country, or in the United States with an

organization that works with Latin American immigrants or local Latin@ and Chican@ communities. Arrange with the coordinators of the Latin American Studies Program.

- independent field research in Latin America or the Caribbean linked to a Senior Inquiry or other capstone project.

Arrange for completion of this requirement via enrollment in LTAM FLDXP, a zero-credit course. [See advisor; advisor permission required]

(4) CAPSTONE ESSAY

After completing the above requirements and prior to graduation, students must submit (and the program advisors must approve) a brief essay in which they reflect on the importance and relevance of their study of Latin America while at Augustana College. Additional information on essay requirements and deadlines will be provided by the Latin American Studies advisors.

Arrange for completion of this requirement via enrollment in LTAM CAPSTN, a zero-credit course. [See advisor; advisor permission required]

COURSES (LTAM)

300 Seminar in Latin American Culture (3)

In connection with the Latin American Foreign Study Program, this interdisciplinary seminar examines the cultures visited during the foreign study term.

300 Directed Study in Latin American Studies (1+)

Opportunity for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of program advisor and instructor.

Law

Advisor David Dehnel, Professor (Political Science)

The key to preparing for law school is a broad and demanding liberal arts education. Such an education develops the skills needed for graduate study in law: the ability to think critically, to read and comprehend difficult material, to write and speak clearly and effectively, to do research and develop and defend an argument. Law schools do not specify a preference for any particular undergraduate major. Accordingly, Augustana does not offer a pre-law major, but offers relevant courses and pre-law advising to assist students majoring in any field.

To develop skills needed for law school and the Law School Admission Test (LSAT), students are encouraged to take:

ENGL 201 The Writing Process
PHIL 110 Critical Reasoning
COMM 104 Public Speaking or 204 Argumentation and Oral Advocacy

To explore the role of lawyers in society and learn how to analyze court cases, students are encouraged to take:

POLS 260 The Legal System
POLS 361 Constitutional Law I and 362 Constitutional Law II

All students considering a law-related career should contact the pre-law advisor.

Admission to law school is highly competitive. For a good chance of admission to an accredited law school, students generally need a grade average of B or better and an LSAT score above the median. In addition to high grades and LSAT scores, law schools seek students who engage in activities that demonstrate the qualities of leadership and citizenship. Additional information is available from the advisor.

Mathematics

THOMAS E. BENGTON, Professor, Chair, Earl H. Beling Professor of Mathematics
 A.B., Augustana; Ph.D., California (San Diego)

JON M. CLAUSS, Professor
 B.A., Indiana; M.S., Ph.D., Oregon

BRIAN KATZ, Assistant Professor
 B.A., Williams; Ph.D., Texas–Austin

MARY J. KILBRIDE, Adjunct Instructor
 B.A., Saint Mary’s; M.A.T., Vanderbilt

DIANE C. MUELLER, Adjunct Instructor
 B.A., Concordia; M.S., Illinois State

DOUGLAS L. NELSON, Adjunct Professor
 A.B., Augustana; Ph.D., Iowa

STACEY A. RODMAN, Associate Professor
 B.A. Gustavus Adolphus; M.A., Ph.D. Oregon

MAJOR IN MATHEMATICS. 30 credits, including 16 at the 300-400 level and including 221, 340, 411 and completion of Senior Inquiry in mathematics. Senior Inquiry in mathematics is satisfied by completing 270, 479 and one of 470, 471, 474. Those who studied calculus in high school may have satisfied, depending on their initial placement in college mathematics courses, up to 6 credits in 200-level courses.

Recommended supporting course (3 credits): Philosophy 310.

MAJOR FOR APPLIED MATHEMATICS. 42 to 46 credits, including 219, 220, 221, 230, 315, 329, 336, 338, CSC 211, one of 316, 343, 340, 411, work in applied disciplines, and completion of Senior Inquiry in mathematics. Senior Inquiry in mathematics is satisfied by completing 270, 479 and one of 470, 471, 474. Work in applied disciplines is satisfied by either a breadth option or a depth option. The depth option is satisfied by nine credits with a single departmental designation from the choices listed and including the course listed for that choice, which are ACCT 311 and ACCT 321; or BIOL 310 and BIOL 380; or BUSN 474; or CHEM 361 and CHEM 362; or CSC 310 and CSC 370; or ECON 301 and ECON 302; or GEOG 272 and GEOG 373; or GEOL 115 or GEOL 116 and two of three from GEOL 309, GEOL 330, GEOL 403; or PHYS 311 and PHYS 320. The breadth option is satisfied by three courses with three different department designations from ASTR 311, ASTR 315, BIOL 310, BIOL 380, BUSN 313, BUSN 331, CHEM 122, CSC 212, ECON 201, ECON 202, GEOG 272, GEOG 373, GEOL 101, GEOL 115, GEOL 116, PHIL 312, PHYS 201. Those who studied calculus in high school may have satisfied, depending on their initial placement in college mathematics courses, up to 6 credits in 200-level courses.

Actuarial Science Note: Students who wish to pursue work in actuarial science should take MATH 316 to fulfill the Mathematics depth option. In addition, other recommended courses include BUSN 205 Business Writing, BUSN 301 Management, BUSN 321 Marketing, BUSN 331 Business Finance, COMM 104 Public Speaking, and CSC 212 Introduction to Computer Science II, ECON 201 Principles of Macroeconomics, and ECON 202 Principles of Microeconomics.

MAJOR FOR TEACHING MATHEMATICS. 30 credits, including 219-220, 230, 315, 329, 340, 350, 411, Computer Science 211, and completion of Senior Inquiry in mathematics. Senior Inquiry in mathematics is satisfied by completing 270, 479 and one of 470, 471, 474.

Recommended supporting course (3 credits): Philosophy 310. See the Director of Secondary Education.

MINOR IN MATHEMATICS. 18 credits, including 6 at the 300-400 level and including 329. Students majoring in elementary education may include 209.

COURSES (MATH)

203 Mathematics for Elementary Teachers I (3)

Problem-solving techniques, sets, systems of numeration, operations on and properties of sets of numbers, structure of the number system, computation methods, introductory number theory, functions. Enrollment limited to majors in elementary education. Prerequisite: three years of high school math (Geometry, Algebra I and II) or equivalent.

204 (Q) Mathematics for Elementary Teachers II (3)

Statistics, probability, geometry of shapes, measurement, congruence and similarity of triangles, geometry using coordinates and transformations, elementary logic, advanced counting techniques, permutations and combinations. Prerequisite: 203 or permission of instructor.

209 (Q) Quantitative Reasoning (3)

Development of quantitative reasoning skills through the study of topics people encounter in their daily lives. Logic; problem-solving; number sense; reading statistics and charts; probability; rate of change, linear and exponential growth; prediction. Supplemental weekly session included for students needing work on algebra skills. Not applicable to a mathematics major/minor, except for students majoring in elementary education. Prerequisite: sophomore standing.

The courses 218-219-220-221 form the precalculus-calculus sequence. Lab sessions using commercially available software are integrated into 219, 220 and 221. A graphing calculator is required for 219 and 220. The Texas Instruments TI-83 Plus is used in 219 and the TI-89 Titanium is used in 220 and other courses. Students planning to take 220 may use the TI-89 in 219, so need not purchase both. Students with three years of high school mathematics ordinarily begin with 218. Students with four years of high school mathematics ordinarily begin with 219. Students with one year of calculus in high school ordinarily begin with 220. Students take a placement test to aid in selecting a first math course.

218 (Q) Pre-Calculus Mathematics (3)

Linear, exponential, logarithmic, power, periodic, polynomial and rational functions are compared, contrasted, transformed, and combined in the context of real world problems. May not be taken for credit after the completion of any mathematics course numbered 219 or above. Prerequisite: three years of high school mathematics (Geometry, Algebra I and II).

219 (Q) Calculus I (3)

Derivatives, definite integrals, and the Fundamental Theorem of Calculus from graphical, numeric and analytic viewpoints. Special attention to functions as rate of change, and application of calculus techniques to real-world problems. Graphing calculator required (refer to information above). Prerequisite: four years of high school mathematics or 218.

220 (Q) Calculus II (3)

Techniques and applications of integration, numerical methods, infinite series, application of calculus techniques to real-world problems. Graphing calculator required (refer to information above). Prerequisite: 219.

221 Calculus III (3)

Spatial geometry, vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, Stoke's Theorem. Prerequisite: 220.

230 (Q) Discrete Mathematics (3)

Sets, functions, propositional and predicate logic, Boolean algebra, graph theory, matrices, proof techniques, combinatorics, probability. Prerequisite: 219.

270 SI Tools of Inquiry (2)

Development of mathematical inquiry skills, including the formulation and exploration of questions in mathematics, an introduction to mathematical software, and mathematical literature.

315-316 Probability and Statistics I and II (3+3)

Calculus-based study of probability distributions, descriptive statistics, estimation, hypothesis testing, simple and multiple regression, analysis of variance and non-parametric statistics. Includes theory and applications. Prerequisites: 220, 230.

329 Linear Algebra (3)

Linear equations, matrices, determinants, vector spaces, linear transformations, inner products, eigenvalues. Use of appropriate computer software is integrated into the course. Prerequisites: 220, 230.

336 Mathematical Modeling (3)

The modeling process and model fitting from a mathematical point of view. Discrete modeling and optimization will be studied with difference equations, graph theory, and dimensional analysis. Continuous modeling and optimization will be studied with differential equations and systems of differential equations. Prerequisite: 219 or the equivalent

338 Differential Equations (3)

An introduction to the theory and applications of ordinary differential equations of the first and second orders. Analytical solutions, numerical methods, series solutions, Laplace transforms, geometric methods. Prerequisite: 220.

340 Abstract Algebra (3)

Mappings, groups, homomorphisms, isomorphisms, sub-groups, quotient groups, rings, ideals, quotient rings, fields, field extensions. Prerequisite: 329.

343 Numerical Analysis (3)

Numerical algorithms, roots of an equation, interpolation, curve-fitting and approximation of functions, numerical integration, solution of linear equations, error analysis, programming of algorithms, use of computer software. Prerequisites: 230, COMP 212.

350 Modern Geometry (3)

Historical foundations, philosophical considerations, and axiomatic development of Euclidean and non-Euclidean geometries. Prerequisite: 329.

390 Seminar in Mathematical Literature (1)

Use of mathematical resources with particular emphasis on electronic databases and search techniques. Directed by mathematics faculty and library staff. Recommended: senior standing and consent of instructor.

411 Real Analysis (3)

Sequences, series, derivatives, definite integrals, the Mean Value Theorem, continuity and convergence properties. Prerequisite: 329.

430 Complex Analysis (3)

Complex number system, analytic function theory, the elementary functions, complex integration, series representations and selected topics. Prerequisite: 411.

450 Topology (3)

An introduction to point set topology including cardinality, metric spaces, separation axioms, continuity and compactness. Prerequisite: 340 or 411.

470 SI Off Campus (0)

Available only to students who have completed an intense and rigorous project in mathematics outside the department, such as a summer research experience, student teaching or an academic internship.

471 SI Supplement (1)

Available only to students who have completed a summer project or other project in mathematics, such as a summer research experience, student teaching or an academic internship. Prerequisite: permission of instructor.

472 SI Research I (2)

First course in student inquiry in mathematics. Prerequisite: permission of instructor.

474 SI Research II (2)

Second course in student inquiry in mathematics. Prerequisite: permission of instructor.

479 SI Presentation (1)

Written and oral presentation of work in student inquiry. Prerequisites: 470, 471 or 474; permission of instructor.

480 Advanced Topics (3)

An advanced topic in mathematics chosen by the instructor. Possible topics include complex analysis, topology, advanced abstract algebra, number theory, combinatorics, or others not included in the general offering. May be repeated for credit. Prerequisite: permission of instructor.

Individual Studies and Internships

MATH-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in mathematics. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

MATH-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Prerequisites: 18 upper-division credits in mathematics and consent of department chair.

Medicine

Contact Rebecca Cook, IRIS Program and Advising Coordinator (Biology)

Most schools of medicine require at least a Bachelor of Arts degree of candidates seeking admission. Medical schools specify subject requirements in science, but, with these satisfied, may give consideration to the student who avoids specialization in the sciences in favor of a broader education.

The Augustana pre-medicine major is designed to provide a strong foundation in the sciences, to satisfy the entrance requirements of most medical schools, and to prepare students for the MCAT (Medical College Admissions Test). It allows for a wide choice of electives in accordance with the student's own interest. Since admission to medical school is based on many factors, the student is encouraged to work closely with the advisor while enrolled at Augustana.

MAJOR IN PRE-MEDICINE. 46 credits, including the following:

Biology (13 credits): 150, 200, 210, 362, 370.

Chemistry (18 credits): 121, 122; one of 123, 200 or 225; 311, 312, 313.

Mathematics (3 credits): 219.

Physics (9 credits): 101, 102, 103, or 201, 202, 203

One Senior Inquiry (3 credits) - any college-approved SI experience is acceptable; consult with the Biology Department IRIS coordinator in advance for authorization of SI experiences taken outside of the biology department.

Recommended supporting course: Chemistry 411

Additional courses are recommended and may be required by some schools of medicine: 8 credits American, English or world literature; 6-9 credits social science (psychology and sociology); chemistry 412 or 413; statistics; and calculus 220, 221.

Medieval and Renaissance Studies

Coordinator Thomas F. Mayer, Professor (History)

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES. 21 credits, including ARHI 166, HIST 110 or 111, RELG 130 or 340, one Literature course from the list below, the Senior Project (450), plus 6 credits from courses listed below. No more than 6 credits may be taken from one suffix. At least 6 credits must be above 300. Specially designed sequence courses and courses approved by the Medieval and Renaissance Studies coordinator will also apply. First-year Latin is highly recommended.

COURSES (MDHI)

450 Senior Project (3)

Independent research and seminar supervised by faculty who offer courses in the Medieval and Renaissance minor. Students will work with two faculty members, and a final, interdisciplinary paper will be presented to the Medieval and Renaissance faculty and students. Regular meetings will inform seminar participants of each other's work.

Additional Courses:

ARHI 166 (PP) Western Art: Medieval-Renaissance

ARHI 361 (PP) Ancient Greek and Roman Art (3)

ENGL 271 (PL) English Literature to 1660

ENGL 350 Medieval Genre and Society

ENGL 351 The English Literary Renaissance

ENGL 352 (PH) Shakespeare: Comedies and Histories

ENGL 353 (PH) Shakespeare: Tragedies and Later Plays

ENGL 441-442 Senior Inquiry*

FREN 340 Medieval French Literature

FREN 341 The French Renaissance

GRMN 401 (PL) Literature and Culture: The Middle Ages ad the Renaissance

HIST 110 (PP) Europe: 200-1300

HIST 111 (PP) Europe: 1300-1700

HIST 310 The Crucible of Europe, 1000-1300

HIST 311 Renaissance and Reformation in Italy

HIST 312 Renaissance and Reformation in Northern Europe

LATN 220/320 Medieval Latin Literature

MUSC 312 Music Styles and Literature I

RELG 335 (PP) Luther: Life, Thought and Legacy

SPAN 330 Survey of Peninsular Spanish Literature I

WLIT (PL possible)

*** Various Topics**

Multimedia Journalism and Mass Communication

MAX ARCHER, Instructor (Communication Studies)

JAMES DYER, Visiting Instructor
B.A., Minnesota, Morris; M.A., Iowa

WENDY HILTON-MORROW, Associate Professor
(Communication Studies)

STEPHEN KLIEN, Associate Professor (Communication Studies)

DAVID SNOWBALL, Professor (Communication Studies)

SHARON VARALLO, Professor, Chair (Communication Studies)

MAJOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION 30 credits, including one of 211, 212; 213; 225; 250; 251; 252; 301; 322; and either 451-452, 455-456 or 3 credits of 300+ hour approved professional internship. At least 2 credits of any combination of the following three courses: 220, 221, 225; these 1-credit courses may be repeated and taken for credit or non-credit.

MINOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION 18 credits, including 213, 250, 251, 252 and 301; at least 3 credits of MJMC electives at the 300-400 level.

COURSES (MJMC)

211 (PL) Communication, Politics and Citizenship (3)

Addresses issues of communication as they impinge on citizens of a free society, with a focus on political discourse in the public sphere. Features communication strategies and argument patterns in political campaigns, public policy and the media. Also COMM 211.

212 (PS) Advertising and Social Influence (3)

Examines history, strategies, techniques and effects of advertising on individuals and society. Also COMM 212.

213 (PH) News Literacy (3)

Examines forces that shape news today and how the press has changed. Prepares students to critically evaluate news sources.

220 Radio Production (1+)

Practical work at one of the college radio stations. Students will have individual evaluation sessions. May be repeated up to 2 credits. Permission of instructor. Also COMM 220.

221 Newspaper Practicum (1+)

Practical work on the *Observer* or other student publication. Students will have individual evaluation sessions. May be repeated for a maximum of 2 credits. Prerequisite: one term of successful work on the *Observer*, and permission of instructor.

225 Converged Student Media Practicum (1+)

Focus on working in a multimedia journalism environment. Students contribute to both of Augustana's student-run media outlets, *The Observer* and WAUG. May be repeated for a total of up to three (3) credits.

250 Multimedia Reporting I: Information Gathering and Writing (3)

Introduces a toolkit of conceptual and practical skills in multimedia journalism. Students learn about reporting in contexts that cut across the traditional barriers of print, broadcast and online news.

251 Multimedia Reporting II: Producing News Across Platforms (3)

Introduces web design and production and still photography, focusing on journalism production concepts that transcend any single software system. Prerequisite: 250 or Permission of Instructor.

252 Reporting: Audio and Video (3)

Introduction to audio and video news content production, including training in recording equipment and editing software and continued honing of reporting and writing skills. (Prerequisite: MJMC 250 or Permission of Instructor).

301 Ethics and Law in Multimedia Journalism (3)

Provides an overview of the ethical and legal issues affecting multimedia journalism.

310 Topics in Multimedia Journalism (1-3)

Opportunities to study with guest journalists and/or complete off-campus learning experiences related to multimedia journalism. Up to 3 credits may count toward major/minor.

322 (PS) Communication Theory III: Media & Social Influence (3)

Emphasizes how media and mass communication are theorized and researched by communication scholars. Also COMM 322.

340 (PP) Propaganda (3)

Examines some of the most significant events of the past century and the public persuasion campaigns surrounding them, including propaganda campaigns and techniques from World War I through the current conflict between Islamic factions and the West. Also COMM 340.

345 (PP) Cultural History of Broadcasting (3)

Addresses shifting relationships among broadcasting institutions, politics, culture, social organizations and technology. Considers the development of radio and television. Offered every other year, rotating with 350. Also COMM 345.

350 Issues in Broadcasting (3)

Examines the role that broadcasting plays in society, applying legal and ethical perspectives to controversial issues surrounding media ownership and media content. Offered every other year, rotating with 345. Also COMM 350.

360 Communication and Emerging Technologies (3)

Addresses the effects of emerging technologies on social, political and economic communication. Also COMM 360.

403 Public Relations (3)

Reviews current practices and emerging trends in public relations. Students will create a portfolio-quality public relations plan. Also COMM 403.

404 Broadcast Writing and Production (3)

Introduces elements of radio and television production (including shooting, writing and editing); students create their own broadcast feature stories. Also COMM 404.

451 Senior Inquiry: Traditional Research Proposal (2)

Students review scholarly literature, design and present a proposal for original communication research. Prerequisites: 322, permission of instructor

452 Senior Inquiry: Traditional Research Practicum (1)

Execution of the project designed in 451. Prerequisites: 451, permission of instructor.

455 Senior Inquiry: Converged Media Portfolio (1)

One of the senior inquiry options for majors. Over two terms, students create a converged multimedia journalism project for their professional portfolios.

456 Senior Inquiry: Converged Media Portfolio (2)

Continuation of converged multimedia journalism project for professional portfolios. Prerequisite: 455, permission of instructor.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Enables students to learn about a specific body of information not ordinarily covered in the curriculum. A directed study normally entails reading a specific body of literature assigned by a faculty member, discussing that literature with the faculty member and possibly preparing a final presentation.

MJMC-INTR-Lxx/Axx Senior Inquiry/Service Learning/ Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisites: a declared major or minor in MJMC. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

MJMC-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Research in an area of particular interest. Generally involves questions not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: permission of the instructor.

Music

JACOB BANCKS, Assistant Professor, Musicianship, Composition
B.M., Wheaton; M.M., Eastman; D.M.A., Chicago

MICHELLE CROUCH, Adjunct Assistant Professor, Voice, Music Appreciation, Musicianship
B.M., Prairie Bible, Alberta, M.M., Alberta, D.M.A., Iowa

DANIEL CULVER, Henry Veld Professor of Music, Co-chair, Orchestral Activities, Music History, Conducting
B.M., Cornell; M.F.A., D.M.A., Iowa

DEBORAH DAKIN, Adjunct Assistant Professor, Viola, Music Appreciation
B.M., New School; M.M., SUNY-Binghamton; D.M.A., Iowa

HOWARD ECKDAHL, Artist-in-Residence, Voice, Musicianship, Wennerberg Men's Ensemble, Music Appreciation

B.A., Augustana, M. M., Northern

JANINA EHRLICH, PROFESSOR, Cello, Music Appreciation, Music History
B.M., Drake; M.M., Indiana; D.M.A., Iowa

ROBERT ELFLINE, Assistant Professor, Piano, Class Piano, Music Appreciation, Musicianship
B.M., Illinois Wesleyan; M.M., Rice; D.M.A., Cincinnati

MARGARET ELLIS, Administrative Assistant, Music Appreciation, Musicianship, Trumpet
B.M., Augustana; M.M., Northwestern

STEVEN GRISMORE, Instructor, Guitar, Improvisation
B.A., M.A., Iowa

RANDALL HALL, Assistant Professor, Saxophone, Music Appreciation, Musicianship
B.S., Warner Pacific; M.M., New England; D.M.A., Eastman

JOHN W. HILDRETH, Professor, Musicology, Ethnomusicology, Music Appreciation
B.A., Concordia (Fort Wayne); B.Mus., M.M., Roosevelt; Ph.D., Northwestern

JON HURTY, Professor, Co-chair, Director of Choral Activities, Augustana Choir, Chamber Singers
B.A., Bethany; M.A., California State-Northridge; D.M.A., Illinois

SONJA HURTY, Adjunct Instructor, Voice, Cantilena Augustana
B.A., Bethany; M.A., California State-Northridge

RICK JAESCHKE, Associate Professor, Music Education, Concert Band
B.M.E., Susquehanna; M.M.E., James Madison; Ed.D., Columbia

SAMANTHA KEEHN, Artist-in-Residence, Low Brass, Brass Methods, Music Appreciation

B.M., Texas Tech; M.M., Baylor; D.M.A., Colorado

JAMES LAMBRECHT, Professor, Director of Bands, Trumpet, Musicianship

B.M., Wisconsin-Whitewater; M.M., D.M., Indiana

MARY NEIL, Professor, Piano, Musicianship

B.A., Western Illinois; M.F.A., D.M.A., Iowa

TONY OLIVER, Adjunct Assistant Professor, Percussion, Percussion Methods, Music Appreciation

B.M., M.A., Iowa; D.M.A., Rutgers

JOSEPH OTT, Adjunct Instructor, Jazz, Jazz History

B.S., Eastern

JOHN PFAUTZ, Professor, Voice, Opera, Vocal Literature

B.S., Eastern Nazarene; M.M., Missouri; D.M.A., West Virginia

SANGEETHA RAYAPATI, Associate Professor, Voice, Diction, Vocal Pedagogy, Music Appreciation

B.M., Valparaiso; M.M., D.M.A., Minnesota

SUSAN E. STONE, Professor, Music Appreciation, Violin, Musicianship

B.M., Valparaiso; M.M., Northwestern; D.M.A., Southern California

ROSITA TENDALL, Assistant Professor, Music Education, Music Appreciation

B.M.E., Wartburg; M.M., Iowa

MICHAEL ZEMEK, Assistant Professor, Music Education, Collegiate Chorale, Jenny Lind Vocal Ensemble

B.M., Gustavus Adolphus; M.M., St. Cloud; Ed.D., Illinois

Faculty for Other Areas

GAIL BALDWIN, M.S. Piano

KARA BANCKS, M.M. Eastman

MARTIN BARCLAY, M.A. Voice

SUSAN BAWDEN, B.M. Bassoon

DORTHA DEWIT, M.M. Violin

JAMES DREIER, M.A. Percussion

MICHELLE ELMENDORF, M.M., Piano, Accompanying

LEE KESSINGER, B.M. Horn

CYNTHIA LAMBRECHT, M.M. Oboe

SAUL NACHE, M.M., Voice

GARY PALMER, M.M. Double Bass

LARRY PETERSON, M.M. Organ

RANDY POBANZ, M.M. Guitar

ERIN PONTO, M.M. Harp

SUE SCHWAEGLER, M.P.S. Clarinet

JANET STODD, M.M. Flute

BACHELOR OF ARTS: Major in Music

See Music Department Handbook for specific requirements.

MAJOR IN MUSIC. 45 credits, including 18 credits in 111-112-113 and 211-212-213, 12 credits in 311, 312, 313, 314. 10 credits in applied piano, organ, voice, guitar or orchestral instruments, 2 credits in class piano/applied piano and 3 credits Senior Inquiry. Ensemble: two years participation. Fulfill Improvisation Rudiments in MUSC 150.

PRE-MUSIC THERAPY. Contact: Sangeetha Rayapati, Associate Professor (music)

Augustana's Pre-Music Therapy program prepares students for graduate work in Music Therapy.

The degree requirements mirror those of the Bachelor of Arts: Music degree and include musicianship (MUSC 111-113 and 211-213) , Styles and Literature (MUSC 311-314), applied lessons in voice, piano, guitar, and primary area, and senior inquiry. Additional coursework includes conducting (MUSC 260, 360, 361), arranging (MUSC 320), instrumental techniques (MUSC 121), Elementary Teaching Methods (EDMU 386), as well as psychology courses (PSYC 100, 216, 220, 240, 420, 214), and Human Anatomy (BIOL 255). Recommended internship with client populations.

For more detailed information, please consult the Department of Music Handbook. Students interested in this program should confer with the advisor early in the first year of study.

MINOR IN MUSIC. 20 credits including 9 credits in 111-112-113, 6 credits from 311, 312, 313, 314, 315, 316 or 318, 6 credits earned in one area of applied music. Ensemble: two years participation.

MINOR IN COMPOSITION. 23 credits including 9 credits in 111-112-113, 3 credits in 314, 4 credits in 320 and 330, 1 credit in 260, 6 credits applied composition. Ensemble: two years participation.

MINOR IN JAZZ. 22 credits including 9 credits in 111-112-113, 3 credits from 311, 313, 314, 315, 316, 3 credits of Jazz History (318), 2 credits in 220, 6 credits in Jazz Improvisation. Two years participation in Jazz Ensemble or Jazz Combo.

BACHELOR OF ARTS: Major in Music Performance

See Music Department Handbook for specific requirements.

COMPOSITION.70 credits, including 18 credits in 111-112-113, 211-212-213. 15 credits from 311, 312, 313, 314 and choice of 315, 316, or 318. 11 credits of applied composition, 8 credits of minor applied. 6 credits of conducting, 2 credits of class or applied piano. 2 credits of orchestration/arranging, 2 credits of new music seminar, 2 credits music technology. 2 credits for senior recital and 3 credits Senior Inquiry. Major ensemble participation required each term. 2 credits music electives. Fulfill Improvisation Rudiments in MUSC 150.

INSTRUMENTAL MUSIC. 74 credits, including 18 credits in 111-112-113, 211-212-213, 15 credits from 311, 312, 313, 314 and choice of 315, 316, 318 or 401. 21 credits of major applied, 2 credits class or applied piano, and 2 credits of instrumental pedagogy and literature. 2 credits of minor applied, 3 credits of applied chamber music, 4 credits of conducting. 2 credits for junior chamber and senior solo recital and 3 credits Senior Inquiry. 2 credits of music technology. Major ensemble participation required each term. Fulfill Improvisation Rudiments in MUSC 150.

PIANO. 73 credits, including 18 credits in 111-112-113, 211-212-213. 15 credits from 311, 312, 313, 314 and choice of 315, 316, 318 or 401. 22 credits of piano and 4 credits of piano pedagogy and litera-ture. 2 credits of minor applied, 3 credits of applied

chamber music, 2 credits of conducting. 2 credits for junior chamber and senior solo recital and 3 credits Senior Inquiry. 2 credits of music technology. Major ensemble participation required each term. Fulfill Improvisation Rudiments in MUSC 150.

VOICE. 75 credits, including 18 credits in 111-112-113, 211-212-213. 15 credits from 311, 312, 313, 314 and choice of 315, 316, 318 or 401. 21 credits of voice and 6 credits of vocal pedagogy, diction and literature. 2 credits of class or applied piano, 2 credits of minor applied, 4 credits of conducting. 2 credits for junior and senior recital and 3 credits Senior Inquiry. 2 credits of music technology. Major ensemble participation required each term. Fulfill Improvisation Rudiments in MUSC 150.

BACHELOR OF ARTS: Major in Music Education

Music students who successfully complete the music education degree and meet Illinois State requirements for certification receive an Initial Teaching Certificate: K-12 vocal/instrumental/classroom music.

See Music Department Handbook for specific requirements.

CONCENTRATION IN VOCAL MUSIC EDUCATION. 65 credits, including 18 credits in 111-112-113, 211-212-213. 12 credits 311, 312, 313, 314. 11 credits of voice, 7 credits in 323, 324, 325, 326 and 121. 2 credits of class or applied piano, 6 credits of conducting. Senior Inquiry met in EDUC 422, 492, 450. [Professional Music Education Sequence to include 9 credits in EDMU 280, 281, 386, 387.] Major ensemble participation required in 11 terms. Fulfill Improvisation Rudiments in MUSC 150.

CONCENTRATION IN INSTRUMENTAL MUSIC EDUCATION. 65 credits, including 18 credits in 111-112-113, 211-212-213. 12 credits 311, 312, 313, 314. 11 credits of major applied, 7 credits in 120, 271, 272, 273, 274, 275, 276. 2 credits of class or applied piano, 6 credits of con-ducting. Senior Inquiry met in EDUC 422, 492, 450. [Professional Music Education Sequence to include 9 credits in EDMU 280, 281, 386, 387.] Major ensemble participation required in 11 terms. Fulfill Improvisation Rudiments in MUSC 150.

NON-CREDIT REQUIREMENTS (All Music Degrees)

1. Successful completion of Piano Proficiency Requirement. See Department of Music Handbook. (Not required for music minor.)
2. Successful completion of Recital Attendance Requirement. See Department of Music Handbook.
3. Successful completion of MUSC 150-Rudiments of Improvisation Requirement. (Not required for music minor.) See Department of Music Handbook.
4. Performance requirement must be met in jury, studio class or student recital as required by respective studios.

COURSES (EDMU, MUSC)

General Music

MUSC 101 (PA) The Art of Listening (3)

Exploration of the fundamental elements, various forms and styles of music. Includes listening to and thinking about music in various cultural and historical contexts and the live concert experience. Does not apply to major in music.

MUSC 107 (PA,G) Music in Worldwide Perspective (3)

Introduction to ethnomusicology and survey of indigenous music of the various regions of the world. Does not apply to major in music.

Musicianship and Music Literature

MUSC 111-112-113 (111 only: PA) Musicianship (3+3+3)

The fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature. Lab sessions weekly.

MUSC 150 Rudiments of Improvisation (0)

Explores an important facet of music education and performance central to the life of a musician.

MUSC 211-212-213 Musicianship (3+3+3)

A continuation of musicianship studies with emphasis upon more sophisticated structures. Includes form and analysis, counter-point, contemporary practices and arranging. Lab sessions weekly.

MUSC 220 Topics in Jazz Styles and Analysis (2)

Advanced study in the harmonic and melodic practices prevalent in jazz music. Investigation of major jazz styles through specific style period transcriptions and harmonic analysis. Prerequisite: successful completion of MUSC 113.

MUSC 260 Conducting I (2)

Introduction to the fundamentals of conducting.

MUSC 261 Improvisation (2)

Introduction to skills and materials necessary for improvisation in jazz and contemporary styles. Prerequisite: permission of instructor.

MUSC 310 (PA) Music in Context (3)

In-depth study of music in the context of cultural history. Includes live concert experience and extensive individual study of critical listening. Prerequisite: completion of MU 101 or permission of instructor.

MUSC 311 (PS,G) World Music (3)

Advanced study in ethnomusicology, its origins, development, theories, methodologies, concepts, problems and questions. Prerequisite: 113.

MUSC 312 (PP) Music Styles and Literature I (3)

Music literature and styles and their place in Western culture, 800 to birth of J.S. Bach (1685). Prerequisite: 113.

MUSC 313 (PP) Music Styles and Literature II (3)

Music literature and styles and their place in Western culture, 1685-1850. Prerequisite: 113.

MUSC 314 (PP) Music Styles and Literature III (3)

Music literature and styles and their place in Western culture, 1850 to the present.

MUSC 315 (PA,D) Music in American History (3)

Indigenous American music traditions; their role in American life.

MUSC 316 (PA,D) African-American Music (3)

A study of the history of black music in the Americas with emphasis on critical examination of African influence and various musical styles, performance practices, aesthetic considerations and social and cultural contexts.

MUSC 318 (PA,D) Jazz History and Analysis (3)

Study of major jazz periods and styles from 1900 to present.

MUSC 320 Seminar: Orchestration and Arranging (2)

Study of instrumental characteristics, the practice of setting music for various instrument combinations and standard large ensembles, an examination of orchestration practices from the literature, and a study of arranging for voices. Offered in alternate years.

MUSC 330 Perspectives in New Music (2)

Analysis of twentieth century compositional resources. Musical styles examined will include total serialism, post-serialism, aleatoric procedures, minimalism, post-

minimalism, neo-tonality and other recent trends. Offered in alternate years.

MUSC 343 (PA,D) Soundscapes (3)

Exploration of the distinctive settings, sounds and significances of musical cultures in multi-ethnic America. Examines broad aspects of life experiences as expressed in music of multiple ethnic groups in the U.S., including topics such as birth, death, worship, local custom and belief. Offered fall term as LC with ENGL 354.

MUSC 360 Conducting II (2)

Advanced aspects of conducting techniques for choral, orchestral or wind ensembles. Different sections of EDMU 360 may be repeated.

MUSC 361 Conducting III (2)

Literature and techniques of conducting for choral, orchestral or wind ensembles. Different sections of 361 may be repeated.

MUSC 380 Junior Seminar (1)

A junior year proposal development seminar. Emphasis will be on developing a well-focused project to serve as Senior Inquiry for the following year.

MUSC 390 Junior Recital (1)

Preparation and performance of a program of music as specified in The Department of Music Handbook.

MUSC 401 Seminar: Topics in Music (3)

Intensive investigation and examination of one particular music problem, genre, composer or period. May also include multicultural or interdisciplinary aspects as they affect the topic studies. The subject as well as the faculty will vary from year to year. Students may then repeat the course if the topic has changed. Prerequisite: two years of musicianship and at least two 300-level music history courses, or permission of instructor.

MUSC 405 (PA) Seminar in Church Music (3)

Principles underlying worship, the liturgical year, the great liturgies, styles of worship, instruments in the service, the professional church musician, church music methods and administration. Winter learning community with RELG 373.

MUSC 410 Junior/Senior Capstone (1)

A two-term sequence, with grade of IP for successful completion of the initial term. Initial term consists of a discussion-based class with topics comprising the various angles from which music can be viewed. Under the direction of the class teacher and a member of the music faculty the student will research and write a summary document which represents their reading and critical reflection, to be submitted and defended in the ensuing term.

MUSC 412Jazz Arranging and Composition (1+)

Advanced study in the harmonic vocabulary of the jazz idiom; arranging techniques for large and small jazz ensembles. May be repeated, 2 credits maximum.

MUSC 470 Guided Inquiry in Performance, Composition or Research (1)

Students engage in the skills and process of inquiry to successfully meet their Senior Inquiry proposals. Prerequisite: 380.

MUSC 480 Senior Inquiry (1)

Final production of the written element of Senior Inquiry and public presentation of student's work.

MUSC 490 Senior Recital (1)

Preparation and performance of a program of music as specified in The Department of Music Handbook.

AREAS OF CONCENTRATION

Piano

MUSC 102 Class Piano

Beginning piano in a group setting.

MUSC 321 Piano Literature (2)

Survey of piano literature from J.S. Bach to the present. Includes score study, comparison of recorded examples and performance of selected standard works where applicable.

MUSC 322 Piano Pedagogy (1+1)

Principles, methods and materials of individual and group piano instruction. Supervised teaching experience is required of each student. Must be elected two terms.

Voice**MUSC 103 Class Voice**

Beginning voice in a group setting.

MUSC 323 Diction and Literature I (2)

Basic IPA, English and Italian diction. English and Italian song literature for use in personal singing and teaching.

MUSC 324 Diction and Literature II (2)

French, German and Latin diction. French and German song literature for use in personal singing and teaching.

MUSC 325 Vocal Pedagogy I (1)

Principles, methods and materials of voice pedagogy.

MUSC 326 Vocal Pedagogy II (1)

Continuation of 325. Supervised teaching experience is required of each student.

MUSC 327 Song Literature (2)

Survey of significant repertoire in song literature.

Strings, Woodwinds, Brass, Guitar, Percussion**MUSC 270 Fingerboard Harmony for Guitar (2)**

Application of fundamental elements of harmony to guitar.

MUSC 363 Pedagogy for Strings, Woodwinds, Brass, Guitar or Percussion (1)

Survey of principles, methods and materials of instrument pedagogy.

MUSC 364 Literature for Strings, Woodwinds, Brass, Guitar or Percussion (1)

Survey of literature for strings, woodwinds, brass, guitar or percussion. Includes score study and performances of select works where applicable.

Music Education**EDMU 120 Basic Vocal Techniques (1)**

Topics relating to the instruction of the young and/or inexperienced singer, primarily in the classroom situation, including experiences through classroom lecture/discussion and laboratory settings to help build an awareness of one's own voice. Introduction to major concerns of those who lead in the act of singing.

EDMU 121 Basic Instrumental Techniques (1)

Fundamental information about wind, percussion and stringed instruments for music majors with a vocal concentration. Hands-on experience with one woodwind, one brass and one stringed instrument.

EDMU 271 Brass Methods I (1)

Fundamentals of playing trombone, euphonium and tuba; pedagogy and methods. Lab session weekly.

EDMU 272 Brass Methods II (1)

Fundamentals of playing trumpet and horn; pedagogy and methods. Lab session weekly.

EDMU 273 Woodwind Methods I (1)

Fundamentals of playing flute and single reed instruments; pedagogy and methods. Lab session weekly.

EDMU 274 Woodwind Methods II (1)

Fundamentals of playing double reed instruments; pedagogy and methods. Lab session weekly.

EDMU 275 String Methods I (1)

Fundamentals of playing stringed instruments; pedagogy and methods. Lab session weekly.

EDMU 276 Percussion Methods II (1)

Fundamentals of playing percussion instruments; pedagogy and methods. Lab session weekly.

EDMU 280 Introduction to Music Education (1)

First in the music education sequence. Designed to acquaint the prospective music educator with music teaching philosophies and methodologies, and to provide opportunities for classroom observation and peer teaching. 10 hours of clinical observation required.

EDMU 281 Applications of Music Technology (2)

Hands-on experience with electronic music equipment and computer software for creating, recording and teaching music. Includes applications of hardware and software for computer MIDI sequencing and notation, digital and video recording, sound systems. Required for music education students. Open to all students with permission of instructor.

EDMU 330 Assessment in Music Education (2)

Designed for teacher candidates in K-12 music education, this course focuses on assessing learning in music classrooms. Topics include the processes and factors involved in understanding, developing, and applying a variety of assessment strategies to support music learning and teaching in contemporary schooling contexts.

EDMU 382 Integrating Music in the Elementary Class (1)

Provides prospective elementary classroom teachers with the philosophy and tools to incorporate music as an essential element in the regular classroom. No prerequisite music skills required.

EDMU 383 Popular Genres in Choral Music Education (1)

An introduction to the skills, literature and teaching pedagogies of popular music styles commonly required of today's choral music educators. Genres include vocal jazz, show choir and musical theatre.

EDMU 384 Marching Band Methods and Materials (1)

A framework of principles and practices relevant to the philosophical, administrative and organizational concerns in operating a marching band program. Emphasis on drill techniques for street and field shows, music selection and analysis, rehearsal organization and drill-charting techniques by hand and computer. Elective.

EDMU 385 Jazz Methods (1)

The study of curricula, materials and pedagogical considerations appropriate to delivering effective instrumental ensemble instruction at the beginning and intermediate levels. Investigation of jazz styles, materials and equipment, rehearsal techniques and improvisation. Students will conduct in a jazz rehearsal. Elective.

EDMU 386 Elementary Music Teaching Methods (3)

Provides a basic framework of philosophy, methods and materials to prepare teachers for music teaching in grades K-6. Both general music and ensemble instruction will be explored. Students will survey materials, prepare instructional projects and engage in peer teaching. 30 hours of clinical observation/teaching required. Prerequisites: EDMU 280, EDMU 281, completion of piano proficiency requirements.

EDMU 387 Secondary Music Teaching Methods (3)

Students will explore the elements of music teaching and the administrative functions associated with General Music, Instrumental and Vocal music programs in grades 7-12. Students will apply the principles of CMP, engage in teaching opportunities and video reviews, and examine the components of lesson and curriculum planning. 30 hours of clinical observation/teaching required. Prerequisite: EDMU 386.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

MUSC-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in music. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

MUSC-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

APPLIED LESSONS (MULS)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered: 100-first-year level; 200 second-year level; 300 third-year level; and 400 fourth-year level. Instruction is given in the following: Bassoon, Cello, Clarinet, Double Bass, Electric Bass, Euphonium, Flute, Guitar, Harp, Harpsichord, Horn, Improvisation, Oboe, Organ, Percussion, Piano, Saxophone, Set Drums, Trombone, Trumpet, Tuba, Viola, Violin, Voice, Conducting, Composition.

CHAMBER MUSIC (MUCH)

Students may register for chamber ensembles for credit or participation. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

| | |
|-------------------------|------------------------------------|
| MUCH 100, 200, 300, 400 | Chamber Brass |
| MUCH 301, 401 | Junior Chamber Recital Preparation |
| MUCH 102, 202, 302, 402 | Clarinet Choir |
| MUCH 103, 203, 303, 403 | Flute Choir |
| MUCH 104, 204, 304, 404 | World Hand Drumming |
| MUCH 105, 205, 305, 405 | Percussion Ensemble |
| MUCH 106, 206, 306, 406 | Chamber Piano |
| MUCH 107, 207, 307, 407 | Chamber String |
| MUCH 108, 208, 308, 408 | Chamber Woodwind |
| MUCH 109, 209, 309, 409 | Jazz Combos |
| MUCH 110, 210, 310, 410 | Chamber Improvisation |

ENSEMBLE (MUEN)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

| | |
|-------------------------|------------------------------|
| MUEN 100, 200, 300, 400 | Augustana Choir |
| MUEN 101, 201, 301, 401 | Chamber Singers |
| MUEN 102, 202, 302, 402 | Wennerberg Men's Ensemble |
| MUEN 103, 203, 303, 403 | Augustana Concert Band |
| MUEN 104, 204, 304, 404 | Augustana Jazz Ensemble |
| MUEN 105, 205, 305, 405 | Jazz Lab Band |
| MUEN 106, 206, 306, 406 | Jenny Lind Vocal Ensemble |
| MUEN 107, 207, 307, 407 | Opera @Augustana |
| MUEN 108, 208, 308, 408 | Augustana Symphony Orchestra |
| MUEN 109, 209, 309, 409 | Augustana Symphonic Band |
| MUEN 110, 210, 310, 410 | Augustana Women's Ensemble |

Neuroscience

Directors Ian Harrington, Associate Professor (Psychology), Shara Stough, Assistant Professor (Psychology)

MAJOR IN NEUROSCIENCE 39 credits, including PSYC 100, 240, 246, 248, 349, 452/453; BIOL 255, 358; PHIL 329. Minimum of 12 credits electives in at least two departments

(BIOL, CHEM, NSCI, PHIL, PSYC, or RELG; see list below for eligible courses), with no more than 6 credits from a single department and a minimum of 6 credits at the 300-400 level. Students may take additional electives. Students who complete Senior Inquiry in another major with a project not related to neuroscience must substitute an additional 3-credit elective at the 300-400 level for PSYC 452/453. Students who complete Senior Inquiry in another major with a project related to neuroscience need no additional coursework. The major requires a minimum of 18 credits at the 300-400 level.

Recommended supporting courses: some or all of the following are recommended for students planning to pursue graduate training in neuroscience and may be required by some graduate programs: CHEM 121-123, 311-313, 411; MATH 219; PHYS 101-103 or 201-203. Please consult with advisor.

COURSES (NSCI)

PSYC 100 (PS) Introduction to Psychology (3)

A survey of psychological approaches to human behavior, emphasizing physiological, cognitive and social processes.

CHEM 121 (PN, I) General Chemistry 1 (3)

Composition, chemical bonding and basic properties of reactivity of matter. Introduction to the basic principles of chemistry. Lecture, discussion, and three hours of laboratory weekly.

CHEM 122 (PN, I) General Chemistry 2 (3)

Kinetics, equilibrium and thermodynamics. Continuation of 121. Lecture, discussion and three hours of laboratory weekly. Prerequisite: CHEM 121 or the equivalent or permission of department.

BIOL 200 (PN) General Zoology (3)

Survey of animal diversity, including the evolution, phylogeny, natural history, ecology and physiology of the major animal phyla. Includes one two-hour lab weekly.

BIOL 210 Cell Biology (3)

Physiology and ultra-structure of prokaryotic and eukaryotic cells, including a survey of the diversity of unicellular organisms. Emphasis on the molecular mechanisms of cell function, including metabolism, replication, gene expression, cell-cell signaling and cell cycle regulation. Includes one two-hour lab weekly. Prerequisites: BIOL 150 and CHEM 122.

PSYC 240 (Q) Statistics (3)

The use of descriptive and inferential statistics, including analysis of variance, in the design of behavioral science research. Prerequisite: permission of instructor. Credit may not be earned for more than one of PSYC 240, BUSN 211, COMM 380, and SOC 230. Lab included.

PSYC 246 Research Methods (3)

Introduction to the basic logic and design of psychological research, incorporating the statistical procedures from 240 and progressing through more complex statistics using SPSS. Emphasis on the interdependence of experimental design and statistics, illustrated through examination of published research. Prerequisite: PSYC 100, 240 or its equivalent and permission of instructor.

PSYC 248 Brain & Behavior (3)

A broad survey of the nervous system and its contributions to a range of behaviors and phenomena including sensation and perception, homeostasis, biological rhythms, emotions, learning and memory, consciousness and psychopathology. Prerequisite: PSYC 100.

BIOL 255 (PN) Anatomy (3)

Study of the structure and three-dimensional relationships of the human body. Includes one two-hour lab weekly.

PHIL 311 (PP) History and Philosophy of Science (3)

Study of key episodes in the history of science, with a focus on methods, philosophical assumptions and conceptual and empirical breakthroughs. Readings from: Plato, Aristotle, Copernicus, Galileo, Newton, Darwin, Einstein, Heisenberg.

PHIL 312 (PS, Q) Decision and Game Theory (3)

Introduction to decision theory and game theory, the nature of probability and utility and their use in decision-making. Examination of puzzle cases where different approaches to decision-making yield different results, and the difference (if any) between decisions, where one agent acts, and games, where the result depends on decisions by multiple agents.

PHIL 318 (PH) Philosophy of Language (3)

Selected issues raised by theories of language: the relation of language to the world, meaning and reference, necessity, the language of evaluation and interpretation, ordinary and ideal languages, language games and linguistic acts.

PSYC 318 Drugs & Behavior (3)

Introduction to basic pharmacological principles and how drugs impact the central nervous system. Focus on cellular and behavioral effects of drugs of abuse (stimulants, analgesics, hallucinogens) and psychotherapeutic drugs (anti-depressants, ADHD medications). Course will cover other related issues, such as drug abuse and addiction, and how long and short-term drug use affects learning and decision-making. Prerequisite: PSYC 248 or permission of instructor.

RELG 326 (PH) Medical Ethics (3)

Exploration of issues at the intersection of medicine and ethics, including euthanasia, abortion, cloning, stem cell research, experimentation on human subjects, and access to health care, with special attention to Christian perspectives.

PHIL 329 (PH) Philosophy of Mind (3)

Selected issues raised by theories of mind and consciousness: the mental and the physical, freedom of the will, the nature of persons and personal identity, theories of perception and action.

BIOL 339 Animal Behavior (3)

Study of how and why animals behave from the perspectives of genetics, development, physiology and evolution. Includes one two-hour lab weekly. Prerequisites: BIOL 200, 210.

PSYC 342 (I) Cognition (3)

Experimental and theoretical aspects of human learning and cognition. Topics include human learning and memory, attention, organization of knowledge, comprehension and problem solving. Practical application to knowledge acquired. Prerequisite: PSYC 246. Lab included.

PSYC 343 (I) Sensation & Perception (3)

Current research and theory related to sensory and perceptual processes. Prerequisite: PSYC 246. Lab included.

PSYC 347 (I) Learning (3)

Current research and theoretical issues on reinforcement, punishment, extinction, generalization, discrimination learning and motivation. Prerequisite: PSYC 246. Lab included.

PSYC 349 Physiological Psychology (3)

Advanced topics and issues in physiological psychology and behavioral neuroscience. Prerequisite: PSYC 248 or permission of instructor.

BIOL 354 Histology (3)

The microscopic and ultramicroscopic structure of human cells, tissues and organs correlated with function and development. Includes two two-hour labs weekly. Prerequisite: BIOL 255 or permission of instructor.

BIOL 358 Neuroanatomy (3)

The structure and three-dimensional relationships of the central and peripheral nervous systems of humans, correlated with normal and abnormal function. Prerequisite: BIOL 255 or permission of instructor.

BIOL 360 Comparative Physiology (3)

A comparative study and broad overview of physiological systems and adaptations among diverse animals from mechanical, morphological and cellular perspectives. One

two-hour lab per week. Credit may not be earned in both BIOL 360 and BIOL 362. Prerequisites: BIOL 200, 210.

BIOL 370 Genetics (3)

Basic genetic principles of heredity and variation, including transmission genetics, cytogenetics, molecular genetics and population genetics. Includes one two-hour lab weekly. Prerequisite: BIOL 210.

PSYC 452 Senior Inquiry: Research I (1)

Literature review and research proposal in a selected area of psychology in preparation for 453 to be taken in the term immediately following 452. Prerequisites: junior standing and permission of instructor.

PSYC 453 Senior Inquiry: Research II (2)

Students are required to carry out the research proposal prepared in 452. Includes oral presentation of results to a departmental audience at the end of the term. Prerequisites: 452 and permission of instructor. Must be taken in the term immediately following completion of 452.

Nursing

Contact Dara Wegman-Geedey, Professor (Biology)

Augustana's pre-nursing program is designed to prepare students for several types of nursing degree programs. Augustana graduates have been accepted into a variety of accelerated BSN programs, second-degree BSN programs, and direct-entry MSN programs, some of which feed into nurse practitioner programs. Acceptance into any post-baccalaureate nursing program is dependent upon undergraduate performance, clinical shadowing experience, letters of evaluation, interview results and successful completion of all entrance requirements. While requirements vary among different schools, Augustana's pre-nursing program satisfies the general education and science prerequisites for nearly all nursing schools in the country. The program requirements include Biology 200, 210, 255, 343, 362, 370; Chemistry 121-122-123; Psychology 100, 216, 240; Sociology 100 and one of Religion 326 or Philosophy 203 or 205. Recommended supporting courses include Anthropology 220, Biology 263, Chemistry 311, upper-level communication and composition courses, and additional social science coursework.

The Augustana nursing program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a school of nursing, but the majority of students matriculating in advanced nursing programs have a major in the biological sciences or psychology.

Augustana College has a unique BA/BSN Dual Degree articulation with Trinity College of Nursing & Health Sciences. Students may be accepted to the program during the spring of their first or sophomore year at Augustana and must then maintain a minimum grade-point average and complete all required coursework. Through this articulation, students are granted limited acceptance to Trinity to take a nursing skills course in early summer following their third year at Augustana. Following this nursing skills course, Dual Degree students will complete their Nursing Senior Inquiry project in a Trinity Health System clinical setting of their choice during late summer.

All Dual Degree students then return to Augustana for their senior year to complete the BA in biology and a minor in either anthropology, psychology, sociology or women and gender studies. During senior year, students may work as part-time CNAs or patient care technicians at local facilities which will provide them with additional clinical experience. After graduation from Augustana, they are granted complete acceptance to Trinity and finish the remaining year of nursing

school, graduating with a BSN degree and an RN license pending adequate performance on the NCLEX-RN (National Council Licensure Exam for RNs). The Augustana/Trinity College program (five years total) is not restricted to Illinois residents.

Students interested in nursing should confer with the advisor early in the first year of study

Occupational Therapy

Contact Lori Scott, Professor (Biology)

Students interested in occupational therapy (OT) as a career have two options available to them at Augustana. The first option is a coordinated degree program in occupational therapy with Washington University in St. Louis. In this program, the student spends three years at Augustana followed by either two years (Master of Science in Occupational Therapy degree) or three years (Clinical Doctorate in Occupational Therapy) at Washington University. The student may choose any major offered by Augustana. However, prior to attending Washington University, the student must complete all general education and major courses required for the Augustana Bachelor of Arts degree, as well as prerequisite courses for the Washington University occupational therapy program.

The prerequisite courses for Washington's program include physiology (prerequisites: two terms of general chemistry, and cell biology), developmental psychology, abnormal psychology and statistics (prerequisite: general psychology), a second area in the social sciences and competency in medical terminology and word processing. Once enrolled at Washington University, the student transfers as many as 30 appropriate 300-level credits to Augustana to complete remaining requirements for the Bachelor of Arts degree.

Each year, Washington University guarantees three Augustana students admission to its OT program provided they meet specific entrance requirements. Students who do not meet the requirements for guaranteed admission remain eligible for consideration for admission with the general applicant pool. NOTE: It is very important that students interested in the coordinated degree program contact the pre-OT advisor during their first year of study at Augustana.

The second option requires completion of the Bachelor of Arts prior to matriculation into an occupational therapy graduate program. While fulfilling Augustana's degree requirements, students also complete a specified pre-occupational therapy curriculum consisting of courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, economics and physical education. Clinical occupational therapy experience is often a requirement for admission to a graduate program. Opportunities to gain such experience may be arranged through the Career Center with local hospitals, rehabilitation centers and nursing homes.

Optometry

Contact Dara Wegman-Geedey, Professor (Biology)

Admission to any of the 20 optometry schools in the United States requires completion of at least three years of undergraduate coursework. Some schools give preference to applicants with a bachelor's degree. Acceptance is dependent upon undergraduate performance, Optometry Admission Test (OAT) scores, letters of evaluation, interview results and successful completion of all entrance requirements.

While requirements vary among different schools, Augustana's pre-optometry program satisfies the pre-

requisites of nearly all optometry schools in the country. The program requirements include Biology 200, 210, 343, 362, 370; Chemistry 121-122-123, 311; Physics 101, 102, 103; Psychology 100, 240; and Mathematics 219. Recommended supporting courses include advanced communication courses and additional social science coursework.

Augustana's optometry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of major is not critical for acceptance by a school of optometry, though nationwide approximately 80 percent of all matriculating students major in the biological sciences.

Augustana College has an articulation agreement with Illinois College of Optometry. Students may be accepted to the program during spring of their first year at Augustana and must then maintain a minimum grade-point average and score above the average Optometry Admission Test (OAT) score of the prior year's incoming ICO class. Our agreement with ICO is a 3:4 program, meaning students can enter ICO following their third year at Augustana. After their first year at ICO, they return for graduation ceremonies from Augustana, then finish the remaining three years of optometry school (seven years total). The 3:4 program is not restricted to Illinois residents.

Students interested in optometry should confer with the advisor early in the first year of study.

Pharmacy

Contact Mary Ellen Biggin, Associate Professor (Chemistry)

A typical program leading to the Doctor of Pharmacy degree requires two or more years of pre-professional study at an undergraduate college followed by four years at an accredited school of pharmacy. Although the pre-professional study can often be completed in two years, an increasing percentage of students entering pharmacy schools complete more than two years of undergraduate study. Currently more than half of students entering pharmacy programs nationwide have three or more years of pre-professional study and more than one-third have earned bachelor's degrees. Entrance requirements vary among pharmacy schools, so students are urged to determine as early as possible the requirements of the schools to which they intend to apply.

For students planning two years of pre-pharmacy study at Augustana, recommended courses include Chemistry 121-122-123 and 311-312-313; Biology 200, 210, 220 and 255; Mathematics 219; Physics 101-102-103 or 201-202-203. Many pharmacy schools also require Speech 104 or 204, two courses in English composition, one course in social/behavioral studies, one course in Economics, and one course in the humanities. Students who plan to complete more than two years of study at Augustana should also include as many of the following as possible: Biology 343, 358, 362, 370, 373, 455; Chemistry 411.

Pre-pharmacy students should contact the advisor immediately upon entering their first year of study so that an appropriate schedule of courses may be planned.

Philosophy

NOELL BIRONDO, Visiting Assistant Professor
B.A., University of California-Berkeley; Ph.D., Notre Dame

TIMOTHY BLOSER, Assistant Professor
B.A., Princeton; Ph.D., Stanford

ROMAN P. BONZON, Professor, Chair
B.A., Haverford; M.A., Ph.D., Pittsburgh

DAVID K. HILL, Professor
B.A., Kansas; M.A., Ph.D., Chicago

DOUGLAS PARVIN, Assistant Professor
A.B., Harvard; Ph.D., Rutgers

HEIDI STORL, Professor
B.A., Capital; M.A., Ph.D., Ohio State

LESLIE F. WOLF, Teaching Fellow
B.A., New York; M.A., M.Phil., Yale

MAJOR IN PHILOSOPHY. 27 credits, including 110 or 310, 240, 242, 340 and 440. Senior Inquiry: 441 or 451 or Senior Inquiry in another major. Students proposing to do graduate work in philosophy are strongly advised to take 310, 342 and 450.

MINOR IN PHILOSOPHY. 21 credits, including 110 or 310, 240, 242 and at least 6 credits from the 300 or 400 level.

COURSES (PHIL)

Logic and Critical Reasoning

The department offers two courses in reasoning for students wishing to improve their analytical skills, ability to evaluate and construct arguments, and knowledge of logical concepts.

110 Critical Reasoning (3)

Reasoning in ordinary language: analysis of simple arguments, detection and explanation of common fallacies. Recommended for all students.

310 Modern Formal Logic (3)

Elementary formal logic: techniques of proof, analysis and translation in an elementary formal system. For students of philosophy, mathematics, linguistics, law, and the sciences, but recommended for anyone interested in exactness of thought.

Introduction to/History of Philosophy

Of the following seven courses, all except 340 and 342 are introductory. 201, 203 and 205 are topical. 240, 242, 340 and 342 cover particular historical periods. Beginning students are advised to choose from the 200-level courses.

201 (PH) Knowledge and Values (3)

An examination of three broad questions about beliefs: How likely are they to be true? Are they moral? Are they effective in helping the believers achieve their goals? This course focuses on competing philosophical theories about the underlying bases for such evaluations, and also considers possible connections among these evaluations.

203 (PS) Social Ethics (3)

Social-political values of equality and liberty examined via their underlying normative ethical foundations. Social-political and ethical theory are applied to four major issues in contemporary society: (1) Punishment and Responsibility; (2) National Defense and Military Strategy; (3) Affirmative Action and Comparable Worth, and (4) Allocation, Social Justice and Health Care Policy.

205 (PH) Life and Death (3)

An introduction to philosophical perspectives on value and moral principles in the context of decisions about life and death. Specific issues in applied ethics, such as animal rights, abortion, euthanasia and capital punishment will be considered from larger theoretical frameworks in ethics, such as utilitarianism and rights.

240 (PP) Classical Philosophy (3)

The origins of western thought in the writings of the ancient Greeks, from the scientific and metaphysical speculations of the Milesians to the great philosophical systems of Plato and

Aristotle. Subjects include the nature of reality, knowledge and its limits, happiness and virtue.

242 (PP) Modern Philosophy (3)

Studies in the philosophies of Descartes, Spinoza, Leibniz, Locke and Berkeley, with emphasis on the quest for knowledge and certainty, the existence of God, the nature of substance, mind and matter, and the relation of thought and perception to reality.

340 Classics of Western Philosophy (3)

Readings from several major figures of the Western tradition, including Hume and Kant. Specific texts will be chosen to represent ethical, aesthetic or metaphysical and epistemological theories of the modern era. Students may repeat the course for credit if the readings have changed substantially. Prerequisite: 242

342 Contemporary Analytic Philosophy (3)

Readings in the recent tradition of analytic philosophy inaugurated by Frege, Russell and Moore, and developed by such figures as Wittgenstein, Ryle, Popper, Austin, Quine, Putnam, Rawls and Kripke. Subjects include sense-datum theories of perception, the analysis of meaning and truth, the nature of the mind, ethical claims and ethical principles and the relation of language to thought, experience, and reality.

Philosophy of Special Subjects

These courses are organized around specific subjects. Each assumes some interest in the relevant subject. All are open to students regardless of major.

311 (PP) History and Philosophy of Science (3)

Study of key episodes in the history of science, with a focus on methods, philosophical assumptions and conceptual and empirical breakthroughs. Readings from: Plato, Aristotle, Copernicus, Galileo, Newton, Darwin, Einstein, Heisenberg.

312 (PS,Q) Decision and Game Theory (3)

This introduction to decision theory and game theory explores the nature of probability and utility and their use in decision-making. We will examine puzzle cases where different approaches to decision-making yield different results, and the difference (if any) between decisions, where only one agent acts, and games, where the result depends on decisions by multiple agents.

315 Studies in Epistemology (3)

Selected issues raised by theories of knowledge: perception, the nature and grounds for knowledge, truth, grounds for doubt and certainty, sceptical arguments, the *a priori* and the empirical, relativism and objectivity.

318 (PH) Philosophy of Language (3)

Selected issues raised by theories of language: the relation of language to the world, meaning and reference, necessity, the language of evaluation and interpretation, ordinary and ideal languages, language games and linguistic acts.

321 (PA) Philosophy of Art (3)

An examination of classical and contemporary theories of art and aesthetics, with particular focus on artistic creativity, the norms of criticism and the nature and function of art.

322 (PH) Political Philosophy (3)

An exploration of the most prominent political philosophies from the modern period to the present, including Utilitarianism, Contractarianism and Marxism. Issues discussed include: the nature of justice, the proper extent of individual liberty, the legitimate sources of political authority, and the proper distribution of economic goods within societies.

323 (PH) Moral Philosophy (3)

An investigation into the nature of moral rightness and wrongness, with particular emphasis on three main theories: Utilitarianism, Kantian Deontology and Virtue Ethics.

325 (PH) Philosophy of Law (3)

This course will explore philosophical questions about the nature of laws. What are laws? Do we have a moral obligation to obey the law, and if so, just how strong is this obligation, and where does it come from? What are rights, and where do they come from? And how should judges go about interpreting important legal texts, such as our Constitution, when making decisions about specific cases? Exploring the strengths and weaknesses of the answers legal philosophers have given to these questions will give students an important opportunity to investigate the nature of an institution “the law” that provides the framework for the very existence of a civil society. Students will therefore be able to develop a better understanding of their own lives as citizens of such a society.

328 Souls, Selves and Persons (3)

The course aims to elucidate the concept of self in relation to the concepts of soul and person, as these ideas have been developed from Plato through to the present day. It includes Plato, Aristotle, Descartes, Locke, Butler, Hume, and Kant as proponents of different views about the self. The course sets the stage for empirical studies of the self.

329 (PH) Philosophy of Mind (3)

Selected issues raised by theories of mind and consciousness: the mental and the physical, freedom of the will, the nature of persons and personal identity, theories of perception and action.

331 (PH) Philosophy of Religion (3)

An examination of topics in the philosophical approach to religious questions concerning the existence and nature of God, reason and faith, the relation between divine commands and morality, and life after death.

341 (PH) Phenomenology and Existentialism (3)

A study of selected works from the continental thinkers of this century (Husserl, Heidegger, Sartre, Camus, Merleau-Ponty) with special focus on such topics as freedom, authenticity, death and the phenomenological method.

Individual and Advanced Studies

Although intended primarily for majors and minors in philosophy, these courses may be taken by other interested students, with permission of the relevant faculty.

399 Directed Study (1+)

A close and critical study of a substantial philosophical text or group of texts under the guidance of a member of the philosophy faculty.

400 Independent Study (1+)

Study of philosophical issues of major importance, selected by the student, done by arrangement with and under the direction of a member of the philosophy faculty.

440 Advanced Seminar (3+)

A detailed study of some important topic in philosophy. The subject will vary, and students may repeat the course if the topic has changed substantially.

441 Senior Inquiry (1)

A revision and preparation of the philosophy senior essay, for submission to the philosophy department and presentation at the Spring Philosophy Colloquium.

450/451 Senior Thesis (1+2)

A two-term sequence, with grade of IP for successful completion of the initial term. Under the direction of a member of the philosophy faculty, the student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. Student must have senior status. Strongly recommended for students intending to pursue graduate studies in philosophy or related fields. This course satisfies the Senior Inquiry requirement.

Physical Therapy

Contact Stephanie Fuhr, Biology Laboratory Coordinator, Instructor

Students interested in attending a program in physical therapy following graduation from Augustana take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physical therapy curriculum involving courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, and speech.

Augustana College has a cooperative educational agreement with Washington University’s program in physical therapy. A maximum of three students per year who meet specified entrance requirements are automatically accepted into Washington University’s program in physical therapy following the completion of the B.A. from Augustana. Contact the pre-physical therapy advisor for more information.

Pre-physical therapy students may also participate in internships with clinical experience during the school year at various physical therapy departments in the Quad-City area in order to obtain the clinical experience necessary for successful competition for admission into professional physical therapy programs.

Physician Assistant

Contact Kristin Douglas, Associate Professor (Biology)

Students interested in attending a program to become a physician assistant following graduation from Augustana take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physician assistant curriculum involving courses in biology, chemistry, physics, psychology and speech.

Pre-physician assistant students may also participate in internships with clinical experience during the school year at various hospitals and clinics in the Quad-City area in order to obtain some of the clinical experience necessary for successful competition for admission into professional physician assistant programs. All professional schools require a significant number of clinical hours (i.e. direct patient care); most require a minimum of 1,000 hours. Becoming a Certified Nursing Assistant or Emergency Medical Technician is strongly recommended.

Interested students should consult with the advisor early in their first year to plan an appropriate schedule of studies.

Physics

LEE CARKNER, Associate Professor, Chair
B.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State

JOSHUA DYER, Assistant Professor
B.S., University of Illinois, Urbana-Champaign; Ph.D., Michigan State

NATHAN H. FRANK, Assistant Professor
B.A., Concordia College; Ph.D., Michigan State

JAMES VAN HOWE, Assistant Professor
B.S., University of Chicago; Ph.D., Cornell

CECILIA J. VOGEL, Professor
B.S., Michigan State; Ph.D., Minnesota

MAJOR IN PHYSICS. 28 credits, including 201, 202, 203, 220, 301, 350, 351, 352. Students planning to do graduate work are expected to take 311, 320, 321, 401, and other appropriate courses from 308, 313, 316, 340, and 360.

Required supporting courses (15 credits): Chemistry 121,122 and Mathematics 219, 220, 221.

MAJOR FOR TEACHING PHYSICS. 28 credits, including 201, 202, 203, 220, 301, 308, 313, 320, 350, 351, 352 and 360. See the Director of Secondary Education.

Required supporting courses (39 credits): Astronomy 315; Biology 200, 210, 220; Chemistry 121, 122, 123; Geography 101; Geology 101; *one* of the following three courses: Geography 103, Geology 103 or Geology 115; Mathematics 219, 220, 221.

MINOR IN PHYSICS. 16 credits: 201, 202, 203, 220, 301, 350, 351 and 352.

COURSES (PHYS)

101 (PN,I) Principles of Physics I (3)

Mechanics, waves, sound and fluids. Lectures and two-hour lab weekly.

102 (PN,I) Principles of Physics II (3)

Thermodynamics, electricity and magnetism, and electronics. Lectures and two-hour lab weekly.

103 (PN) Principles of Physics III (3)

Optics, relativity, atomic physics and nuclear physics. Lectures and two-hour lab weekly.

105 (PN,I) Acoustics (3)

Vibrations and waves, perception and measurement of sound, musical instruments, the human ear and voice, electrical production of sound, acoustics of rooms, electronic music and environmental noise. Lectures and two-hour lab weekly.

170 Introduction to Engineering (3)

Types of engineering, teamwork and leadership, proposals and prototypes and engineering ethics. In-class discussion, team projects, written essays and presentations.

201 (PN,I) Basic Physics I (3)

Fundamentals of mechanics for scientists and engineers. Lectures, one-hour discussion, two-hour lab weekly. Corequisite or prerequisite: Mathematics 219.

202 (PN,I) Basic Physics II (3)

Elements of wave phenomena, sound, thermodynamics and optics. Lectures, one-hour discussion, two-hour lab weekly. Prerequisite: 201 and MATH-219.

203 Basic Physics III (3)

Fundamentals of electricity and magnetism. Lectures, one-hour discussion, two-hour lab weekly. Prerequisite: 201 and MATH-220.

220 Introduction to Scientific Research and Engineering (1)

Basic research, applied research and engineering. Literature searching, project planning, record-keeping, creative thinking and obtaining patents. Methods of reporting research results.

301 Introduction to Modern Physics (3)

Relativity, quantum phenomena, spectra and atomic structure, radioactivity, nuclear structure and reactions, elementary particles. Prerequisite: 201, 202, 203 and MATH-220.

308 Electronic Circuits (3)

Semiconductor electronic circuits employing linear devices in amplifiers and nonlinear devices in digital logic circuits. Lectures and three-hour lab weekly. (Offered in alternate years.) Prerequisites: 203, MATH-220.

311 Electricity and Magnetism (3)

Electrostatic and magnetic fields, electromagnetic waves, Maxwell's equations. (Offered in alternate years.) Prerequisites: 201, 202, 203 and MATH-221.

313 Thermodynamics (3)

Classical thermodynamics including temperature, heat transfer, work, the first law, ideal gases, engines, refrigerators, the second law, entropy, Maxwell's relations and statistical mechanics. (Offered in alternate years.) Prerequisite: 202 and MATH-219.

316 Computer Applications (3)

Special methods of programming computers to obtain numerical solutions to a wide range of problems. Includes simulation, graphing techniques, visualization and Web page creation. (Offered in alternate years.) Prerequisites: 201, 202, 203, MATH-219 and some experience in programming.

320 Mechanics I (3)

Statics, dynamics of a particle, central forces and celestial mechanics, mechanics of rigid bodies. (Offered in alternate years.) Prerequisite: 201, 202, 203 and MATH-221. Suggested: MATH-329.

321 Mechanics II (3)

Lagrangian mechanics, Hamiltonian mechanics, theory of vibrations, approximation methods. (Offered in alternate years.) Prerequisite: 320.

322 Engineering Statics (3)

Forces, moments, couples, equipollent systems, distributed forces, equilibrium analysis, trusses, methods of joint and sections, shear-force and bending-moment diagrams, coulomb friction, centroids and center-of-mass. (Offered in alternate years.) Prerequisite: PHYS 201 Corequisite: MATH 221

325 Experimental Astrophysics (1)

Selected experiments in astrophysics involving use of the telescopes, photography, computer tracking and spectroscopy. (Offered in alternate years.) Prerequisite: Introductory Physics.

330 Physical Astronomy (3)

The physics behind the methods astronomers use to understand the universe. Electromagnetic radiation, stellar astrophysics, galactic structure and cosmology. (Offered in alternate years.) Prerequisites: 201-203.

340 Introduction to Solid State Physics (3)

Crystal structures; energy bands; optical, electrical, and mechanical properties; point defects and dislocations. Metals, semiconductors and other solids. (Offered in alternate years.) Prerequisite: 301.

350 Advanced Laboratory I (1)

Statistical evaluation and plotting of experimental data using spreadsheets and graphics software. Selected experiments in interfacing instruments and computers. Prerequisite: 201, 202, 203, MATH-219.

351 Advanced Laboratory II (1)

Selected experiments in optics including photography, interference, diffraction, dispersion and holography. Prerequisites: 301 and MATH-219.

352 Advanced Laboratory III (1)

Selected experiments in modern physics including beta absorption, gamma ray spectroscopy, scanning electron microscopy, scanning tunneling microscopy and x-ray diffraction. Prerequisite: 301, MATH-219.

360 Optics (3)

Studies of physical optics and modern optical phenomena. (Offered in alternate years.) Prerequisite: 202, 203. Suggested prerequisite: MATH-329.

370 Engineering Design (3)

The fundamentals of engineering design, including teamwork, model and prototype building and drafting. In-class, hands-on work with computer-aided design (CAD) and machining. (Offered in alternate years.) Prerequisite: 201-203

390 Advanced Topics in Physics (3)

This course will cover the topics of electromagnetic radiation, stellar astrophysics, galactic structure, and cosmology. The

course will emphasize the physics behind the methods astronomers use to understand the universe. Prerequisites: PHYS 201 and PHYS 203 and MATH 219.

401 Introductory Quantum Physics (3)

Quantum theory, development of quantum mechanics and application to atomic phenomena. (Offered in alternate years.) Prerequisite: 301.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor.

PHYS-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure or policy issues in the sponsoring organization. Prerequisite: a declared major or minor in physics. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

PHYS-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major or minor in physics. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Research or study in physics. Prerequisites: approval of department chair and instructor.

Political Science

DAVID M. DEHNEL, Professor
B.A., Wisconsin; M.A., Ph.D., Minnesota

MARGARET FARRAR, Associate Dean of the College,
Associate Professor
B.A., Wooster; M.A., Virginia Polytechnic; Ph.D., Pennsylvania State

MARIANO MAGALHÃES, Associate Professor, Chair
B.A., Iowa; Ph.D., Iowa

PAUL WEISSBURG, Assistant Professor
B.A., Warren Wilson; M.A., American University; Ph.D., George Mason

CHRIS WHITT, Assistant Professor
B.A., Salisbury State; M.A., Ph.D., University of Maryland

XIAOWEN ZHANG, Assistant Professor
B.A., Peking University; Ph.D., Southern California

MAJOR IN POLITICAL SCIENCE. 28 credits in Political Science, including 390 and 490; at least two of the following: 101, 102, 105, 107 and 170; and at least one course from four of the following five categories, with at least three courses in one category:

American Politics: 101, 250, 260, 301, 338, 355, 361, 362, 385
Comparative Politics: 105, 340, 342, 346
International Relations: 170, 315, 316, 320, 370, 373
Political Theory: 107, 351, 352, 353
Public Policy and Administration: 102, 331, 332, 336, 386

Required supporting courses (6 credits): One of Economics 105, 201, 202; and either one course in statistics or one course in history chosen in consultation with the student's advisor.

Research Practicum: All students are required to take POLS 390 (1 credit).

Senior Inquiry: All students must take POLS 490 in their senior year.

MINOR IN POLITICAL SCIENCE. 18 credits, including at least 9 credits at the 300-level or above. At least 9 credits must be from one of the following categories:

American Politics: 101, 250, 260, 301, 338, 355, 361, 362, 385
Comparative Politics: 105, 340, 342, 346
International Politics: 170, 315, 316, 320, 370, 373
Political Theory: 107, 351, 352, 353
Public Policy and Administration: 102, 331, 332, 336, 386

Students may, with the approval of their political science advisor, substitute up to 3 credits of appropriate work from outside the department.

COURSES (POLS)

101 (PS) American Government (3)

Constitutional principles and their implementation as a functioning national government. Development of basic institutions--presidency, Congress, courts, bureaucracy, political parties, the media, interest groups--and their interactions.

102 (PS) American Government: Public Policy (3)

Analysis of selected national issues in public policy; their origin, development and impact. Topics include economic policy and budgeting, social policies including health care and welfare reform, defense and foreign policy.

105 (PS,G) Comparative Politics (3)

Comparative examinations of the cultures, institutions and political processes of both Western and non-Western nations. Basic theories and themes used in the analysis of political systems.

107 (PH) Contemporary Political Ideas (3)

An examination of political ideologies, including liberalism, conservatism, environmentalism, fascism, feminism and nationalism. Particular attention will be given to the historical context in which each emerged and has flourished, and the assumptions that differentiate one ideological framework from another. Analysis of the role of ideology in contemporary American politics, and the relationship between ideology and responsible citizenship.

170 (PS,G) Global Perspectives (3)

Issues of peace in an interdependent yet nationalistic world. Emphasis on culture as it relates to political values and cross-cultural communications, especially between developed and developing nations. Considers issues—population, food, economic development, pollution, nuclear weapons and human rights—which pose questions of justice or represent threats to the peace or to global survival.

250 State and Local Government (3)

Principles, organization, powers and current problems of state and local government as well as the complications of intergovernmental relations.

260 (PS) The Legal System (3)

A survey of the American legal system, including potential litigants, lawyers, police, judges and juries. Considers political issues related to civil and criminal law.

301 American Parties and Politics (3)

Political parties, interest groups, public opinion, elections, campaigning and voting behavior in the American political process.

315 International Conflict: Peace and War in the Modern World (3)

Basic principles of international relations developed in historical perspective with emphasis on the fundamental problems of war and peace, evolving state systems and international order in the western world. Central concern is with the arts of diplomacy and the resort to the use of force in the 19th and 20th centuries from the era of Napoleon to the emergence of the Cold War.

316 Contemporary World Politics (3)

International political issues in the last decade of the 20th century with special emphasis on the role of the great powers in the contemporary world and the changing shape of an international system complicated by a large increase in the number of actors and growing interdependencies. Specific topics will be chosen to reflect current events.

318 (G) China in World Affairs (3)

Examination of China's changing role in world society and its relations with key countries and regions. Attention paid to the various determinants of China's foreign policy, such as its history, culture, and the structure of its domestic decision-making system.

320 American Foreign Policy (3)

An assessment of American foreign policy in the aftermath of World War II with special emphasis on reexamining the policies of containment toward the Soviet Union and American responses to a changing international environment.

331 Administration of Public Policy (3)

An analysis of the management of public policy by and through public agencies. Extensive use of cases to demonstrate contemporary decision-making in handling problems of the public sector.

332 Public Finance and Budgeting (3)

Examination of theories of public expenditure and taxation, the political and management uses of budgeting and the external and internal uses of accounting information in public agencies.

336 (PS) Politics of Environmental Policy (3)

An analysis of how political institutions, interests and ideologies shape environmental policy. Examples from major areas of environmental concern, such as air pollution, water quality, energy policy and waste disposal are used to illustrate how political institutions and movements cope with local, regional and global threats to the environment.

338 The American Presidency (3)

Intensive study of the American presidency with special emphasis on the historical evolution of the office, theories of presidential power, and current problems of the presidency.

340 (PS,G) Politics in the Developing World (3)

Comparison of economic, political and social change in Asia, Latin America and Africa. Considers the roots of poverty; colonialism and nationalism; different post-colonial regimes; class, ethnic and gender relations; strategies for economic development and the impact of international relations.

342 Comparative Politics of East and Southeast Asia (3)

Comparative analysis of government and politics in China and Japan as well as other country case studies suggested by events. Special attention is paid to the changing political systems of the area in the twentieth century, regional relations and political relations with the U.S. and the Soviet Union.

346 (PS,G) Politics in Latin America (3)

Study of politics and political change in Latin America, focusing on contemporary issues of democratization, political economy and social movements. Attention paid to historical and cultural aspects of these issues and how they affect political institutions and behavior. Although country case studies are used, the course is organized in a thematic manner, emphasizing these issues in Latin American politics and comparing how different countries have addressed them.

351 (PH) Foundations of Liberal Democracy (3)

Consideration of classic thinkers and texts—Hobbes, Locke, Rousseau, Mill—that are important in the emergence of liberal democracy.

352 (PH) Capitalism and Modernity (3)

Surveys theoretical approaches to “modern” societies, their

relationship to capitalism, and the challenges of globalization in the post-cold war world. Classic texts from Marx and Weber are used to structure an approach to contemporary theorists.

353 (PH) Democracy and Mass Politics (3)

Examines the tensions that emerge between individuals and communities in 20th-century democracies. Classic democratic theory is used to structure readings and discussions from contemporary theorists, covering issues including citizenship, civil societies, rights claims and the emergence of new claims on democratic states.

355 (PS,D) Women and Politics (3)

Historical and theoretical dimensions of women's involvement in American politics. Analysis of U.S. women's movements, perspectives on gender difference, women as candidates and in elected office, and the gendered character of public policy. Particular attention will be paid to issues of citizenship, representation, equality and difference.

361 (PS) Constitutional Law I: Approaches to Interpretation (3)

An analysis of judicial interpretation of the Constitution. Cases examined will cover issues such as freedom of speech and press, separation of church and state and due process of law. Prerequisite: 260 or junior standing.

362 (PP,D) Constitutional Law II: Issues of Equality (3)

A survey of the debate over equality in the development of American constitutional law, with particular emphasis on issues of racial equality. Issues considered include the scope and limits of legal equality and the selection by the courts and other governmental bodies of remedies for discrimination.

370 International Law and Organization (3)

Basic principles of international law and attempts to create international political institutions. Special emphasis on the evolution of the United Nations system but with case studies drawn from a wide range of regional and transnational organizations.

373 International Relations of Latin America (3)

Examination of relationships among Latin American countries and between Latin America and other actors and countries in the international system, especially the United States, in the 19th and 20th centuries. Provides a framework for understanding the international dimensions of historical and contemporary developments in the region.

375 Special Topics in Political Science (3)

Intensive study of a particular aspect of the discipline of political science. Topics will draw on new developments in political science related to contemporary events and/or the research and teaching expertise of the instructor. May be repeated up to 6 credits.

385 (PS,D) Race, Wealth and Inequality in U.S. Politics (3)

Survey and investigation of the impacts of race, wealth and inequality on American politics and public policy, specifically the ways in which the racial wealth gap impacts politics and public policy. Attention paid to the roots of the gap along racial lines, factors that perpetuate the racial wealth gap and other economic and political inequalities.

386 Private Governance (3)

Examination of the growth and diversity of private governance systems, including the contracting out of government services and partnerships with self-regulating industries, NGOs and global governance organizations. In particular, the course will analyze reasons for the growth in private governance and will consider the issue of accountability that arises in cases of private governance as well as the potential threat such systems pose to the democratic system of government.

390 Research Practicum (1)

Directed research associated with a 300-level course taken by the student. Involves working one-on-one with a POLS faculty member on the development of a research question (or questions), accompanied by a significant annotated bibliography.

450 Senior Thesis (1+2)

Under the direction of a member of the political science faculty, a student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. A two-term sequence, with a grade of IP for successful completion of the initial term.

490 Senior Inquiry (3)

Utilizes POLS 390 research question(s) as springboard for guided student investigation, writing and presentation of a major research paper. Should be taken during the beginning of the senior year.

Individual Studies and Internships**199, 299, 399, 499, Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)**POLS-INTR-5xx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Open to political science majors and minors. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

POLS-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

Psychology

DANIEL P. CORTS, Associate Professor
B.S., Belmont; Ph.D., Tennessee

S.A. FENWICK, Professor
B.A., Radford; M.A., Old Dominion; Ph.D., Toledo

IAN A. HARRINGTON, Assistant Professor
B.Sc., Dalhousie University; M.A., Ph.D., Toledo

RUTH ANN JOHNSON, Professor
B.S., Tulsa; M.S., Ph.D., Oklahoma State

LAWRENCE W. McCALLUM, Professor Emeritus
B.S., M.S., Illinois State; Ph.D., Iowa

MELINDA S. MULL, Assistant Professor
B.A., Michigan State; M.A., Ph.D., Toledo

JAYNE ROSE, Professor, Chair
A.B., Augustana; M.A., Ph.D., Iowa

JESSICA SCHULTZ, Assistant Professor
B.A., Central College; Ph.D., Iowa

SHARA STOUGH, Assistant Professor
B.A., Coe College; Ph.D., University of California-Irvine

MARK A. VINCENT, Professor
A.B. Wabash; Ph.D., Indiana

MAJOR IN PSYCHOLOGY. 31 credits, including 100, 240, 246, 300 and 410; either 452/453 or 456/457; and one experimental lab course (342, 343, 345, 347 or 350) Students who complete a Senior Inquiry experience in another major may substitute a 300- or 400-level psychology course for Senior Inquiry in psychology. A minimum of 16 credits must be at the 300-400 level.

Recommended supporting courses: Courses in natural sciences (especially biology and chemistry), computer programming, sociology and mathematics.

Students intending to apply to graduate school in psychology should consult with their advisors for further recommendations.

MINOR IN PSYCHOLOGY. 21 credits, including 100, 240, 246; a minimum of 9 credits must be at the 300-400 level.

Psychology Honors: Graduating majors in psychology will be awarded honors in psychology upon attainment of the following: (1) a minimum grade-point average of 3.50 in all psychology courses and 3.25 in all courses attempted (transfer students must also achieve the 3.50 minimum in all psychology courses taken at Augustana); (2) a research project (course 481) of honors quality as judged by the department.

COURSES (PSYC)**100 (PS) Introduction to Psychology (3)**

A survey of psychological approaches to human behavior, emphasizing physiological, cognitive and social processes.

213 Child Development (3)

An examination of the biological, cognitive and social factors that influence human development from conception through early adolescence. Prerequisite: 100. Credit may not be earned for both 213 and 216.

214 Adolescent Development (3)

An examination of the biological and environmental forces affecting human development from preadolescence to adulthood. Prerequisite: 100. Credit may not be earned for both 214 and 216.

216 Life Span Development (3)

Survey of the cognitive, social, affective and physical changes that take place between conception and death. This course is intended for non-majors. Psychology majors should enroll in either 213 or 214. Prerequisites: 100 and permission of instructor. Credit may not be earned for 216 if 213 or 214 has been completed.

220 Psychological Interventions (3)

Introduction to psychological intervention, including the ethics, assumptions and theories of counseling. Prerequisites: 100; one of 213, 214, or 216; or permission of instructor.

230 Victim Advocacy (1)

This course focuses on the dynamics and impact of domestic violence. Through lecture and role-playing the students will learn appropriate ways of interacting with victims in both acute and long-term interactions. Permission of instructor required.

240 (Q) Statistics (3)

The use of descriptive and inferential statistics, including analysis of variance, in the design of behavioral science research. Prerequisite: permission of instructor. Credit may not be earned for more than one of Psychology 240, Business Administration 211, Communication 380, Math 316 and Sociology 230. Lab included.

246 Research Methods (3)

Introduction to the basic logic and design of psychological research, incorporating the statistical procedures from 240 and progressing through more complex statistics using PASW. Emphasis on the interdependence of experimental design and statistics, illustrated through examination of published research. Prerequisite: 100, 240 or its equivalent and permission of instructor.

248 Brain and Behavior (3)

A broad survey of the nervous system and its contributions to a range of behaviors and phenomena including sensation and perception, homeostasis, biological rhythms, emotions, learning and memory, consciousness and psychopathology. Prerequisite: 100.

300 Basic Issues in Psychology (1)

This course is to be taken by psychology majors during the junior year. Topics include reflection on one's past educational experiences and the development of a plan for the final terms in college. Students will explore career and graduate school options and will consider ways that they can strengthen their applications for such opportunities. Pass/no credit. Prerequisite: Declared major in psychology and completion of at least 50 credits.

305 Childhood in the Developing World (3)

An examination of how the context of children's lives influences their development by studying how it occurs in the challenging circumstances of developing countries. This will include the exploration of the family, historical, and educational contexts. The second half of the course will focus specifically on Guatemala. The course will conclude with a trip to Guatemala that will include visits to schools and aid organizations, as well as speakers addressing the important issues for families and children in Guatemala.

310 Criminal Profiling (3)

Introduction to the psychological profiling of criminal offenders as an aid in their apprehension. Examines psychological factors that contribute to criminal behavior, alternative methods of profiling, and the empirical evidence that supports and/or refutes the use of profiling in criminal investigation. Taught only as a spring learning community. Concurrent enrollment in Chemistry 325 required. Prerequisite: 100.

315 Industrial Organizational Psychology (3)

Introduction to the main theories and concepts of industrial (personnel) and organizational psychology. This course provides a basic foundation for those students interested in applied psychology and I/O psychology, as well as those interested in pursuing careers in human resources or management.

318 Drugs and Behavior (3)

An introduction to basic pharmacological principles and how drugs impact the central nervous system. The course will cover the cellular and behavioral effects of drugs of abuse (e.g., stimulants, analgesics, hallucinogens) and psychotherapeutic drugs (e.g., antidepressants, ADHD medications). This course will also cover other related issues, such as drug abuse and addiction, and how long and short-term drug use affects learning and decision-making. Prerequisite: 248.

321 Theories of Personality (3)

Survey of the historical theories of personality development. Includes comparison, application, and critical evaluation of multiple perspectives. Prerequisite: 100. Recommended: 213, 214 or 216.

332 Individual Differences (3)

Survey of the historical theories of personality development. Includes comparison, application, and critical evaluation of multiple perspectives. Prerequisite: 100. Recommended: 213, 214 or 216.

340 Advanced Statistical Methods (3)

An introduction to multiple regression/correlation analyses and multivariate techniques such as factor analysis. Prerequisites: 240 or Math 316 or Business Administration 212.

342 (I) Cognitive Psychology (3)

Experimental and theoretical aspects of human learning and cognition. Topics include human learning and memory, attention, organization of knowledge, comprehension and problem solving. Practical application to knowledge acquired in all areas is stressed. Prerequisite: 246. Lab included.

343 (I) Sensation and Perception (3)

Current research and theory related to sensory and perceptual processes. Prerequisite: 246. Lab included.

345 (II) Developmental Psychology (3)

Focuses on social and cognitive development in infancy and childhood. This course covers issues such as ethics in research, rapport-building, and subject-recruitment. It emphasizes research techniques (design, data collection, analysis and write-up) used in the study of development. Laboratory work includes experience observing and interviewing children. Prerequisites: 246 and one of PSYC-213, PSYC-214 or PSYC-216. Lab included.

347 (I) Learning (3)

Current research and theoretical issues on reinforcement, punishment, extinction, generalization, discrimination learning and motivation. Prerequisite: 246. Lab included.

349 Physiological Psychology (3)

Advanced topics and issues in physiological psychology and behavioral neuroscience. Prerequisite: 248 or permission of instructor.

350 (I) Social Psychology (3)

Examination of ways the real or imagined presence of others affects our thoughts, feelings, and behaviors. Topics will include aggression, conformity, altruism, stereotyping and relationships. Prerequisite: 246. Lab included.

382 Supervised Research (1)

Research apprenticeship under the direction of a faculty member. May be repeated for credit, maximum of 6 credits. (Pass-no credit only.) Prerequisite: 100 and permission of instructor.

410 (PP) History of Psychology (3)

Survey of approaches to understanding human behavior from the presocratics to modern psychological theorists. Major emphasis is placed on understanding the philosophical assumptions associated with the various systems and schools of psychology. Prerequisite: 100. Recommended: junior standing

420 Child Psychopathology (3)

Examination of the symptoms, causes and treatments of disorders usually first diagnosed in infancy, childhood or adolescence. Emphasis on differential diagnosis using DSM IV criteria and case studies. Prerequisite: 100 and permission of instructor. Recommended: 213, 214 or 216.

421 Abnormal Behavior (3)

Examination of the symptoms, causes and treatments of adult psychological disorders. Emphasis on differential diagnosis using case studies. Prerequisite: 100. Recommended: 321.

452 Senior Inquiry: Research I (1)

Literature review and research proposal in a selected area of psychology in preparation for 453 to be taken in the term immediately following 452. Prerequisites: one lab course (342, 343, 345, 347, 350), junior standing and permission of instructor.

453 Senior Inquiry: Research II (2)

Students are required to carry out the research proposal prepared in 452. Includes oral presentation of results to a departmental audience at the end of the term. Prerequisites: 452 and permission of instructor. Must be taken in the term immediately following completion of 452.

456/457 Senior Inquiry: Community Consultation I (1) and II (2)

Communication and critical evaluation skills focused on answering a question posed by an individual or organization in the community. Major emphasis is placed on small group collaboration, the completion of an individual research paper, and a formal oral presentation of results. Students will keep a journal throughout the SI experience and will write a reflective paper on their project at the end of each term. 457 must be taken in the term immediately following completion of 456. Prerequisites: declared psychology major, senior standing and permission of instructor.

471 Special Topics Seminar (3)

Consideration of topics of special interest to student and instructor. The topic will vary each year. May be taken for a maximum of 6 credits. Prerequisites: 100 and permission of instructor.

481 Research Practicum (1-3)

Direct supervised experience in psychological research. Required of all students applying for honors in psychology. (Offered Pass-No Credit only.) Prerequisites: psychology major and permission of instructor.

490 Clinical and Technical Experience in Psychology (1-3+)

Direct supervised experience in applied psychology. May be taken up to three times for a maximum of 6 credits. (Offered Pass-No Credit only.) Prerequisite: permission of instructor.

Individual Studies and Internships**PSYC-INTR-Axx Academic Internship (1-9)**

Full-time direct, supervised experience in applied psychology. May be taken up to three times for a maximum of 6 credits offered as Pass/No Credit only. Prerequisite: a declared major or minor in physics. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

PSYC-INTR-Exx Experiential Part-time (1-3)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

399, 499 Directed Study (1+)

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: 100 and permission of department chair and instructor.

Religion

ROBERT D. HAAK, Professor
B.S., Concordia (Seward); M.T.S., Lutheran School of Theology at Chicago; Ph.D., Chicago

LAURA M. HARTMAN, Assistant Professor
B.A., Indiana; Ph.D., Virginia

DANIEL E. LEE, Professor, Chair
B.A., Concordia (Moorhead); M.A., M.Phil., Ph.D., Yale

JASON MAHN, Assistant Professor
B.A., Gustavus Adolphus; M.A., Luther Theological Seminary; Ph.D., Emory University

KELLY MURPHY, Conrad J. Bergendoff Fellow
B.A., Mary Washington; A.M., Chicago; MSt., Oxford; Ph.D., Emory

KRISTY NABHAN-WARREN, Associate Professor
B.A., Indiana; M.A., Arizona State; Ph.D., Indiana

NIRMALA S. SALGADO, Professor
B.A., M.A., London; Ph.D., Northwestern

ERIC C. STEWART, Assistant Professor
B.A., Pacific Lutheran; M.A., Claremont; Ph.D., Notre Dame

RITVA H. WILLIAMS, Associate Professor
B.A., M.A., Carleton (Canada); Ph.D., Ottawa (Canada)

CYRUS ALI ZARGAR, Assistant Professor
B.A., University of California–Los Angeles; M.A., Ph.D., University of California–Berkeley

Christian Traditions

All students enrolling as first-year students at Augustana are required to take a course in Christian Traditions before the end of their sophomore year. Transfer students fulfill this requirement as soon as possible after enrollment. Students must choose one of the following 200-level religion courses in order to fulfill this requirement. These courses do not count toward the religion major/minor, and only students who have not yet fulfilled their Christian Traditions requirement are eligible to take one (and only one) of these courses. (N.B. Successful completion of the first year of Foundations or Logos fulfills the Christian Traditions requirement if one of the courses in the series is taught by a professor of religion who normally teaches in Christian Traditions courses.)

201 (PS) American Christianities (3)

An exploration of Christianities in the United States and the ways in which Americans have put a distinctly "American" spin on their churches and faith.

203 (PH) Christian Ethics (3)

An examination of various approaches to ethical decision making and theological perspectives of significance for Christian ethical reflection.

205 (PP) Christian Origins (3)

An examination of the origins of Christianity and its transformation from a Judean grassroots home-based religious movement to an official Roman political religion.

207 (PL) Christian Scripture (3)

An introduction to the Christian Scriptures of the Old and New Testaments, their origins and history of interpretation.

209 (PH) Christian Theology (3)

A survey of major Christian understandings of God, creation, sin, Jesus, salvation and faith from the 5th century CE to today.

MAJOR IN RELIGION. 28 credits beginning with 260 (3 credits), and concluding with RELG-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (3 credits) and 460 (4 credits). The remaining 18 credits must include at least one course (3 credits) from each of the following four concentrations:

- Christian Foundations (310, 335, 360, 371, 373, 393)
- Theological and Ethical Reflection (323, 325, 326, 327, 328, 364, 391)
- Religious Life and Practice (311, 313, 363, 392)
- Comparative Religion (300, 362, 365, 378, 379, 394)

At least two of these courses (6 credits) must come from 391, 392, 393, 394 or 410.

MINOR IN RELIGION. 18 credits beginning with 260, and including at least one course (3 credits) from each of three of the concentrations described above, one of which must come from 391, 392, 393, 394 or 410.

COURSES (RELG)

260 (D) Introduction to Religion (3)

A multidisciplinary and comparative introduction to the academic study of religion and religious phenomena. Required for majors and minors.

300 (PH) Islam (3)

A scholarly critical examination of the history, development and values of Islam.

310 (PL) Early Church Controversies (3)

An exploration of a particular controversy that shaped the early church and its development by examining the texts that arose in its midst.

311 (PP) Religion, Culture and Archaeology (3)

Examination of the biblical text in light of recent archaeological evidence.

313 (PS,D) Race, Ethnicity and Religion (3)

An investigation into how issues of race and ethnicity defined and were defined by religious persuasions in post-World War II America.

323 (PH) Sexual Ethics (3)

An exploration of conventions, morals and ethics pertaining to human sexuality from the perspective of religious ethics, i.e., a systematic and principled understanding of the good as articulated in religious traditions.

325 (PH) Environmental Ethics (3)

Religious and ethical perspectives on environmental problems and their solutions, including questions of nature's value, duties to the earth, sharing common resources, and expressions of nature spirituality.

326 (PH) Medical Ethics (3)

An exploration of issues at the intersection of medicine and ethics, including euthanasia, abortion, cloning, stem cell research, experimentation on human subjects, and access to health care, with special attention to Christian perspectives on these issues.

327 (PH) Business Ethics (3)

Ethical issues pertaining to the business world and of the relationship between Christian ethical ideals and economic concerns.

328 (PH) Theological Investigations (3)

Examination of post-enlightenment and postmodern philosophical theology. Focus is on 20th-century Western concepts of deity and the problem of evil, with a third topic selected yearly.

335 (PP) Luther: Life, Thought and Legacy (3)

A study of Martin Luther's theology through biography, critical readings of his writings and the interpretation of his ideas by modern Lutheran theologians.

360 (PP) Jesus of Nazareth (3)

A historical critical examination of the life and teachings of Jesus of Nazareth focusing primarily on the New Testament Gospels and other early Christian texts.

362 (PP,G) Religion and Philosophy of India (3)

An investigation of the origins and development of ideas in various Indian religious and philosophical traditions such as the Vedic, Upanishadic and devotional Hindu traditions.

363 (PP,D) American Catholicism (3)

An examination of the history of the Catholic Church in the United States, with a special focus on issues of gender, ethnicity and popular piety.

364 (PH) Prayer, Community and Transformation (3)

An exploration of forms of Christian life (both communal and solitary) throughout history, with an eye to how prayer and community have energized the search for justice and social action.

365 (PL,G) Religions of East Asia (3)

An examination of a variety of religious traditions of East Asia such as Daoism, Confucianism, Buddhism and Shinto, focusing on the interpretation of their texts and their contexts.

366 (PH,G) Buddhism (3)

An examination of how Buddhist religious and philosophical traditions relate concepts such as suffering, karma and no-soul to key existential questions.

371 (PH) Faiths in Dialog (3)

Examination of Roman Catholic, Protestant and other views on issues such as the doctrine of justification, war and peace, and technological intervention in precreation. Offered only in conjunction with international study in Rome.

373 (PL) Interpreting the Bible (3)

An examination of ancient and modern ways of reading and interpreting the Scriptures of the Old and New Testaments.

378 (PL,G) Muslim Literary Worlds (3)

An exploration of Islamic thought and cultures from a literary perspective. Works of fiction, hagiography, poetry and personal narrative are used to examine theoretical, social and religious concerns. (Offered as part of a Learning Community).

379 (PP,G) Islamic Mysticism (3)

An introduction to the key movements and figures in the Islamic mystical tradition, making particular use of medieval contemplative writings.

391 Suffering, Death and Endurance (3)

Addresses questions such as the nature of suffering, evil, death, afterlife and disciplined living. Prerequisite: 260 or permission of instructor.

392 Women in Religion (3)

392a Women in Bible and Christian Origins (Williams)

392b Women in Buddhism (Salgado)

392c Women in American Religions (Nabhan-Warren)

An exploration of the intersection between religion and culture with respect to the roles of women in religious communities past and present. Prerequisite: 260 or permission of instructor. May be taken twice for credit if instructor and course content are different.

393 Key Moments in Church History (3)

393a Key Moments in Early Church History (Williams)

An historically and culturally contextual examination of the implications of a watershed event or the contributions of a significant person in the life of the church. Prerequisite: 260 or permission of instructor. May be taken twice for credit if instructor and course content are different.

394 Key Issues in Comparative Religion (3)

394a Key Issues in Comparative Religion: Islam (Zargar)

394b Key Issues in Comparative Religion: Orientalism and the Study of World Religions (Salgado)

An exploration of non-Christian traditions from a scholarly perspective. Emphasis is placed on acquiring the theoretical tools used to study religion. Prerequisite: 260 or permission of the instructor. May be taken twice for credit if instructor and course content are different.

410 Special Topics in Religion (3)

An in-depth study of special topics in the area of religious studies. May be taken twice for credit if course content is different. Prerequisite: 260 or permission of instructor.

460 Senior Inquiry (4)

A consideration of methodological approaches to the study of religion as context for and to support the completion of the research, writing and public presentation of the Senior Inquiry project. Prerequisites: 260 and RELG-INTR.

Individual Studies and Internships

399, 499 Directed Study (1+)

An opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of instructor and department chair.

RELG-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (0-9)

In preparation for RELG-460 Senior Inquiry all Religion Majors will complete a 3-credit (105- to 120-hour) internship by the end of the fall term of their senior year under the direction of a faculty member. The focus of Senior Inquiry and Service Learning Internships will be the needs of a particular religious congregation, parish, or community, or other faith-based organization. Academic internships will focus on the practical application of learning. (See p. 22 for more details about internships). The internship will culminate in a written Senior Inquiry proposal. Prerequisites: RELG-260 and consent of the supervising faculty member and the department.

400 Independent Study (1+)

Guided study and research in religion. Prerequisites: permission of instructor and department chair.

Scandinavian

JENNIFER LINDGREN, Assistant Professor

B.A., Bethany College; M.A., University of Illinois at Urbana-Champaign

LARRY E. SCOTT, Professor, Chair

B.A., M.A., Ph.D., Washington

MAJOR IN SCANDINAVIAN. 27 credits beyond 103.

MINOR IN SCANDINAVIAN.18 credits, up to 9 from 201, 202, 203, and the remaining selected from 301, 302, 303, 215, 230, 313, 315, 341, 344 and 370.

COURSES (SCAN)

See also World Literature.

101-102-103 Elementary Swedish (3+3+3)

Introduction to the language: reading, writing, listening and speaking on the beginning level, and fundamentals of grammar.

201-202-203 Intermediate Swedish (3+3+3)

Graded conversation drills, composition and grammar review. Concentrates on shorter works of classic Swedish literature (poems, essays, short stories). Prerequisite: 103 or equivalent.

215 Classical Scandinavian Literature (3)

Shorter works from Scandinavia in English translation, drawn primarily from the 18th and 19th centuries. Authors vary, but may include Holberg, Bellman, H.C. Andersen, J.P. Jacobsen and Knut Hamsun. Periods covered will include the Enlightenment, romanticism, realism, naturalism, neo-romanticism and nationalism. Scandinavian majors will engage on some level with the original texts. Also World Literature 215.

230 Introduction to Scandinavian Culture (3)

Scandinavian culture and civilization in English translation, concentrating on the last 100 years. Topics include architecture, art, music, political institutions, economics, the Welfare State, education. Offered in alternate years.

301 Advanced Swedish Grammar and Conversation (3)

Advanced grammatical review, practice on idiomatic forms, intensive conversational drills to develop speaking fluency.

302 Advanced Swedish Composition (3)

Advanced work concentrating on the written language. Grammar, idioms and the nuances of style. Prerequisite: 301.

303 Advanced Swedish (3)

Oral and written forms of expression. Literary analysis in Swedish from modern cultural texts. Prerequisite: 302.

315 Modern and Contemporary Scandinavian Literature (3)

Works by 20th- and 21st-century Scandinavian authors in English translation. Novels, short stories, drama and poetry by authors such as Lagerkvist, Gustafsson, Södergran, Taube and Mankell, and/or representative works from such genres as immigration literature and crime fiction. Scandinavian majors will engage on some level with the original texts. Also World Literature 315.

341 (PL) The Screenplays of Ingmar Bergman (3)

Ten representative screenplays by Ingmar Bergman from the 1950s [Sawdust and Tinsel, The Seventh Seal] to the 1980s [Fanny and Alexander]. Two-hour weekly laboratory (screenings) mandatory. This is not primarily a film course; the screenplays will be closely analyzed as works of literature. May be taken by Scandinavian majors.

344 The Dramas of Ibsen and Strindberg (3)

Representative plays, from *Peer Gynt* to *The Great Highway*, by the two greatest dramatists Scandinavia has ever produced. May be taken by Scandinavian majors. Also World Literature 344.

370 Scandinavian Art (3)

Overview of Scandinavian painting and architecture of the last 500 years, with focus on the breakthrough years 1880-1915. Special attention also given to Scandinavian-American artists. (Offered in alternate years.)

401-402-403 Fourth-year Swedish (3+3+3)

The origin and development of modern Swedish culture. Readings and discussion of historical and contemporary texts. Prerequisite: 303.

410 Seminar in Scandinavian Literature (3)

A topic of special interest in response to student demand.

Individual Studies and Internships

SCAN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policies in the sponsoring organization. Prerequisite: a declared major or minor in Scandinavian. See p. 22 for more information and for other internship options.

SCAN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Independent study project dealing with some aspect of Scandinavian language, literature or culture.

Social Welfare

The social welfare program at Augustana examines societal responses to human needs and social problems. Courses evaluate systems and services established to provide for basic human needs and to enhance social functioning. Students address issues such as mental and physical health, crime, child and family welfare, and poverty. See the Sociology section of this catalog for social welfare course descriptions and the requirements for a major in sociology with a concentration in social welfare and policy.

Sociology

PAUL CROLL, Assistant Professor
B.A., Northwestern; Ph.D., Minnesota

CAROLYN HOUGH, Assistant Professor
B.A., Knox; M.A. M.P.H., Ph.D., Iowa

PETER KIVISTO, Professor, Richard Swanson Professor of
Social Thought, Chair
B.A., Michigan; M.Div., Yale; M.A., Ph.D., New School for Social
Research

ADAM KAUL, Assistant Professor
B.A., Minnesota State–Moorhead; M.A., Northern Illinois;
Ph.D., Durham

MARSHA SMITH, Professor
B.A., Baldwin-Wallace; M.S., Ph.D., Purdue

VICKI SOMMER, Professor
B.A., Nebraska; M.S.W, Ph.D., Iowa

MAJOR IN SOCIOLOGY. 30 credits, including 100, 209, 340, 409, 419, 420, any three other sociology courses, plus two additional sociology, anthropology, or social welfare courses.

MAJOR IN SOCIOLOGY WITH A CONCENTRATION IN SOCIAL WELFARE. 30 credits, including SOC 100, 209, 340, 409, 419, 420, SOCW 160, 220, 360 and two additional social welfare, anthropology, or sociology courses.

MINOR IN SOCIOLOGY. 18 credits, including 100, 340, plus four additional sociology, anthropology or social welfare courses at least one of which is at the 300 level or higher.

MAJOR IN ANTHROPOLOGY. 30 credits, including 100, 209, 250, 360, 409, 419, 420 and two additional anthropology courses; plus two additional sociology, anthropology or social welfare courses.

MINOR IN ANTHROPOLOGY. 18 credits, including 100, 250 and 360, plus three anthropology courses at the 200 level or higher and/or sociology or social welfare courses at the 300 level or higher.

COURSES

Sociology Courses (SOC)

100 (PS,D) Introduction to Sociology (3)

A general introduction to society and culture, socially learned patterns of human behavior, formal and informal organization, collective behavior and social change.

200 (PS,D) Marriage and the Family (3)

Examination of the social and psychological factors that influence interpersonal relationships within the institution of the family and the processes by which self and personality are developed and maintained throughout the family life cycle, from its inception throughout dating and mate selection to its termination in separation, divorce or death.

202 Social Dynamics of the Marriage Relationship (1)

Interpersonal relationships during courtship and marriage. Prerequisite: 100. Offered pass-no credit only.

206 (PS,Q) Contemporary Social Issues (3)

The major perspectives used in the study of social issues; analysis of several selected contemporary social issues; consideration of possible social policy interventions. Prerequisite: 100 or permission of instructor.

209 Lives and Times (2)

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices.

230 Social Statistics (3)

An introduction to descriptive and inferential statistics, including frequencies, sampling, hypothesis testing, bivariate analysis, regression and correlation. The course will also discuss the use of statistics in society and the media, with an emphasis on the critical evaluation of social statistics. Credit may not be earned for more than one of SOC-230, PSYC-240, BUSN-211, COMM 380 and MATH-316.

303 (PS,G) Population Problems (3)

A general introduction to population issues, problems and policies; population theories; elements of population structure and change; mortality, fertility, migration; and the demographic, social and economic consequences of current population shifts. [Offered in alternate years.] Prerequisite: 100 or permission of instructor

305 (D) Social Gerontology (3)

An examination of aging in human societies, comparing aging in the United States with the experiences of other nations. The course will consider issues associated with population change, income and employment, retirement, health and the family. Policy programs will be examined as well as projections of likely patterns of social change. [Offered in alternate years.] Prerequisite: 100 or permission of instructor

308 Sociology of the Body (3)

Investigation into the relationship between the material body and social processes and influences. Compares materialist, interactionist, poststructuralist and other theoretical approaches to the body. Prerequisite: 100 or permission of instructor.

320 (PS,D) Women and Men in Society (3)

Examination of the social construction of gender at the individual, interpersonal and socio-structural levels. Meanings of masculine and feminine and gender relations and corresponding responses of organizations and institutions are addressed through both women’s and men’s studies perspectives. Prerequisite: 100 or permission of instructor.

321 (D) American Race & Ethnic Relations (3)

An overview of major sociological interpretations of the nature of ethnicity and ethnic relations; socio-historical analyses of the major racial and ethnic minorities in the United States; Native American, African, Hispanic, Asian and European origin groups; an assessment of the role of race in American society; an exploration of the future significance of race and ethnicity. Prerequisite: 100 or permission of instructor.

325 (D) Social Movements (3)

An investigation into the sociology of social movements, including an overview of social movement strategies and tactics, competing theoretical traditions regarding social movement origins, growth and prospects for success, and social psychological dimensions of social movement activism. Prerequisite: 100 or permission of instructor.

329 Self and Society (3)

An introduction to the sociological study of the self, including inquiry into the relevance of philosophers and social psychologists to a distinctly sociological approach to the self, with particular attention to the symbolic interactionist tradition and the sociology of emotions.

333 (PH) Sociology of Religion (3)

An inquiry into the social structure and institutional characteristics of religion, including an examination of the relationship of religion to other structures and institutions; an analysis of the individual and social functions of religion. [Offered in alternate years.] Prerequisite: 100 or permission of instructor.

335 Citizenship (3)

A systematic inquiry to introduce the major thematic approaches to citizenship studies: inclusion, erosion, withdrawal and expansion. Exploration of the relationship between democracy and capitalism, and analysis of the significance of an emerging global human rights regime.

340 Social Theory (3)

A systematic introduction to sociological theory, focusing on the intellectual and socio-political factors that shaped the thought of classic and contemporary social theorists and on the logics and rhetorics employed by thinkers attempting to comprehend the complexities of the social world. Classic theorists treated include Marx, Durkheim, Simmel, and Weber, while among contemporary theorists Parsons, Bell, Goffman, Giddens, Bourdieu, Baudrillard and Habermas will be examined. Prerequisite: 100.

350 (Q) Survey Research Methods (3)

An investigation of social research methodology, emphasizing the survey research method. Includes the theoretic bases of survey research, study design, sampling, measurement, data analysis and research ethics. Students learn a computerized statistical package. Prerequisite: 100.

361 (PS) Crime and Society (3)

An examination of the forms, distributions and causes of criminal behavior in contemporary American society; an analysis of the criminal justice system; discussion about policies concerning issues such as the death penalty, the insanity defense, plea bargaining and gun control. Prerequisite: 100 or permission of instructor.

380 Special Topics Seminar (3)

Treatment in-depth of a topic of sociological interest not offered in the general curriculum. Topic announced for each offering. Prerequisites: 100 or permission of instructor. Students may take more than one special topics seminar.

409 Senior Inquiry: Reflection (1)

Students create a portfolio of their major papers produced in the major, including the senior research capstone project, and produce a reflective narrative that presents their views on what their choice of major might mean for their careers and/or academic futures.

419 (Q) Survey Research Methods (3)

An investigation of social research methodology, emphasizing the survey research method. Includes the theoretical bases of survey research, study design, sampling, measurement, data analysis, and research ethics. Students learn a computerized statistical package. Prerequisite: 100, 209 or permission of the instructor.

420 (I) Survey Research Practicum (3)

Students will apply principles and methods learned in 350. Students are required to complete a survey research proposal and project. Prerequisite: 350.

Social Welfare Courses (SOCW)

160 (PS) Introduction to Social Welfare and Policy (3)

Examination of social welfare as a social institution designed to address human needs and social problems. A survey of social problems, policies and services, including: child and family, elderly, physical and mental health, juvenile and criminal justice and programming directed toward poverty alleviation.

220 (PP,D) History and Philosophy of Social Welfare (3)

Historical, philosophical and sociocultural examination of U.S. social welfare as it has developed and changed into a major social institution. Emphasis on economic, ethnic-racial and gender inequalities.

340 (PS) Families: Social Welfare and Policy (3)

Focused examination of American families as affected by the institution of social welfare, including political, social and economic impacts. Federal and state policies and services that attempt to meet the needs of families and children will be addressed.

360 (PS,G) Comparative Social Welfare and Policy (3)

Comparative perspectives on social, political, economic and cultural forces shaping social welfare systems, policies that address human needs, human development and social functioning.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1-2)

Opportunities for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Prerequisite: permission of instructor, agreement on topic and schedule of appointments.

SOC-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major in sociology. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

SOC-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major in sociology. See p. 22 for more information and for other internship options.

Spanish

DAVID ARBESÚ, Assistant Professor
B.A., Oviedo; M.A., Ph.D., Massachusetts

LOUIS C. BELBY, Adjunct Professor
B.A., Marist; M.A., Ph.D., Purdue

ANA BORDERIA-GARCIA, Assistant Professor
B.A., Valencia; M.A., Ph.D., Iowa

LETÂNIA FERREIRA, Assistant Professor
B.A., Pernambuco; M.A., Georgia; Ph.D., Illinois

MICHAEL D. FINNEMANN, Adjunct Professor
B.A., Kalamazoo; M.A., Ph.D., Minnesota

ARACELI MASTERSON, Assistant Professor
B.A., Miami University; M.A., Ph.D., Arizona

JEANNETH VAZQUEZ, Associate Professor, Chair
B.A., Central del Ecuador; M.A., Ph.D., Ohio State

MAJOR IN SPANISH. 30 credits, including, 301, 305, 321 or 322, 326 or 327, 390, two courses from 330-345, and 6 credits of electives, with 3 at or above 307.

Spanish majors must take one required supporting course from the pool of courses offered by the Latin American Studies program from departments other than Spanish. This coursework may include courses taken as part of the Latin America term.

Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

MAJOR IN SPANISH FOR PROFESSIONAL USE. 30 credits, including, 301, 305, 314, 315, 321 or 322, 326 or 327, 328, one course from 330-345, and 6 credits of electives, 3 at or above 307.

Only students already accepted to a pre-professional program may apply for the Spanish for Professional Use major. This includes: Accounting, Biology, Business, Communication Sciences & Disorders, International Business and a variety of pre-health advising tracks. Contact the department with eligibility questions

Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

MAJOR FOR TEACHING SPANISH. 36 credits, including all coursework required of the major in Spanish as well as 307 and 314. See the Director of Secondary Education.

MINOR IN SPANISH. 18 credits, including 301, 305, 321 or 322, 326 or 327, one elective at 203 or above and one elective at 314 or above.

For an interdisciplinary minor related to Spanish, see Latin American Studies.

COURSES (SPAN)

101-102-103 Elementary Spanish (3+3+3)

Elements of grammar; oral practice, elementary composition and conversation.

201-202 (G)-203 (D) Intermediate Spanish (3+3+3)

Grammar review, reading, composition and conversation. Prerequisite: 103 or equivalent.

301 Spanish Composition (3)

Idiomatic forms, grammar, intensive oral and written work to develop correct pronunciation and fluency, through the study of selected authentic texts. Prerequisite: 203 or equivalent.

305 Introduction to Hispanic Literature (3)

Prepares students to read and analyze texts in Spanish. Focus is on the development of reading skills. Prerequisite: 203 or equivalent.

307 Introduction to Linguistics (3)

Descriptive and historical study of language: linguistic analysis, linguistic universals, language in its social and cultural setting, language acquisition. Prerequisite: One course from 321, 322, 326 or 327. Required for teaching major. Also English 307 and German 307.

310 Conversational Spanish (1+)

Spanish conversation designed to develop grammatical competence, vocabulary, pronunciation and fluidity of speech, aural communication and cross-cultural communication. May be repeated for up to 3 credits. Prerequisite: 203 or placement equivalent of 301.

314 Intensive Grammar (3)

Study and practice of Spanish language structure. Prerequisites: 321 or 322 and 326 or 327 or permission of instructor. Required for teaching and professional use major.

315 Spanish Phonetics and Phonology (3)

Introduces concepts of Spanish phonetics and phonology. Addresses the pronunciation of Spanish by comparing Spanish and English sound systems, including dialect variation. Required for professional use major. Prerequisites: 301 and 305.

321 (PP) Culture of Spain I (3)

Origin and development of Peninsular Spanish culture and civilization to 1700. Prerequisites: 301 and 305.

322 (PP) Culture of Spain II (3)

Origin and development of Peninsular Spanish culture and civilization 1700 to the present. Prerequisites: 301 and 305.

326 (PP,G) Spanish-American Culture and Civilization I (3)

The origin and development of Spanish-American culture and civilization from the Indigenous Period through the Colonial Period (1800s). Prerequisites: 301 and 305.

327 (PP,G) Spanish-American Culture and Civilization II (3)

The origin and development of Spanish-American culture and civilization from Independence to the present. Prerequisites: 301 and 305.

328 Professional Spanish (3)

A special purposes Spanish course allowing students to gain specific knowledge of the language in the areas of business, medicine or communication disorders. Required for professional use major. Prerequisites: 321 or 322 and 326 or 327 and permission of instructor.

330 (PL) Literature of Spain I(3)

Representative movements and works from the Medieval period through the Golden Age. Prerequisite: 321 or 322. (Offered in alternate years.)

331 (PL) Literature of Spain II (3)

Representative movements and works from 18th century to the present. Prerequisite: 321 or 322. (Offered in alternate years.)

332 (PL,G) Representative Spanish-American Literature I (3)

Representative works of Spanish-American authors from discovery through modernism. Prerequisite: 326 or 327. (Offered in alternate years.)

333 (PL) Representative Spanish-American Literature II (3)

Representative works of Spanish-American authors from modernism through the present. Prerequisite: 326 or 327. (Offered in alternate years.)

344 (PL,G) Topics in Hispanic Literature (3)

A study of the masterpieces of Latin American Literature. Prerequisite: 326 or 327. (Offered in alternate years.)

345 (PL) Topics in Spanish Literature (3)

A study of the masterpieces of Peninsular Spanish Literature. Prerequisite: 321 or 322. (Offered in alternate years.)

390 Senior Inquiry in Spanish (3)

Guided student investigation, writing and presentation of a major original research paper in Spanish. The course typically should be taken at the end of the junior year or the beginning of the senior year. Prerequisites: declared Spanish major and junior or senior standing.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

SPAN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in Spanish. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

SPAN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

Research project in Spanish language literature or civilization for departmental or divisional language majors. Prerequisite: consent of department chair.

Theatre Arts

JEFF COUSSENS, Professor, Chair
A.B., Augustana; M.F.A., Indiana

ANDY GUTSHALL, Instructor, Technical Director
B.S., Illinois State, M.F.A., Nebraska

SCOTT IRELAN, Assistant Professor
B.A., Bowling Green; Ph.D., Southern Illinois

ADAM PARBOOSINGH, Assistant Professor
B.F.A., University of Calgary; M.F.A., University of British Columbia

MAJOR IN THEATRE ARTS. 31 credits, including 141, 240, 242, 244, 301, 341, 343, 350, 450, 460; 314 or 315; one elective from the following: 314, 315, 340, 410; at least two non-credit production experiences including 245L and 345L or 445L.

MINOR IN THEATRE ARTS. 22 credits, including 141, 240, 242, 244, 350; 314 or 315, 341 or 343; one elective from the following: 301, 314, 315, 340, 341, 343, 410; at least two production experiences including 245L and 345L or 445L.

COURSES (THEA)

141 (PA) Introduction to Theatre (3)

Theatre as a collaborative, vital and multi-faceted art form that reflects and impacts culture and society. Through study of theatre practice and various dramatic texts from Ancient Greece to contemporary times, this course will examine how the written word is translated into action and images on stage.

201 Analysis and Research for Non-Majors (3)

Introduction to the practice of qualitative investigation and historiographic research, with a focus on surveying contemporary critical theories and interpretive techniques as they apply to the pre-production work of performers, directors, designers and production dramaturgs. Relevant to anyone interested in qualitative methodologies. Prerequisite: sophomore status or permission of department; 141 highly recommended. Cannot be taken if student has completed 301.

240 (PA) Acting I (3)

Introduction to the acting process through study of its basic principles and development of fundamental performance skills. Studio work includes improvisational exercises, scene study and various performance projects. Emphasis on the use of creative imagination in the context of performance.

242 Directing (3)

Introduction to the directing process through study of directing theory and applied work in script analysis and interpretation, visual composition, communication processes and production styles. Focus on translating dramatic literature from the written page to the visual language of the stage.

244 (PA) Stagecraft (3)

Introduction to the skills and vocabulary of technical theatre. Students will acquire a hands-on knowledge of the methods, principles and conventions of scenic production by way of lab and lecture periods. Basic skills and a working vocabulary in scenery and property construction, scene painting and lighting will be stressed. Lab hours to help construct the current production will reinforce terms and skills discussed in class.

301 Analysis and Research for Majors (3)

Introduction to the practice of qualitative investigation and historiographic research, with a focus on surveying contemporary critical theories and interpretive techniques as they apply to the pre-production work of performers, directors, designers, and production dramaturgs. Involves play reading and analysis, historical research, practical application, and a

portfolio and presentation of findings. Prerequisites: declared major or minor in theatre arts; 141 (or concurrent enrollment). Cannot be taken if student has completed 201.

314 (PA) Scenography (3)

Introduction to the skills and vocabulary of stage design. Studio work includes elements and principles of scenery and costume design, drawing and drafting techniques and scaled-model building. Projects explore the presentation of visual information as it relates to the collaborative art of theatre.

315 Lighting and Sound Design (3)

Hands-on study of the methods, principles and conventions of design for lighting and sound for the stage. Theory and eventual practice of these methods will allow the students to obtain a better understanding of this theatre craft. Focusing on the design communications for both lighting and sound will help express ideas with other members of the collaborative theatre team. Projects will include assisting the lighting and sound designer for the current production. (Offered in alternate years.)

340 Acting II (3)

Study of acting theory and development of advanced performance technique. Emphasis on character construction, scene study and the expressive use of the actor's instrument. Projects include the presentation of character studies, performances from classic and modern texts and various exercises in the effective use of voice and movement. (Offered in alternate years.) Prerequisite: 240.

341 (PL, G) Texts and Contexts I (3)

A historical and critical survey of dramatic literature and live performance techniques from ancient ritual through Neoclassic France, with a primary focus on dramatic theory and representative play and performance texts including those from Eastern traditions.

343 (PL, G) Texts and Contexts II (3)

A historical and critical survey of dramatic literature and live performance techniques from Charles II's return to England through the paradigm shift of Postmodernism, with a primary focus on dramatic theory and representative play and performance texts.

350 Play Production (1)

Weekly student seminar group working under faculty supervision to produce the Annual Short Play Festival. Students collaborate on every aspect of the production process, culminating in a public performance. *Theatre majors and minors should enroll during their junior year.* Prerequisite: 141.

410 Special Topics in Performance (3)

Intensive study of a specific area of performance, design, technology or dramaturgical research. May be repeated once if the topic is different. Consult department for current topic.

450 Senior Inquiry in Theatre Arts I (1)

Concentrated study in an area of theatre arts under advisement and supervision of theatre faculty. Through guided reflection and research each senior major proposes and begins to prepare a capstone project that will be an extensive and in-depth representation of the student's undergraduate experience in the department and college. Prerequisites: 301; 350; 345/345L or 445/445L; declared major in theatre arts.

460 Senior Inquiry in Theatre Arts II (2)

Continued study in selected area of theatre arts and development of a related capstone project, culminating in the documentation and public presentation or performance of the student's work. Prerequisite: 450.

Individual Studies and Internships

145, 245, 345, 445 Practical Theatre (1)

Academic credit for participation in a college theatre production as a performer, designer, stage manager, dramaturg, assistant director or technician. Each level in the sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. Levels may not be repeated when taken for academic credit.

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor.

400 Independent Study (1+)

Opportunity for independent study in theatre under a faculty member's supervision. Prerequisite: permission of instructor.

THEA-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in theatre arts. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

THEA-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

Veterinary Medicine

Advisor Darrin Good, Professor (Biology)

Although most of our students attend vet school through the traditional route (after four years of undergraduate), Augustana College is the only college with a guaranteed and early acceptance agreement with the University of Illinois College of Veterinary Medicine. Students are accepted at the beginning of their second year at Augustana and must maintain a minimum grade-point average. Our agreement is not only an early admission program, but also a 3-4 program, meaning students can enter the vet school after their third year at Augustana. After their first year of veterinary school, they return to graduate at Augustana, then finish the remaining three years of vet school (seven total years). This is not restricted to Illinois residents.

Students also may participate in clinical rotations during the school year at various veterinary clinics in the Quad-City area to obtain the clinical experience necessary for successful competition for admission into schools of veterinary medicine.

Students interested in veterinary medicine should consult with the advisor early in their first year of study to plan an appropriate schedule of studies.

Women's and Gender Studies

Coordinator Jane Simonsen, Assistant Professor (History and Women's and Gender Studies)

MAJOR IN WOMEN'S AND GENDER STUDIES. 30 credits total from women's and gender (WGST) studies, core and complementary courses, with at least 18 credits from WGST (including 201, 230, 304 and 420) and up to 3 credits from complementary courses. No more than 6 credits can be taken with the same departmental code with the exception of WGST.

MINOR IN WOMEN'S AND GENDER STUDIES. 18 credits total with 9 credits from WGST courses (3 credits must be 200-level) and 9 credits from WGST, core or complementary courses (up to 3 credits complementary). No more than 6 credits can be taken with the same departmental course code with the exception of WGST.

COURSES (WGST)

201 (PP,D) Women and Change in the United States (3)

Exploration of some of the most important issues in women's and gender studies in an American historical context, including access to education and healthcare; the nature of "women's work" and gender roles within families; the pursuit of reproductive freedom; the role of body image in defining women's and men's identities; and continuing struggles against rape and domestic violence. Special attention is paid to ways in which gender, race, class, age and sexual orientation converge to form systems of oppression.

230 (PS,G) Global Issues in Women's Studies (3)

Interdisciplinary and cross-cultural study of girls' and women's experience of family, education, work, political culture, gender and sexuality. The social, economic and legal statuses of the female are examined globally along with systems that link women around the world, such as media. The parallels and intersections of sex, race, social class and sex-ual orientation as given statuses within hierarchical societies are addressed as creators of both privilege and discrimination.

301 (PS,G) Global Masculinities (3)

A cross-cultural study of socialization of boys and men that examines how early learning prepares them for later interactions with women and other men. The examination includes analysis of the social institutions and processes that produce and reproduce definitions of masculinity within each culture. New global influences such as media and changing patterns such as migration and employment are considered as they shape meanings of masculinity.

302 (PS,D) Masculinity in America (3)

Exploration of the various meanings of masculinity as affected by cultural, historical and contemporary forces in post-modern society. Gender is viewed as one of life's chief organizing principles, shaping identities, interactions and institutions in such areas as work, education, health and family. Life experiences and opportunity structures of dominant and non-dominant groups of boys and men are examined.

303 (PH,D) Gender and Sexuality (3)

An interdisciplinary approach to gender and sexuality as social constructions, attempting to identify and critique ways in which ideologies of gender and sexuality are circulated in culture. Includes a substantial reflective component.

304 (PH,D) Feminist Theory (3)

A focus on classic and current feminist theory in a number of disciplinary fields. In addition to theory, the course examines the process of theorizing, and how this practice is itself gendered, political, and affected by cultural and historical conditions. Prerequisite: Any WGST course except 420 or permission of instructor.

320 (PL,D) Life Writing (3)

Selected autobiographies and biographies by women examined as artistic expression and historical resource. Readings include the lives of subjects from various fields, with discussion of narrative strategies and ethical choices of the authors. Students undertake research projects in biographical writing.

380 Special Topics in Women's and Gender Studies (3+)

Investigation into selected topics about women and women's or gender issues. Offered in alternate years. May be repeated for credit with permission of the instructor. General education suffix varies according to topic.

420 Seminar in Women's and Gender Studies (3)

Students will pursue feminist research and writing in the disciplinary field of their choice. All majors will create senior inquiry papers or projects that both research and apply women's and gender studies scholarship. The final entries to and reflections on student major portfolios will be completed.

Core Courses

Classics 230 (PP,D) Women in Classical Antiquity (3)

English 315 Literature for Learning Communities: Women Writers at Work (3)

English 337 Women Writers and Feminist Theory (3)

History 341 (PP) Women in Europe Since 1800 (3)

History 342 (PP,D) Women in the U.S., 1800-Present (3)

Political Science 355 (PS,D) Women and Politics (3)

Religion 392 Women in Religion (3)

Sociology 200 (PS,D) Marriage and the Family (3)

Sociology 305 (D) Social Gerontology (3)

Sociology 308 Sociology of the Body (3)

Sociology 320 (PS,D) Women and Men in Society (3)

Complementary Courses

Communication 210* (PS,D) Communication and Social Relationships (3)

English 332 (PL) Adolescent Literature

English 356 The Developing English Novel

Psychology 332 Individual Differences (3)

Social Welfare 220 (PP,D) History and Philosophy of Social Welfare (3)

Women's and Gender Studies 199, 299, 399, 499 Directed Study (1+)

Women's and Gender Studies 389 Internship Analysis (1+)

Women's and Gender Studies 400 independent study (1+)

World Literature 326* Topics in French Literature (3)

*Students should consult annually with their WGST advisors regarding when sections of these courses are applicable to the minor.

Internships

WGST-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in women's and gender studies. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

WGST-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

World Literature

Literature is read in translation. Language students may read original texts, but classes are intended primarily for non-foreign language majors.

COURSES (WLIT)

212 (PL) Greek Mythology (3)

A survey of the major Greek myths and dominant approaches to understanding them. The myths are read primarily within the context of classical tragedy, epic and lyric poetry. Class discussion treats their function in literature and the historical, psychoanalytic and structural views of myth as a mode of thought.

214 Classical Lyric Poetry (3)

A survey of classical Greek and Roman lyric poetry. Readings include Sappho, Pindar, Catullus, Horace, Ovid and Propertius. Precludes taking other courses in the Classical Lyric group. See Classics.

215 Classical Scandinavian Literature (3)

Shorter works from Scandinavia in English translation, drawn primarily from the 18th and 19th centuries. Authors vary, but may include Holberg, Bellman, H.C. Andersen, J.P. Jacobsen and Knut Hamsun. Periods covered will include the Enlightenment, romanticism, realism, naturalism, neo-romanticism and nationalism. Scandinavian majors will engage on some level with the original texts. Also Scandinavian 315.

216 Literature of the Cosmopolis (3)

Readings emblematic of the lively interplay of moral change, literary form and cultural confrontation in the Hellenistic era. Included: comedy by Menander, the romantic novel Daphnis and Chloe and the Satyricon of Petronius. Precludes taking other courses in the Literature of the Cosmopolis group. See Classics.

218 The Art of Persuasion (3)

The theory and the practice of classical Greek and Roman rhetoric. Readings include Thucydides, Plato, Aristotle and Cicero. Precludes taking other courses in the Art of Persuasion group. See Classics.

219 (PL) Hispanic Literature in Translation (3)

Thematically based study of Hispanic literary works read in translation. Topic varies. May be repeated for credit with permission of instructor.

219 Medieval Latin Literature (3)

Poetry and prose of the Latin Middle Ages. Precludes taking other courses in the Medieval Latin Literature group. See Classics.

222 (PL) The Art of History (3)

Herodotus on exotic peoples, divine justice and the destined conflict of East and West; Thucydides on nations and human nature; Livy on national myth; Tacitus on the making and breaking of empire--the range of how classical historians made sense of human events. See Classics.

224 (PL) Classical Tragedy (3)

Readings in Aeschylus, Sophocles, Euripides and Seneca. See Classics.

226 (PL) Classical Laughter (3)

Reading of Greek and Roman comic plays and Roman satire. See Classics.

228 (PL) Classical Epic (3)

Readings from Homer's *Iliad* and *Odyssey*, and from Vergil's *Aeneid*. See Classics.

235 History and Technique of the Film (3)

The elements of motion picture art from the early silent days to the present. Includes lecture, film viewing, discussion and assigned readings.

251 (PL) Readings in Western European Literature (3)

A study of several major texts of Western European literature, read in English, with attention to their importance as both works of art and documents in cultural history.

310/311 Topics in World Literature (3)**311A Kierkegaard as Writer & Artist****311B Topics in World Literature: Latin America****311C Western Literature: Romance & Realism****311D Literature & Landscape****311E Contemporary African Literature**

Study of a genre, author, phase of literary history, or school of writers from a given nation or region. May be offered as a course on an Augustana international term, or on campus in response to student interest. Normally, a more specific title will indicate the topic, along with learning perspectives or suffixes as approved by faculty governance.

315 Modern and Contemporary Scandinavian Literature (3)

Works by 20th- and 21st-century Scandinavian authors in English translation. Novels, short stories, drama and poetry by authors such as Lagerkvist, Gustafsson, Sodergran, Taube and Mankell, and/or representative works from such genres as immigration literature and crime fiction. Scandinavian majors will engage on some level with the original texts.

317 (PL) Topics in German Literature (3)

Readings in a literary period, a genre, a movement, or on an individual author. Designed as a first college literature course with introductory instruction on narrative voice, genre and method. The focus will vary, depending on instructor. May be repeated for credit with permission of instructor. Also German 317.

325 (PA) German Cinema (3)

Examines major developments in German cinema in the 20th century. Students will get an overview of important films, movements and directors in the history of German film. Also German 325.

326 (PL) Topics in French Literature (3)

Thematically organized selection of French and/or Francophone literary works read in translation. Topic varies. May be repeated for credit with permission of instructor.

327 (PL) Francophone Literature (3)

Study in translation of literary works originally written in French and dealing with the experience of the Francophone people and cultures (including Africa, Canada, the Caribbean Islands and Indochina).

341 The Screenplays of Ingmar Bergman (3)

Ten representative Bergman screenplays from the 1950s (*Sawdust and Tinsel*, *The Seventh Seal*) to the 1980s (*Fanny and Alexander*). Mandatory two-hour laboratory (screenings) weekly. This is not primarily a film course; the screenplays will be closely analyzed as works of literature. Also Scandinavian 341.

344 The Dramas of Ibsen and Strindberg (3)

Representative plays, from *Peer Gynt* to *The Great Highway*, by the two greatest dramatists Scandinavia has ever produced. Also Scandinavian 344.

344 (PL, G) Japanese Masterpieces in Translation (3)

This course will provide a broad overview of Japanese literary history, covering the major genres to include poetry, tales, diaries, autobiographical writings, drama, and novels. Our

readings in translation will include major masterpieces from different time periods. While reading the selected works, we will discuss the historical and socio-cultural backgrounds in which the works were created as well as the cultural and social values reflected in the works. In this course, students will cultivate a familiarity and appreciation of literature that has developed outside the Western tradition, specifically that of Japan, and be encouraged to think critically about the locality and universality of literary expression.

Individual Studies**199, 299, 399, 499 Directed Study (1+)**

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.



Appendices

Board of Trustees

(As of July 1, 2011)

Mr. Kenneth L. Abrams, Westwood, Massachusetts
Dr. Paula Y. Arnett, Rock Island, Illinois
Mr. Steven C. Bahls, Rock Island, Illinois
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Dr. Peter L. Benson, Minneapolis, Minnesota
Mr. Kim M. Brunner, Bloomington, Illinois
Mr. Dean O. Christensen, Dublin, Ohio
Mr. Christopher Coulter, Peoria, Illinois
Mr. Dale F. Eck, Bolton, Massachusetts
The Reverend Hector Garfias-Toledo, Chicago, Illinois
Mr. Murry S. Gerber, Pittsburgh, Pennsylvania
Mr. Richard C. Godfrey, Chicago, Illinois
The Reverend Thomas Grevlos, Naperville, Illinois
Dr. Paul F. Guehler, St. Paul, Minnesota
The Reverend Donald Hallberg, Itasca, Illinois
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The Reverend Dr. Gary M. Wollersheim, Rockford, Illinois

Faculty

(As of May 26, 2011. The first year given is the year of initial appointment. The second year is the year of appointment to the current position or rank.)

Allen, Lisa J. Assistant Professor of Communication Studies (2008, 2008)
Al-wazedi, Umme. Assistant Professor of English (2008, 2008)
Arbesú, David. Assistant Professor of Spanish (2009, 2009)
Archer, Max O. Visiting Instructor of Communication Studies (2008, 2008)
Baldwin, Gail. Part-time Instructor of Music (1988, 1988)
Ballman, Richard J., Jr. Part-time Professor of Economics (1972, 2009)
Bancks, Jacob D. Instructor of Music (2011, 2011)
Banks-Gunzenhauser, Monica. Adjunct Instructor of Spanish (1997, 2007)
Barclay, Martin. Part-time Instructor of Music (2006, 2006)
Baugous, Amanda M. Associate Professor of Business Administration (2004, 2010)
Bawden, Susan. Part-time Instructor of Music (1990, 1990)
Beck, Allison L. Visiting Assistant Professor of Biology (2006, 2011)
Beinborn, Mark. Assistant Women's Basketball Coach and Instructor of Physical Education (2008, 2008)
Belby, Louis C. Part-time Professor of Spanish (1979, 2009)
Bengtson, Thomas E. Professor of Mathematics and Earl H. Beling Chair in Mathematics (1988, 2002)
Bertsche, Allen Parker-Suarez. Professor of Spanish (1996, 2010)
Biggin, Mary Ellen. Associate Professor of Chemistry (2001, 2008)
Birondo, Noell. Visiting Assistant Professor of Philosophy (2010, 2010)
Bloser, Timothy P. Assistant Professor of Philosophy (2007, 2007)
Bluemle, Stefanie. Reference Librarian and Instructor (2008, 2008)
Boaden, Lucille Ann. Adjunct Associate Professor of English (1970, 1996)
Bonzon, Roman P. Professor of Philosophy (1989, 2005)
Borderia-Garcia, Ana M. Assistant Professor of Spanish (2006, 2007)
Bracke, Deborah J. Assistant Professor of Education (1991, 2009)
Brown, Thomas. Adjunct Professor of History (1972, 2011)
Brunkan, William. Adjunct Instructor of Business Administration (2006, 2007)
Burgmeier, Sally B. Lab Instructor of Chemistry (1997, 1997)

Burnham, Jennifer L. Assistant Professor of Geography (2006, 2006)
Byrd, Dorian Williams. Part-time Instructor of Physical Education (1983, 1983)
Calder, Lendol G. Professor of History (1996, 2009)
Campos-Holland, Ana. Adjunct Instructor in Sociology (2010, 2011)
Carkner, Lee. Associate Professor of Physics and Astronomy (1999, 2006)
Casto, Andrew. Part-time Assistant Professor of Art (2010, 2011)
Chang, Hua-Mei. Adjunct Instructor of Chinese (2010, 2011)
Christoffel, Kurt M. Professor of Chemistry (1985, 2001)
Clauss, Jon M. Professor of Mathematics (1993, 2009)
Cleveland, Todd C. Assistant Professor of History (2008, 2009)
Coker, William. Part-time Instructor of Reading/Writing Center (1997, 2009)
Colmenares, America. Adjunct Instructor of Spanish (2006, 2006)
Conway, Daniel G. Associate Professor of Business Administration (2008, 2008)
Cook, Rebecca. Part-time Instructor of Biology and Coordinator of IRIS program (2010-,2010)
Corts, Daniel P. Associate Professor of Psychology (2000, 2006)
Coussens, Jeffrey L. Director and Professor of Theatre (1987, 2009)
Crawford, Patrick A. Assistant Professor of Chemistry (2006, 2006)
Crenshaw, Shirley A. Fellowship in Chemistry (2011, 2011)
Croll, Paul R. Assistant Professor of Sociology (2008, 2008)
Crossley, Roger P.A. Part-time Professor of French (1976, 2009)
Crowe, David W. Professor of English (1989, 2007)
Culver, Daniel H. Professor of Music, Henry Veld Professor of Music, Director of Orchestral Activities (1974, 1993)
Cushman, Robert J. Head Football Coach and Instructor of Physical Education (2007, 2010)
Dakin, Deborah. Adjunct Assistant Professor of Music (1989, 2003)
Daniels, Kelly R. Assistant Professor of English (2007, 2007)
Davis, Traci L. Part-time Instructor of Psychology (2007, 2007)
Day, Kirsten. Assistant Professor of Classics (2007, 2008)
Darr, Benjamin. Fellowship in Political Science (2011, 2011)
Dehnel, David M. Professor of Political Science (1987, 2003)
Delaney, John S. Associate Professor of Accounting (2003, 2009)
DeWit, David G. Professor of Chemistry (1971, 1988)
DeWit, Dortha. Part-time Instructor of Music (1978, 2000)
Dolar, Burak. Assistant Professor of Business Administration (2008, 2008)
Domski, Gregory J. Assistant Professor of Chemistry (2008, 2008)
Douglas, Kristin R. Associate Professor of Biology (2003, 2009)
Dreier, James H. Part-time Instructor of Music (2009, 2009)
Druger, Pamela J. Professor of Accounting (1987, 2003)
Dungan, Dona M. Professor of Computer Science (1979, 1997)

Dyer, James S. Visiting Instructor of Communication Studies (2009, 2009)
Dyer, Joshua M. Visiting Assistant Professor of Physics (2010, 2010)
Dyer, Kimberly A. Fellowship in Mathematics and Computer Science (2011, 2011)
Dziadyk, Bohdan. Director of College Field Stations and Professor of Biology (1980, 1996)
Earel, Anne M. Reference Librarian, Instructor (2006, 2006)
Eckdahl, Howard. Artist in Residence of Music (2011, 2011)
Egan, Michael C. Assistant Professor of Education (2008, 2008)
Ehrlich, Janina A. Professor of Music (1979, 2009)
Elfline, Robert P. Assistant Professor of Music (2007, 2009)
Ellis, David L. Associate Professor of History (2001, 2007)
Ellis, Margaret. Instructor of Music and Physical Education and Administrative Assistant (1995, 1998)
Endress, Bobbi J. Instructor of Physical Education and Head Women's Basketball (2006, 2006)
Erickson, Don L. Part-time Professor of English (1965, 2009)
Ericson, Ann E. Associate Professor of Business Administration (1987, 2004)
Faulkner, Robert. Visiting Instructor of Accounting (2006, 2010)
Fenwick, Shirlee A. Professor of Psychology (1979, 2002)
Ferreira, Letania. Assistant Professor of Spanish (2008, 2008)
Finley, Janene R. Assistant Professor of Accounting (2007, 2007)
Finnemann, Michael D. Part-time Professor of Spanish (1990, 2009)
Frank, Nathan H. Assistant Professor of Physics (2009, 2009)
Fuhr, Stephanie M. Lab Coordinator and Instructor of Biology (2008, 2008)
Geedey, C. Kevin. Professor of Biology (1996, 2009)
Gehler, Scott. Assistant Professor of Biology (2011, 2011)
Ghinazzi, Constance D. Reference Librarian and Assistant Professor (2001, 2009)
Gillette, Meg. Assistant Professor of English (2006, 2007)
Giovanine, Grey. Instructor of Physical Education, Head Men's Basketball Coach and Head Men's Golf Coach (1999, 1999)
Goebel, Catherine C. Professor of Art History and Paul A. Anderson Chair in the Arts (1983, 2003)
Good, Darrin S. Professor of Biology (1995, 2009)
Greene, Laura E. Professor of English (1996, 2010)
Greim, Barbara D. Adjunct Professor of German (2007, 2011)
Grismore, Steven D. Part-time Instructor of Music (1994, 2007)
Gunji, Naoko. Assistant Professor of Art History (2008, 2008)
Hager, Stephen. Associate Professor of Biology (1998, 2005)
Hall, Randall. Associate Professor of Music (2005, 2011)
Hamerlinck, Shawn A. Part-time Instructor of Sociology, Anthropology and Social Welfare (2007, 2007)
Hammer, William R. Professor of Geology and Fritiof Fryxell Chair in Geology (1981, 1995)
Hanson, Catherine. Adjunct Instructor of Education and English (1991, 1995)
Harb, Sana. Fellowship in Business Administration (2010, 2010)

Hare, Donna M. Part-time Assistant Professor of Communication Studies (2008, 2011)

Harrington, Ian A. Associate Professor of Psychology (2005, 2005)

Hartman, Laura M. Assistant Professor of Religion (2008, 2008)

Haskill, Allison M. Associate Professor of Communication Sciences and Disorders (2002, 2009)

Hay, Ellen. Professor of Communication Studies (1989, 1996)

Heine, Reuben A. Associate Professor of Geography (2005, 2011)

Heine, Sallie. Part-time Instructor of Geography (2010, 2010)

Heller, Chris. Part-time Instructor of Accounting (2006, 2006)

Hengst, H. Randall II. Professor of Education (1993, 2009)

Hester, Janelle. Head Women's Volleyball Coach and Instructor of Physical Education (2007, 2007)

Hildreth, John W. Professor of Music (1970, 1995)

Hill, David K. Professor of Philosophy (1979, 1992)

Hill, Deborah Reed. Part-time Associate Professor of Sociology (2006, 2011)

Hilton-Morrow, Wendy S. Associate Professor of Communication Studies (1999, 2010)

Hooker, Mischa. Adjunct Assistant Professor of Classics (2008, 2011)

Horowitz, Sarah. Special Collections Librarian and Instructor (2007, 2007)

Horrell, Jennifer A. Visiting Instructor of Scandinavian Studies (2007, 2008)

Hough, Carolyn A. Assistant Professor of Sociology, Anthropology, and Social Welfare (2006, 2007)

Hurty, Jon. Professor of Music and Director of Choral Activities (1996, 2006)

Hurty, Sonja. Adjunct Instructor of Music (1996, 1996)

Hyser, Charles P. Professor of Education (1990, 2006)

Irelan, Scott R. Assistant Professor of Theatre Arts (2007, 2007)

Jaeschke, Frederick G. III. Associate Professor of Music (2002, 2007)

Jakielski, Kathy J. Professor of Communication Sciences and Disorders (1998, 2010)

Jensen, Dell W. Associate Professor of Chemistry (2002, 2008)

Jessee, Thomas B. Instructor of Physical Education, Director of Carver Center and Assistant Men's Basketball Coach (1996, 1997)

Johnson, Ruth Ann. Professor of Psychology (1986, 2008)

Johnson, Virginia K.S. Instructor of English and Director of Reading/Writing Center (1984, 1994)

Joseph, Brenton. Head Men's Soccer Coach and Instructor of Physical Education (2007, 2007)

Juergens, Eric. Head Wrestling Coach and Instructor of Physical Education (2007, 2007)

Kalas, Taddy R. Professor of French (1990, 2007)

Katz, Brian P. Assistant Professor of Mathematics (2009, 2009)

Kaul, Adam R. Associate Professor of Sociology, Anthropology, and Social Welfare (2007, 2011)

Keehn, Samantha. Artist in Residence of Music (2010, 2010)

Keessen, Jan. Professor of English (1991, 2008)

Kessinger, Lee M. Part-time Instructor of Music (2007, 2007)

Kilbride, Mary J. Adjunct Instructor of Mathematics and Computer Science (1983, 1985)

Kistler, Kristina V. Instructor of Physical Education and Head Softball Coach (1999, 1999)

Kivisto, Peter J. Professor of Sociology, Richard Swanson Professor of Social Thought (1982, 1997)

Klien, Stephen A. Associate Professor of Communication Studies (2001, 2006)

Kolp, John. Part-time Associate Professor of History (2005, 2011)

Koontz, Jason A. Associate Professor of Biology (2004, 2010)

Kramer, Emil A. Associate Professor of Classics (2002, 2007)

Lambrecht, Cynthia. Part-time Instructor of Music (1989, 1989)

Lambrecht, James M. Professor of Music and Director of Bands (1988, 2008)

Lederman, Gillian. Adjunct Instructor of French (2008, 2010)

Lee, Daniel E. Professor of Religion (1974, 1991)

Leech, Brian. Adjunct Assistant Professor of History and Liberal Studies (2008, 2011)

Lewellan, Paul. Adjunct Instructor of Business Administration, English and Speech Communication (2002, 2002)

Lindmark, Jeff. Instructor of Physical Education and Assistant Football Coach (2005, 2005)

Lonergan, Janis A. Professor of Business Administration and Frank Strohkarck Professor of Business and Economics (1976, 1994)

Ma, Jen-mei. Professor of Chinese (1993, 2006)

Mack, Joni. Part-time Clinical Instructor of Communication Sciences and Disorders (1998, 1998)

Magalhães, Mariano J. Associate Professor of Political Science (2003, 2003)

Mahaffey, Charles G. Professor of Geography (1977, 1994)

Mahn, Jason A. Assistant Professor of Religion (2007, 2007)

Makula, Amanda R. Part-time Reference Librarian (2004, 2004)

Marklevits, Farah. Fellowship in English (2007, 2010)

Markward, David C. Part-time Assistant Professor of Education (2010, 2010)

Marmé, Christopher B. Professor of Economics and Business Administration (1988, 2009)

Marmé, Mamata. Part-time Instructor and Advising Coordinator of Business Administration and Economics (1988, 2008)

Mason, Kelvin. Associate Professor of Art (2010, 2010)

Masterson, Araceli. Assistant Professor of Spanish (2009, 2009)

Mayer, Thomas F. Professor of History (1985, 2001)

McCallum, Lawrence W. Part-time Professor of Psychology (1971, 2009)

McChesney, Timothy L. Instructor of Physical Education and Assistant Baseball Coach (2004, 2004)

McDowell, Joseph D. Professor of English (1991, 2008)

McDowell, Sarah. Adjunct Instructor of English (1998, 2003)

Mejia, Scott M. Instructor of Physical Education and Head Men's and Women's Soccer Coach (2001, 2001)

Melaas-Swanson, Barbara. Part-time Assistant Professor of Religion (2002, 2011)

Miller, Todd M. Visiting Assistant Professor of Chemistry (1998, 2006)

Moline, Norman T. Professor of Geography and Edward Hamming Chair in Geography (1968, 1985)

Montover, Nathan J. Adjunct Assistant Professor of Religion and Liberal Studies (2004, 2011)

Moreno, Samuel P. Part-time Assistant Professor of Psychology (1981, 1981)

Morrow, Carroll W., Jr. Professor of Mathematics and Computer Science (1976, 1992)

Morse, Margaret A. Assistant Professor of Art History (2007, 2008)

Mortenson, Christian. Adjunct Assistant Professor of Art (2010, 2011)

Moslener, Sara. Part-time Assistant Professor of Liberal Studies and Women's and Gender Studies (2009, 2011)

Mueller, Diane C. Adjunct Instructor of Mathematics and Computer Science (1995, 1997)

Muir, Timothy J. Assistant Professor of Biology (2009, 2009)

Mull, Melinda S. Assistant Professor of Psychology (2005, 2009)

Murphy, Kelly. Fellowship in Religion (2011, 2011)

Murphy, Kimberly A. Assistant Professor of Biology (2011, 2011)

Nabhan-Warren, Kristy. Associate Professor of Religion (2002, 2008)

Nagase, Mari. Assistant Professor of Asian Studies (2009, 2009)

Narske, Richard M. Professor of Chemistry (1979, 1990)

Neil, Mary. Professor of Music (1987, 2005)

Nelson, Jamie. Special Collections Librarian and Assistant Professor (2000, 2009)

Norling, Dennis. Part-time Assistant Professor of Business Administration (2005, 2011)

Normoyle, Angela H. Part-time Assistant Professor of Communication Studies (2001, 2011)

Novotorova, Nadezhda K. Assistant Professor of Business Administration (2008, 2008)

Nyman, Peter W. Part-time Instructor of Education (2005, 2005)

Oliver, Tony. Adjunct Assistant Professor of Music (2006, 2011)

Olsen, Paul V. Professor of English and Head Men's Track and Cross Country Coach (1966, 1993)

Ott, Joseph A. Adjunct Instructor of Music (2007, 2007)

Palmer, Gary W. Part-time Instructor of Music (2005, 2005)

Parboosingh, Adam. Assistant Professor of Theatre (2008, 2008)

Parvin, Douglas. Assistant Professor of Philosophy (2008, 2009)

Perreau, Ann. Instructor of Communication Sciences and Disorders (2011, 2011)

Peters, Jason R. Professor of English and the Dorothy J. Parkander Endowed Chair in Literature (1996, 2010)

Petersen, Karen. Part-time Instructor and Director of Business Administration Internships (1989, 1993)

Pfautz, John S. Professor of Music (1987, 2005)

Pitz, Arthur. Adjunct Professor of History (2005, 2011)

Pobanz, Randy. Part-time Instructor of Music (1985, 1985)

Poust, Renee A. Part-time Instructor of Communication Sciences and Disorders (1991, 1991)

Quinn, Megan E. Professor of Art (1980, 1998)

Ramaswamy, Karthik. Visiting Assistant Professor in Biology (2008, 2011)

Ratti, Alejandra. Visiting Assistant Professor in Biology (2010, 2011)

Rayapati, Sangeetha. Associate Professor of Music (2001, 2008)

Reade, Kyle. Assistant Football Coach and Assistant Director of Facilities and Instructor of Physical Education (2007, 2007)

Reynolds, Jill. Part-time Instructor of Communication Sciences and Disorders (2007, 2007)

Richardson, Deanna M. Part-time Instructor of Physical Education (1989, 1989)

Rittgers, Rochel. Assistant Professor of Physical Education and Coordinator of Intercollegiate Athletic Training (1985, 1992)

Rodman, Stacey. Associate Professor of Mathematics and Computer Science (1995, 2004)

Rogal, Margaret. Reference Librarian and Assistant Professor (2002, 2009)

Rogers, Bruce. Fellowship in Mathematics and Computer Science (2011, 2011)

Rose, Jayne A. Professor of Psychology (1987, 2003)

Roseman, Barbara A. Part-time Instructor of Communication Sciences and Disorders (1970, 2009)

Salgado, Nirmala S. Professor of Religion (1993, 2009)

Schmelzer, Samanta. Adjunct Instructor of Spanish (2005, 2005)

Schmidt, Charles J. Visiting Instructor of Music (2009, 2009)

Schmulbach, Thomas. Assistant Professor of Physical Education and Assistant Football Coach (1982, 2000)

Schroeder, Michael W. Professor of Education (1995, 2009)

Schultz, Jessica M. Instructor of Psychology (2009, 2011)

Schusheim-Anderson, Rowen. Professor of Art (1982, 2001)

Schwaegler, Susan. Part-time Instructor of Music (1998, 1998)

Schwartz, Nadia. Part-time Instructor of Accounting (2006, 2007)

Scott, Larry E. Professor of Scandinavian (1981, 1993)

Scott, Lori R. Professor of Biology (1989, 2006)

Seidlitz, Lisa. Assistant Professor of German (2003, 2003)

Shea, Patricia A. Assistant Professor of Education (2005, 2005)

Shileny, Arnold. Part-time Instructor of Education (2007, 2007)

Short, Joanna S. Associate Professor of Economics (2001, 2006)

Simonsen, Jane E. Associate Professor of History (2006, 2010)

Skorepa, Thomas A. Part-time Assistant Professor of Business Administration (1982, 2011)

Skrainka, Sarah. Assistant Professor of French (2008, 2008)

Smith, Anna. Assistant Athletic Trainer and Instructor of Physical Education (2007, 2007)

Smith, Corrine. Adjunct Assistant Professor of Art (2005, 2011)

Smith, Marsha Y. Professor of Sociology (1982, 2001)

Snowball, W. David. Professor of Communication Studies (1984, 2002)

Sommer, Vicki L. Professor of Sociology, Anthropology and Social Welfare (1973, 2001)

Standley, Ronald L. Part-time Instructor of Physical Education and Head Women’s Golf Coach (1987, 1987)

Steadman, Keva. Assistant Professor of Economics (2011, 2011)

Stewart, Eric C. Assistant Professor of Religion (2009, 2009)

Stinson, Rebecca. Fellowship in Psychology (2011, 2011)

Stodd, Janet. Part-time Instructor of Music (1977, 1977)

Stone, Susan E. Professor of Music (1986, 2004)

Stough, Shara D. Assistant Professor of Psychology (2011, 2011)

Storl, Heidi. Professor of Philosophy (1989, 2005)

Strand, Adam. Instructor of Physical Education and Head Men’s and Women’s Tennis Coach and Assistant in Sports Information (2005, 2005)

Strasser, Jeffrey C. Professor of Geology (1996, 2010)

Swatos, William H., Jr. Part-time Assistant Professor of Sociology, Anthropology and Social Welfare (1983, 2011)

Symons, Van J. Professor of History (1978, 1991)

Tallitsch, Robert B. Professor of Biology (1975, 1992)

Tapis, Gregory. Assistant Professor of Business Administration (2011, 2011)

Tatro, Mary S. Technical Services Librarian and Assistant Professor (2001, 2009)

Tawiah-Boateng, John. Associate Professor of English (2002, 2002)

Tendall, Rosita A. Assistant Professor of Music (2007, 2009)

Todd, Molly. Assistant Professor of History (2007, 2007)

Tracy, Carla B. Director of the Library and Assistant Professor (1994, 2009)

Trotter, Pamela J. Associate Professor of Chemistry (2001, 2006)

Turnipseed, Christine. Part-time Instructor of Education (2010, 2010)

van Howe, James. Assistant Professor of Physics (2007, 2007)

VanSandt, Craig V. Associate Professor of Business Administration (2000, 2007)

Varallo, Sharon M. Associate Professor of Speech Communication and Violet M. Jaeke Chair of Family Life (1998, 2010)

Vázquez, Jeanneth. Associate Professor of Spanish (1991, 2004)

Vincent, Mark A. Professor of Psychology (1996, 2009)

Vivian, Kim. Professor of German (1989, 2005)

Vogel, Cecilia J. Professor of Physics (1992, 2009)

Vollrath, Chad. Fellowship in Communication Studies (2011, 2011)

Wallace, Gregory D. Instructor of Physical Education and Head Baseball Coach (1994, 1994)

Warren, Stephen. Associate Professor of History (2002, 2009)

Wee, Rebecca L. Professor of English (1994, 2010)

Wegman-Geedey, Dara L. Professor of Biology (1995, 2009)

Weissburg, Paul. Assistant Professor of Political Science (2008, 2009)

Whiteside, Frederick. Instructor of Physical Education and Head Women’s Track and Cross Country Coach (1975, 1975)

Whitt, Christopher M. Assistant Professor of Political Science (2007, 2009)

Williams, Ritva H. Associate Professor of Religion (1998, 2005)

Wolf, Michael B. Professor of Geology (1995, 2009)

Xiao, Peter Tong. Professor of Art (1989, 2007)

Yoder, Denise L. Instructor of Physical Education and Assistant Athletic Trainer (1997, 1997)

Youngberg, Karin L. Professor of English and Conrad Bergendoff Professor of Humanities (1967, 1979)

Zapolski, Michael. Director of Athletics (2008)

Zargar, Cyrus A. Assistant Professor of Religion (2008, 2009)

Zemek, Michael. Assistant Professor of Music (2004, 2006)

Zhang, Sylvia Xiaowen. Assistant Professor of Political Science (2008, 2008)

Zhou, Lina. Associate Professor of Business Administration (2005, 2011)

Professors Emeriti

(Dates denote service at Augustana)

Thomas Banks, B.A., M.A., Ph.D., Professor Emeritus of Classics, 1974-2007

Peter T. Beckman, A.B., B.D., M.A., Ph.D., Professor Emeritus of Religion, 1960-90

Louis C. Belby, B.A., M.A., Ph.D., Professor Emeritus of Spanish, 1979-2010

M. Jane Borelli, A.B., M.A., Ph.D., Professor Emerita of Classics, 1984-2002

Betsey Brodahl, A.B., M.A., Professor Emerita of History, 1947-87

Thomas A. Brown, B.A., M.A., Ph.D., Professor Emeritus of History, 1972-2006

John C. Caldwell, B.A., M.A., M.S., Professor Emeritus of History, 1974-1992

William B. Conway, B.A., M.A., Ph.D., Professor Emeritus of Economics, 1970-99

Roger P.A. Crossley, B.A., M.A., Ph.D., Professor Emeritus of French, 1976-2010

Donald C. Davis, A.B., M.A., Ph.D., Professor Emeritus of Speech Communication, 1950-88

John Thomas Donnelly, B.B.A., M.A., Ph.D., Professor Emeritus of Business Administration, 1976-2000

Morton A. Eliason, B.A., Ph.D., Professor Emeritus of Chemistry, 1958-94

Don L. Erickson, B.A., M.A., Ph.D., Professor Emeritus of English, 1971-2010

Jesse G. Evans, A.B., B.S., M.A., Ph.D., Professor Emeritus of Music, 1983-89

John R. Farwell, B.S., M.A., Professor Emeritus of Physical Education, 1969-99

Myron J. Fogde, B.A., B.D., M.A., Ph.D., Professor Emeritus of Religion, 1964-99

Robert C. Frank, B.A., M.A., Ph.D., Professor Emeritus of Physics, 1964-92

Martha T. Harris, M.A.L.S., Professor Emerita, Reference Librarian, 1974-89

Tom Robin Harris, B.M., M.M., D.M., Professor Emeritus of Music, 1968-2007

Marilyn J. Hoover, B.A., M.A., Ph.D., Professor Emerita of Biology, 1974-95

John W. Hullett, B.A., M.A., Dean of Enrollment Management Emeritus, 1965-2004

Dale S. Huse, B.A., M.A., Professor Emeritus of English, 1965-94

Nancy Huse, B.A., M.A., Ph.D., Professor Emerita of English, 1972-2006

Karin L. Johnson, A.B., M.A., Professor Emerita of Communication Sciences and Disorders, 1969-2002

Kenneth W. Johnson, B.A., M.Div., M.A., Ph.D., Professor Emeritus of Psychology, 1968-86

Robert L. Johnson, A.B., M.A., Ph.D., Professor Emeritus of Mathematics, 1968-2002

Mary Em Kirn, B.A., M.A., Ph.D., Professor Emerita of Art History, 1977-2004

Stan Kittleson, B.A., M.S., Ph.D., Professor Emeritus of Physical Education, 1972-99

Sonja Knudsen, B.A., M.A, Professor Emerita of German, 1969-2003

Arnold G. Levin, B.A., B.D., Th.M., Th.D., Professor Emeritus of Religion, 1966-98

Eddie L. Mabry, B.A., M.Div., Ph.D., Professor Emeritus of Religion, 1990-2002

Marjorie L. Mason, M.A.L.S., Professor Emerita, Librarian, Head of Public Services, 1977-91

Lawrence W. McCallum, B.S., M.S., Ph.D., Professor Emeritus of Psychology, 1971-2011

Bruce R. McCart, B.A., M.S., Ph.D., Professor Emeritus of Physics, 1965-2004

Donald E. Morrison, B.M., M.S.M., Professor Emeritus of Music, 1966-93

Ben D. Nefzger, B.S., M.A., Ph.D., Professor Emeritus of Sociology, 1973-02

Douglas L. Nelson, A.B., Ph.D., Professor Emeritus of Mathematics, 1971-2011

Disnarda Norniella, B.A., M.A., Ph.D., Professor Emerita of Spanish, 1968-89

Dorothy J. Parkander, A.B., M.A., Ph.D., Professor Emerita of English, 1946-96

Ross E. Paulson, B.A., M.A., Ph.D., Professor Emeritus of History, 1962-95

Donald W. Peterson, A.B., M.S., Ph.D., Professor Emeritus of Education, 1957-93

Ralph M. Radloff, B.S., B.D., S.T.M., Ph.D., Professor Emeritus of Religion, 1968-93

Margery R. Ratcliff, B.S., M.A.Ed., Professor Emerita of Education, 1964-90

Richard E. Reed, B.S., M.B.A., C.P.A., Professor Emeritus of Accounting, 1972-2001

David R. Renneke, B.S., M.S., Ph.D., Professor Emeritus of Physics, 1968-2006

Donald C. Senne, B.A., M.A., Ph.D., Professor Emeritus of Education, 1970-88

John A. Sirevaag, B.A., M.A., Ph.D., Professor Emeritus of German, 1958-91

James R. Strickland, B.A., M.A., Professor Emeritus of Business Administration, 1987-99

Harold W. Sundelius, A.B., M.S., Ph.D., Professor Emeritus of Geology, 1975-1995

Jean C. Sztajer, B.A., M.B.A., C.P.A., Professor Emerita of Accounting, 1981-2006

J. Thomas Tredway, B.A., M.A., M.Div., Ph.D., President Emeritus, 1964-2003

Ralph Troll, B.S., M.S., Ph.D., Professor Emeritus of Biology, 1959-99

Roald Tweet, B.A., M.A., Ph.D., Professor Emeritus of English, 1960-99

Anna M. Wartman, B.S., Ph.D., Professor Emerita of Chemistry, 1968-95

Erwin Weber, B.A., M.A., Professor Emeritus of German, 1962-88

James A. Winship, A.B., M.A., M.Div., Ph.D., Professor Emeritus of Political Science, 1975-2008

Atie W. Zuurdeeg, Dra., Ph.D., Professor Emerita of French, 1974-90

Advanced Placement Credit

| ADV. PLACEMENT EXAMINATION | REQ. SCORE | AUGUSTANA EQUIVALENT COURSE | SEMESTER CREDITS AWARDED | GEN. ED. REQUIREMENT FULFILLED (AND AREA OF STUDY) | APPLICABLE TO MAJOR |
|--|------------|---|--------------------------|---|-----------------------------|
| Art Studio: Drawing | 4 | ART 101 | 3 (6 credit max.) | None | Yes |
| Art Studio: 2D Design | 4 | None | 3 (6 credit max.) | None | Yes (elective) |
| Art Studio: 3D Design | 4 | None | 3 (6 credit max.) | None | Yes (elective) |
| Art History | 4 | ARHI 161 | 3 | None | No |
| Biology | 4 | BIOL 101 | 3 | 1 course perspectives on the natural world, Suffix PN | No |
| Calculus AB | 4 | MATH 219 | 3 | Quantitative reasoning, Suffix Q | Yes |
| Calculus BC | 4 | MATH 219, 220 | 6 | Quantitative reasoning, Suffix Q | Yes |
| Chemistry | 4 | CHEM 121 | 3 | None | No |
| | 5 | CHEM 121, 122 (also CHEM equivalency test) | 6 | 1 course perspectives on the natural world, Suffix PN | Yes |
| Computer Science A | 4 | CSC 211 | 3 | None | Yes |
| Computer Science AB | 4 | CSC 211, 212 | 6 | None | Yes |
| Economics: Macro | 4 | ECON 201 | 3 | None | Yes |
| Economics: Micro | 4 | ECON 202 | 3 | None | Yes |
| English: Language/Composition | — | None | 0 | None | No |
| English: Literature/Composition | — | None | 0 | None | No |
| Environmental Science | 4 | None | 3 | None | NA |
| French Language | 4 | FREN 201, 202 | 6 | Foreign language; students continuing in French should enroll in FREN 301. | Yes |
| French Literature | — | None | 0 | None | No |
| German Language | 4 | GRMN 201 | 3 | Foreign language; students continuing in German should enroll in GRMN 202. | Yes |
| | 5 | GRMN 201, 202 | 6 | Foreign language; students continuing in German should enroll in GRMN 306. | Yes |
| Geography: Human | 4 | None | 3 | None | Yes |
| Government: American | 4 | POLS 101 | 3 | None | Yes |
| Government: Comparative | — | None | 0 | None | No |
| History: American* | 4 | Student may NOT enroll in HIST 130, 131, 132 | 6 | None | Yes (for teaching major) |
| History: European* | 4 | Student may NOT enroll in HIST 110, 111, 112, 113 | 6 | None | Yes (for teaching major) |
| History: World* | 4 | None | 6 | None | Yes (for teaching major) |
| Latin: Vergil | 4 | LATN 200 level | 3 | None | Yes |
| Latin: Literature | 4 | LATN 200 level | 3 | None | Yes |
| Music Theory | — | None | 0 | None | No |
| Physics B | 4 | PHYS 101 | 3 | 1 course perspectives on the natural world, Suffix PN | No |
| Physics C (Mechanics) | 4 | PHYS 201 | 3 | 1 course perspectives on the natural world, Suffix PN | Yes |
| Physics C (Electricity & Magnetism) | 4 | PHYS 203 | 3 | None | Yes |
| Psychology | 4 | PSYC 100 | 3 | 1 course perspectives on individuals and society, Suffix PS | Yes |
| Spanish Language | 4 | SPAN 203 | 3 | Foreign language; students continuing in Spanish enroll in SPAN 301 or 305. | Yes |
| Spanish Literature | — | None | 0 | None | No |
| Statistics | 4 | PSYC 240 | 3 | Quantitative reasoning, Suffix Q (No credits for BUSN 211) | Yes |

* Limit of 9 credits of any combination of AP history credits (U.S., World, European) may count toward the history teaching major.



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